



PROGRAM REVIEW

2012-2017

Faculty Development / Center for Innovation in
Teaching & Learning (CITL)

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I. Background

The Center for Innovation in Teaching and Learning (CITL) supports faculty and students in distance learning, as well as face-to-face courses. Each semester, CITL conducts numerous workshops, hosts a multi-day summer institute and provides instructional design support for faculty and staff. In addition, every month the Faculty Development Committee offers opportunities for faculty enrichment across the college. Besides, Faculty Development Committee and CITL, the college funds numerous independent faculty initiatives such as the Suburban Studies Program, and the Literary Arts Series. Also, The Center for Peace, Justice and Reconciliation hosts TEDX talks and awards scholarship every year for developing classroom projects. Faculty members take opportunities to share research interests and to involve the community in their co-curricular activities. Beginning in 2013, the College established a day of professional development each semester for faculty, staff and students.

There has not been a review of faculty development and CITL offerings in the past. This study is an attempt to review faculty development in the last 5 years and set goals for future.

II. Mission/Vision

CITL engages faculty as leaders, mentors, teachers, support teams, and participants in professional development programs. These professional opportunities help with integrating innovative strategies and techniques for both online courses and face-to-face classes. Besides offering professional development opportunities, CITL provides administrative support for distance learning courses, online course evaluation, the BCC Smart Catalogue, and instructional technologies (See Appendix B). The training workshops help faculty and staff to keep up with college supported tools and applications. In 1998, The Center for Innovation in Teaching and Learning (CITL) formerly known as the Center for Instructional Technology developed a mission statement:

The mission of the CITL is to empower faculty to continuously improve student-learning outcomes through the appropriate and productive use of best practices in teaching and technology.

In the last five years, CITL has deeply focused on how to teach well with technology, improve classroom experiences and enhance teaching practices. The expansion of the mission of the CITL beyond its initial focus on instructional technology to a broader focus

on teaching and learning highlights a key shift in the College's more comprehensive approach to student-centered instruction.

Faculty Development Committee (FDC) representing faculty from each of the academic divisions and Faculty Senate revised their mission statement in late 2015.

The faculty development committee facilitates, advocates, and provides opportunities and resources for faculty enrichment across the college.

CITL, FDC, Faculty and Departmental initiatives support College's mission, vision and values by providing educational, personal and professional development opportunities to both part-time and full-time faculty.

Vision: Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Values: To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors:

Learning • Excellence • Integrity • Respect • Creativity

A. Core Objectives/Outcomes

The core objective for the CITL is to provide a variety of opportunities both online and on campus for learning current pedagogical practices and use of technology in classroom. These include semester-long online training programs, limited time workshops and faculty showcase events, and a multi-day summer institute to exchange ideas and keep abreast of the best practices and newer technologies. Specifically, CITL aims to:

1. Promote events to exchange ideas and best practices on teaching and learning
2. Develop instructional materials to support faculty and students
3. Coordinate technology and pedagogy training workshops for faculty and staff
4. Provide consultation service for designing online and face-to-face courses
5. Provide administrative support for running distance-learning courses

In addition, there is growing number of faculty and departmental initiatives for faculty development supported by the Office of Academic Affairs offered at all three locations for both part-time and fulltime faculty fostering instructional and curricular innovations.

- Tri State Best Practices Conference is built on the three-pronged mission of community colleges, which includes teaching, service and community involvement.
- The Literary Arts Series is a campus-wide program to promote readings from the community.

- Science Infusion Program (SIP) provides ways to integrate classroom learning of a STEM topic in both science and English classes, without the need to require joint scheduling.
- The Center for Peace, Justice and Reconciliation (CPJR) fosters awareness of mechanisms of social conflict, political and ethnic violence, and genocide with a special emphasis on Armenian issues through educational initiatives, exhibitions, and dialogues.
- The purpose of the Reading Across the Curriculum (RAC) program is to promote reading skills in all courses through education, workshops, guidance and the development of reading skill enhancement activities that integrate with existing curriculum.
- The Suburban Studies Group involves the three basic services an institution of higher learning – teaching, civic engagement and professional development.
- Writing, Reading and Pedagogy (WRAP) Sessions are sponsored by the Bergen Community College English Department. These sessions are meant to encourage teachers to connect with one another and to think critically about what they do in the classroom.
- Professional Day of Development is a daylong program for cross campus theme based discussions such as equity and guided pathways among entire college community.

B. Contribution to faculty and staff success

Faculty development initiatives provided by CITL and other groups contribute to the college's faculty and staff success goals as defined by the College's 2013-2018 strategic plan:

Strategic Theme 2: Faculty and Staff Success and Excellence

The College's faculty and staff remain one of the school's most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base secure future goals and accomplish the College's vision and mission.

Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions [T2.GA.]

- Develop, implement, and sustain professional training pathways for faculty and staff [T2.GA.a1]
- Align technology training and support to meet organizational needs in and outside the classroom [T2.GA.a2]
- Showcase the achievements of all faculty and staff on a regular basis [T2.GA]

Goal: Embrace the contributions of non-tenure track faculty [T2.GC.]

- Create a compensated orientation program for all new adjunct faculty [T2.GC.a1]

III. Overview

A. History

The Faculty Development Committee (FDC) originated in June 1991. The committee reported through Dean of the Faculty to the Academic Vice President, who provided support to the

committee for creating a viable program. As a result, a range of viable programs were created including the development of a newsletter and annual calendar, establishment of Partners in Learning, and library acquisitions and materials.

Since that time, a comprehensive multi-faceted faculty-driven program has encouraged professional growth and scholarship for effective instruction including Faculty development initiatives, the Center for Instructional Research and Development grants, Princeton Mid-Career fellowship programs, the New Jersey Community College Consortium's Chair Academy and NISOD Excellence in Teaching Awards.

The FDC originally consisted of three founding members; shortly afterward membership expanded to include elected representatives from each academic division who constituted the Faculty Development Advisory Board, which selected Coordinators. The Coordinators ran the program in consultation with the CIT Coordinator who was part of the Faculty Development Board..

In 1998, the College created the Center for Instructional Technology (CIT) to create a separate unit to support use of technology in the classroom and to train faculty to teach online courses. The focus of the Center was to support faculty and staff in using college supported software and hardware. A faculty member led the center on release time, and an office supervisor was assigned for administrative work. The Center reported to the Department of Information Technology, which was outsourced to SunGard. In 2002, as a result there were two major changes: the hiring of a Technical Assistant to support the learning management system and a Director to lead the center. In 2004 College hired an Instructional Designer to support faculty teaching online and hybrid courses.

In 2007, the Faculty Development Committee Planning Committee was charged with developing a mission and goals for a renewed effort in supporting faculty development. The by-laws devised at that time are presently in effect with minor amendments.

In 2010, the Community College Survey of Student Engagement (CCSSE) survey results emphasized the need for Active and Collaborative learning. To drive innovation and new approaches to teaching and learning, the Center for Instructional Technology was renamed as Center for Innovation in Teaching and Learning (CITL) and reported to the College's recently formed Center for Institutional Effectiveness.

In 2011, the School of Virtual Studies was created under Academic Affairs to expand distance learning courses at the college. As a hub for supporting distance learning courses and faculty training to teach online courses, CITL reported to the Dean of Virtual Studies. Two years later, due to academic reorganization, departments were consolidated and CITL directly reported to the VP of Academic Affairs.

In addition to the Faculty Development Committee and CITL, the college funds numerous independent faculty initiatives such as the Suburban Studies Program and the Literary Arts Series. Faculty members take opportunities to share research interests and to involve the

community in their co-curricular activities. Center for Peace, Justice and Reconciliation is grant funded by a private donor and occasionally co-sponsored by student affairs.

In order to develop more systematic planning, scheduling and assessment of faculty development activities, the VPAA formed the Faculty Development Coordinating Council and assigned a full-time faculty member (Special Assistant to VP on Faculty Development) to foster conversations between leaders of the various initiatives, address scheduling and increase integration of content and activities of the events into courses. The FDCC advocated for a single theme to govern activities of multiple groups

Literary Arts Series	Writing Center	Learning Communities
Center for Peace Justice Reconciliations	Suburban Studies	FD Committee
Tri-State Best Practices Conference	CITL	Adjunct Faculty
Partners in Learning	Student Services	Faculty Senate

B. Program Development/Evolution of Services

CITL has seen some changes in staffing in the last five years. To support academic web sites, online course evaluation and the Smart Catalogue, the Instructional Designer assumed the position of Academic Web designer and Content Manager. To support technology integration in courses and coordination of training workshops there was a new position created Instructional Technology Specialist.

- In 2014, Summer Institute program on redesigning course activities was initiated by CITL. This two-day program has focused on learning communities, experiential learning, student motivation as well as technology-enabled active learning and student accommodations.
- In 2016, the tenure process was revised to include an action-based research project connected to aspects of teaching and learning. BCC Fellowship for the Scholarship of Teaching and Learning (SOTL) was started to support and recognize faculty members who contribute to the teaching profession through the principles and practices of the SOTL. CITL designed SOTL workshop series for faculty to conceive and develop scholarly teaching research projects.
The same year first edition of *BCC Journal of Scholarly Teaching* was published to document and share faculty work on how student learn in their classroom (See Appendix J). After the launch of the *BCC Journal of Scholarly Teaching* the college president provided space for SOTL Lab. CITL designed this lab as an active learning space for faculty to begin conversations around scholarly activities in the classroom, grant funded projects and institutional projects.
- The College launched Adjunct Faculty Development Program in the fall 2016 to incentivize part-time faculty to strengthen their teaching skills (See Appendix K). Besides the regular in-person workshops and daylong sessions, AFDP online modules provide the flexibility to timely complete this program.
- Bergen CITL YouTube channel was initiated in 2012 to provide online Moodle training tutorials.

- In fall 2017 the Faculty Showcase event shared high impact practices (learning communities and service learning) in contrast to the typical showcase which centered on technology and teaching. The Spring faculty showcase still brings faculty together to showcase technologies used by faculty in their online and face-to-face courses.
- CITL provided access to 20-minute mentor commons from Magna Publication and Tech Byte in 20 to fit professional development for faculty with limited time.
- The CITL Database now records and tracks participation from workshops and sessions provided by other departments such as Student Services, Center for Institutional Effectiveness, Purchasing, Information Technology, Library and Office of Testing Services. This has helped to provide a comprehensive list of sessions in the Monday email blast and avoid overlap of sessions.
- Faculty Development Coordinating Council was formed in Fall 2015 to bring various faculty development units together. The council created a joint calendar to help faculty plan course-activities around the events (See Appendix D).

C. Organizational Structure

Center for Innovation in Teaching and Learning (CITL)

The full-time CITL staff includes a Director, Professional Assistant, Instructional Technology Specialist, and Web Designer & Content Manager. The Center for Innovation in Teaching and Learning reports to the Vice President of Academic Affairs (See Appendix A). In regard, to distance learning, CITL staff is dedicated to keeping the services up and running even during the weekend. Some of them teach online courses and as a result, they are able to tap into and answer online teacher's requests for help at off hours. The Center has a built-in back up plan to each of the major faculty distance learning support area to allow smooth operation in absence of a staff member. In addition to fulltime staff, selected faculty on release time help to run online training programs and provide support for a myriad of technologies.

Faculty Development Committee (FDC)

The Committee comprises faculty representatives from each academic division, as well representative from Faculty Senate, Center for Innovation, Teaching and Learning (CITL), Partners in Learning (PIL) and Office of the Vice President for Academic Affairs. The committee member selects the chair for two-year period. At present the committee is working on including a representative from part-time faculty. In fall of 2015, the release time for leading the faculty development was shared between co-chairs of faculty development and Special assistant to VP on faculty development. The co-chairs continue to mentor new faculty and organize events related to teaching positions.

Faculty Initiatives

Professors Maureen Ellis-Davis & Sarah Shurts provide leadership for the Tri-State Best Practices conference. Committee members include Professors Anthony Yankowski, Mecheline

Farhat, Mary Crosby, and Melissa Krieger. In addition, the Dean and staff of Meadowland campus support this activity.

Members of the English faculty, Professors Jessica Datema, Stacey Balkan, and Brian Cordell coordinate the Literary Arts series. Prof. Elizabeth Marsh from the English Department is the leader and creator of the Reading Across the Curriculum program. Kate McGivern manages the web site for the RAC program. Also, WRAP sessions are sponsored by the English department and are coordinated by Leigh Jonaitis and Seamus Gibbons.

Science Infusion Program was started under the leadership of Dean PJ Ricatto in 2014. Barbara Davis from the Biology department collaborated with Susan Lago and then Ellen Feig from the English department. They have recruited English and science faculty to participate in the program.

The Suburban Studies group is a voluntary, college-wide learning community started by Prof. Phil Dolce. The committee members include Susan Barnard, Keith Chu, Maureen Ellis-Davis, Gemma Figaro, Peter Helff, Amarjit Kaur, Jim Miller, PJ Ricatto and Lynn Schott

The core leadership of the Center for Peace Justice Reconciliation consists of a committee of six co-directors drawn from faculty across the disciplines. PJR reports to BCC Administration via the office of the Academic Vice President; the Center liaisons with the BCC Foundation on matters related to community-based funding.

The Director of Achieving the Dream, Jaymee Griffin and ATD Core Team Leaders, Maureen-Ellis-Davis and Lynda Box head the Professional Day of Development.

IV. Current Services

A. The Online Professor Program (TOPP)

CITL supports a faculty created, faculty driven online training program called “The Online Professor Program” (TOPP) which is required for faculty who are assigned to teach an online or hybrid course. This is a three level training program. TOPP1 is for the professor who is developing an online or partially online course and has never taught an online course before. TOPP 2 is for the professor who is teaching an online course for the first time. TOPP 3 is an advanced training program for online professors to review their online or hybrid course based on Quality Matters rubric and make appropriate changes.

Table 1: The Online Professor Program Participation

TOPP Level	Faculty							Total
		2012	2013	2014	2015	2016	2017	
Level I	Part time	7	3	5	5	6	6	32
	Full time	0	7	5	3	1	4	20
	Total	7	10	10	8	7	10	52
Level II	Part time	5	3	2		1	2	13

	Full time	4	4	1		1	1	11
	Total	9	7	3	0	2	3	24
Level III	Part time	2	0	0	1			3
	Full time	2	1	1	1			5
	Total	4	1	1	2			8

B. Workshop Training Sessions

CITL provides workshops on Microsoft Office productivity, the Learning Management System (Moodle), e-Tools and topics on teaching and learning to both faculty and staff. Faculty, staff and administrators learn about the CITL workshops and events through a hard copy of the calendar and workshop description sent to mailboxes which is followed by weekly emails with a listing of upcoming sessions. Specific events are listed in Bergen Daily and reminders are sent three days before the event.

Among the many factors, faculty participation in these workshops depends on the release of new technology, number of new hires and incentivized training opportunities in an academic semester. Since the launch of Adjunct Faculty Development Program, the number of part-time faculty attending workshops offered by the Center has increased two thirds and approximately half of the workshop attendees were adjuncts.

Table 2: CITL Workshop Participation

	FA2012	SP2013	FA2013	SP2014	FA2014	SP2015	FA2015	SP2016	FA2016	SP2017
Workshops	62	77	82	48	43	53	56	53	62	80
Part time	41	94	95	40	67	36	98	170	155	152
Full time	96	72	125	73	82	82	42	51	48	62
Staff	162	147	121	67	75	95	137	52	90	121
Total	299	313	341	180	224	213	277	273	293	335

The Workshop Coordinator sends a follow-up survey to find out participant's satisfaction (See Appendix F). As the same instructor offers a substantial number of workshops on the same topic, starting 2015 these surveys were delivered for new instructors and new workshops only. Selection of future workshop presenters is based on attendee's satisfaction. A comparison of satisfaction levels helps in inferring it takes a few semester for new instructors or new workshops to provide similar level of experience.

Faculty development committee works with CITL to offer workshops on topics such as college support services, faculty promotions, new tenure-track faculty workshops and mentorship program (See Appendix I).

Table 3: FDC Workshop Participation

	FA2014	SP2015	FA2015	SP2016	FA2016	SP2017
Workshops	9	5	1	3	4	2
Attendees	193	116	25	62	62	52

In addition, FDC offers focused group meetings to support new tenure track faculty. There are eight monthly meetings each year, which are, led by Vice President of Academic Affairs and speakers from different areas of the college. FDC members are assigned as group mentors to new faculty for the tenure process and help to review the tenure documents.

C. One-on-One Consultations

Any faculty can get **in-person help** designing instructional materials for their face-to-face, online, hybrid or web enhanced courses. CITL supports one-on-one consultation for college-supported technologies and applications. Some of the applications supported include Respondus, Lock Down Browser, TurningPoint, Turnitin, SoftChalk, Cisco Show and Share, VoiceThread, Wimba Classroom, Adobe Connect, Adobe Acrobat Pro, MS Office Suite.

Table 4: Consultation Hours

	2014	2015	2016	2017
Hours	49	31	21	87

CITL also, supports **special projects** that enhance teaching and learning and will harness technology in the process. Some of the projects include “Socrative” app for a healthcare event, “Subtext” app for enhancing reading skills and “Reacting to the Past” approach for a history class. The Center funded the project “iPad for ALP Reading” in ALP-054/064 level 2 or level 3 reading classes. The objective of this project was to improve reading speed, comprehension and summary skills by training faculty on use of apps such as Subtext, Evernote, iMovie and Google docs.

At the annual Ridgewood Academy event for Health Profession (RAHP) case study event, students were provided with iPads that have the full Melanoma Case Study PowerPoint presentation and the Socrative app with questions. Instructional Technology support staff supported the lead faculty to run each session and collect answer to questions in the Socrative app related to the case study.

The Center also funded an adjunct faculty to attend the “Reacting to the Past” conference to share this approach at the 2016 Summer Institute. Reacting to the Past course employ a different approach for students to learn by taking on roles, informed by classic texts, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork in order to prevail in difficult and complicated situations.

D. Faculty Showcase Events

Faculty Showcase event promote and share use of classroom technologies with fellow faculty, Typically CITL hosts faculty showcase event in the spring semester. For the first time, a showcase event was hosted in fall2017 featuring high impact practices including service learning and learning communities, with participation from students.

Table 5: Faculty Showcase Participation

	2012	2013	2014	2015	2016	SP2017	FA2017
Registered	46	41	38	39	35	37	33

E. Day Long Events

Professional Day of Development is devoted to self-reflections as a college community with themes such as Equity, Wellness and Student Success.

Table 6: Day of Development participation

	SP2017	FA2017
Part-time	61	54
Full time	197	204
Staff	229	215
Total	487	473

The office of Vice President is supportive of faculty and department initiatives offered year round at different locations.

Tri-State Best Practices Conference is an annual event held each year in March. There are about 110-130 participants each year from neighboring states. Most participants are also presenters. Evaluation surveys from the participants are gathered. There has been no systematic analysis performed on this information. Many colleges and universities in the metro region attend and keep returning. No other data or information is routinely collected. The organizers of the conference are working to publish proceedings of the presentations from this event.

Reading Across the Curriculum (RAC) program was first offered as a faculty development workshop in Spring 2016 and then the symposium was offered in Fall 2017. The program maintains a website for reference and examples. The program coordinator Prof. Elizabeth Marsh provides individual consultation to faculty.

F. Multi Day Events

CITL Summer Institute is a 2-day annual event brings faculty together to hear experts from the field of teaching and learning and attend workshops offered by colleagues. (See Appendix G). During this multi day event, participants reflect and redesign an existing course activity for the coming summer or fall semester.

Table 7: Summer Institute Participation

	2014	2015	2016	2017
Attendees	41	51	48	42
Presenters	12	16	18	14

The level of participation, satisfaction and impact on teaching was measured during the 2014-2016 assessment cycle (See Appendix H). As a result design template for a course activity was

revised to include lesson reflection at the end of the semester to continuously improve the redesigned process initiated at the institute.

G. Peer to Peer Support

Partners in Learning (PIL) is volunteer program that encourages faculty to observe one another in order to receive constructive feedback on one's teaching style. One-partner visits the class 2-3 times, makes observation and meet to discuss the results. In the following semester roles are reversed. Faculty is invited to join the PIL group twice a semester. It is thinly attended group with 2-10 participants per meeting. PIL is working on revising the mission of the group to better serve the faculty.

Science Infusion Project (SIP) helps Science and English faculty to collaborate as part of classroom project. Science faculty learn to communicate more clearly and English faculty can present science material without the necessity of becoming a science expert. The following SIP projects have been implemented to encourage the inclusion of science topics in the English classes and writing support for science classes:

- a. Malaria Awareness project
- b. "Your Brain" on Video Games and The Science of Addiction.
- c. Focus on poverty and addiction with readings from the Jeff Hobbs' book, *The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League*.
- d. Focus on the issues surrounding heroin and opioid addiction with a livestream question and answer session with Sam Quinones, author of *Dreamland*.
- e. Should Vaccines be Mandatory for Children? Student analysis of pros and cons of mandatory vaccination.
- f. The Ethics of Medical Experimentation.
- g. The Heroin and Opiate Addiction Epidemic in the US.
- h. The Hunger Project
- i. *Joy, Guilt, Anger, Love: What Neuroscience Can and Can't Tell Us About How We Feel* in conjunction with efforts to improve Biology lab reports.
- j. The Vaccine Debate
- k. The Environment
- l. Learning Styles Project/Neuroscience
- m. Exploring the Science of Meditation, Global Warming and Lead Poisoning
- n. Changing Perspectives on Environmental Conservation
- o. Literature and Medicine in English class and Error Analysis Reports in Chemistry

H. Discipline Specific Events

Besides faculty initiated programs, some of the departments coordinate faculty and staff development workshops on topics such as educational methodologies, curriculum updates, and other department-specific topics. Table 8 below reflects the responses from the 10 academic areas that provided information.

Table 8: Discipline Specific Participation

Dept Name	Dental Hygiene	Nursing	Hotel Rest.	Art	Social Sciences	Math	Criminal Justice	Draft. & Design	InfoTech.	Comp. Sci.
Faculty										
Full time	5	14	4	7	18		3	3	5	2
Part time	30	34	4	30	71		20	7	10	8
Staff										
Full time	2	4	1	1.3	1		1	0		0
Part time	0	0	1	10	0		0	0		0
Educational Events										
Number of Events/year			8-10				1		2	
Number of Hours/Event	Several		1-1.5				1		3	
Attendance /Event			5-6				4		8	
Topics Covered	Educational Methods		Curriculum HRM ordering process				Support		INF-101 methodologies, LMS, Best Practices	
Event Leader	Online		Dept member				Outside speaker		Dept member, Outside speaker	

How can CITL help?

- Provide teaching/learning theories, methods, application to practice,
- Assist with curriculum development and evaluation More Moodle features,
- More pedagogical techniques
- Provide more information about CITL offerings
- Provide workshops for setting up & using Moodle
- Offer adjunct course credit
- Provide funding for conferences

I. Series of Programs

The **Center for Peace Justice and Reconciliation** (CPJR) has sponsored initiatives designed to facilitate curriculum design and development, and regularly sponsors professional development initiatives for educators. Some of the examples include a series of professional development seminars for county educators in secondary schools conducted in partnership with the Northern Valley Curriculum Development Center; a grant from Facing History to foster professional development among Bergen College faculty; PJR sponsored grants for Bergen faculty to design curriculum content that aligns with the mission of the Center; and workshops, seminars and other programs that enhance curriculum content and professional development.

The **Suburban Studies** group holds 3 to 4 programs related to the theme of Suburbia on different topics every semester. Thirty six faculty from twenty one disciplines have added a section on suburbia in their existing course. The Suburban Studies Program, a previous nominee for the Bellwether Award from the Community College Futures Assembly, was invited to join the Cultures of the Suburbs International Research Network in 2015, the first community college in the country to receive such an honor.

Literary Art Series (LAS) promotes selection of individual authors for study on the campus by students and colleagues. Faculty integrates their writing into curricula for students to read the author's work before they arrive. LAS coordinator invites an author to discuss their work with the audience at an annual speaking event. After reading the author's work, students are able to have a dialogue with the guest speaker using tools of critical discourse that are initiated throughout the semester through classroom and extracurricular assignment. An archive of the authors, pedagogical materials, biographical information, reviews, excerpts, discussion questions, and other curriculum items are prepared and put up at the website:

<http://www.literaryartsseries.org>. This website is used as a classroom resource across the disciplines for lectures discussions and data that initiates conversations about the humanities.

J. Adjunct Faculty Development Program (AFDP)

Adjunct Faculty Development Program provides an opportunity for part-time faculty to strengthen their teaching skills, meet other BCC faculty and earn recognition and compensation for their effort. Each semester CITL posts a list of approved teaching and learning activities offered at the college on the AFDP web site <http://www.bergen.edu/afdp>. The AFDP permits part-time faculty to accumulate hours of professional development over the course of an academic year leading to a certificate and stipend. Once faculty have completed initial certification, they are eligible for re-certification.

In addition to face-to-face opportunities, AFDP online course cover faculty development topics grounded in sound educational theory and offer solutions to common classroom challenges. The Center has institution wide subscription to the "The Teaching Professor" and "20-Minute Mentor Commons" from Magna Publication, which helps to provide online collection of short training program on topics such as classroom management, universal design, grading and feedback, and critical thinking.

There were 89 articles viewed from the newsletter “The Teaching Professor” and 1193 views of 20-Minute mentor commons by 120 faculty from 2016-2017. The 20-minute mentor commons training program on distance learning are part of the online training program TOPP II and I.

V. Constituencies

Internal Constituencies

Workshops are offered on new and existing classroom technologies, and online pedagogy to faculty and staff from all three sites including Meadowlands, Ciarco Learning Center and Paramus campus. Both fulltime and part-time faculty participate in professional development events,

The Special Assistant to VP on faculty development and the CITL, Director coordinates teaching and learning activities for the Adjunct Faculty Development Program (AFDP). A list of approved activities both on-campus and online are provided on the web site <http://www.bergen.edu/afdp>. Part time faculty can accumulate hours of professional development from these approved activities leading to a certificate and a stipend. Adjuncts who complete initial certification are eligible for recertification and stipend in one of the next two academic years.

Table 9: AFDP Certified Part-time faculty

	2015-2016	2016-2017
Certified	38	29
Re-certified		15

Certified part time faculty in the AFDP survey results mention the need for sessions on using technology in classroom, student-centered teaching dealing with diversity and cultural issue, and active learning techniques (See Appendix L).

External Constituencies

As a member of New Jersey Distance Education Affinity Group BCC’s online faculty participated in the statewide APPQMR training program to apply for peer reviewer and master reviewer training. There are 3 active peer reviewers and 3 master reviewers who participate in internal and external official QM reviews.

CITL staff share their knowledge at local and national conferences.

CITL Publications

Kaur, A. Personalizing the Online Enterprise of College Learning Through Synchronous Activity, Dec 2015 , The Community College Enterprise: a journal of research and practice
Kaur, A., Technology Review: Tablet Usage in a College Setting, Dec 2013, The Community College Enterprise: a journal of research and practice

Margolies, B. How Voki Implementation Began at Bergen, November 2016, Emerging Learning Design Journal, MSU

Faculty publish articles in number of peer-reviewed journals and are recognized at the bi-annual Scholarly dinner.

VI. Resources

The Center for Innovation in Teaching and Learning (CITL) reports to the Office of Academic Affairs. The full time CITL staff includes a Managing Director, Instructional Technology Specialist, Academic Web Designer & Content Manager, and a Professional Assistant.

Table 10: CITL Staff

Name	Education	Title	Professional Association	Date of Appointment	Full/Part-time
Amarjit Kaur	Ed. D. (Instructional Design and Media)	Managing Director	Confidential	1/9/2004	Full time
Annette Rakowski	Master (Business Administration)	Instructional Technology Specialist	Professional	1/1/2017	Full time
Beverly Margolies	Master (Educational Technology)	Academic Web Designer and Content Manager	Professional	9/12/2011	Full time
Patrick Simms	Masters (Instructional Design)	Professional Assistant	Faculty	8/12/2002	Full time

The Director and professional staff members keep abreast of changes in technologies by participating in events such as Moodle Moot, publisher hosted webinars and just-in-time vendor training.

Table 11: CITL Staff Professional Development and Affiliation

Name	Professional Affiliations	Professional Development
Amarjit Kaur	NJDEAG, NJEdge, Quality Matters and POD Network	Certified QM Master Reviewer, Improve Your Online Course facilitator
Annette Rakowski	CCCCNJ	Adobe Education Exchange, TOPP Certification, Moodle Train the Trainer
Beverly Margolies	NJEdge, ELD	APPQMR Certification, TOPP for Teacher Certification
Patrick Simms	Moodle Moot	Master Degree in Instructional Design

Besides full time staff, faculty on release time help with major projects such as transitioning to new Learning Management System, TOPP online training program and SOTL training. Faculty and staff presenting a CITL workshop receive \$41.67 per hour.

Also, the Center has institution wide subscription to the “The Teaching Professor” and “20-Minute Mentor Commons” from Magna Publication to provide online collection of targeted faculty development programs.

The Co-chairs of the FDC and Assistant to the VPAA for FD receive release time each semester to coordinate faculty development activities. The committee consisting of elected member from each division and ex-officio from library, student services, faculty senate, CITL, PIL and VP’s office meet once in a month to plan and offer professional development opportunities.

Faculty heading the Tri state Best practice conference, Literary Art Series Reading across the curriculum, Science Infusion and WRAP program meet regularly with the team or faculty interested in the initiatives to firm up the program. PJR and Suburban Studies group meet formally during the semester to decide events for each semester.

Physical Resources

The Center for Innovation in Teaching and Learning is located in the C wing, third floor of the Pitkin Education Building. There are two training facilities-- the Scholarship of Teaching and Learning Lab (A-228) and the Faculty and Staff Resource Room (C-326). These facilities are open to all Faculty and Staff to work on their projects when workshops are *not* in session.

The **SOTL Lab** (Scholarship of Teaching and Learning Lab) provides space to faculty to begin conversations on how students learn, understand teaching and learning theories, and design classroom interventions to share findings with fellow colleagues. This room is setup to practice active and collaborative teaching techniques and has a state of the art digital projection screen for real time sharing of applications with Apple devices using Apple TV technology. There are two movable trapezoid tables with 12 chairs, a backbone stationary media table with 5 armless high stools and two tea-cup lounge chairs to support different seating arrangements. This room has one large and three small glass dry-erase boards for creating dynamic group activities.

The **FSR** (Faculty and Staff Resource) room is primarily used for technology training. C-326 contains a color as well as a black and white laser printer along with 2 dedicated document scanners and 1 scanner for pictures/slides. The teacher’s station contains an LCD projector with smart classroom capabilities including a document camera and Apple TV, which provides screen mirroring of Apple devices to the LCD projector. In addition, there are 5 VDI’s, 9 Dell PCs, 5 MAC computers and 1 HP Sprout computer in this room. 5 VDI computers are arranged in the first row and are ready to go with a Virtual desktop infrastructure (VDI) that hosts a desktop operating system on a centralized server in our data center. They come equipped with built-in Webcams for easy access to video creation. In the next two rows are 9 Dell computers with sound card and audio jack for sound playback. On the outside wall of the room are 5 Apple iMac Computers with software loaded to match the new West Hall Art free-time Print Graphics lab image. On the same wall is 1 HP Sprout machine which captures 3D objects using the unique WorkTools software.

List of Software installed in FSR room

- Adobe Creative Suite (Audition, Acrobat DC, Acrobat Reader DC Character Animator, Dreamweaver, Fireworks, Flashbuilder, InCopy, Photoshop, InDesign, Illustrator)
- ArtStor Offline Image Viewer
- Audacity – Used for audio file creation and conversion to mp3 files
- Globalscape Cute FTP 8 Professional
- Hot Potatoes – Test Creation Software
- iTunes – For working with podcasts
- MathType 6
- Microsoft Office 2016 (Access, Excel, Outlook, PowerPoint, Publisher, Word, Groove, OneNote, OneDrive, Visual Studio 2010 Express)
- Mindjet Mind Manager – Brainstorming ideas and project planning
- MiniTab 14 Student – Used for Statistics Education
- NCH Software Suite – Includes programs for audio, video, business, dictation and transcription, graphics, telephony, and other utilities
- Respondus – Test Creation Software for batch uploading questions,
- Respondus Lockdown Browser 1.0
- SoftChalk Create 10 – Used for creating interactive activities Switch Sound File Converter
- Techsmith Camtasia Studio – Used for screen animations Techsmith Snag-it – Used for screen capture
- TurningPoint – Used for Classroom Clicker slide creation Ulead Video Studio – Used for video editing
- WinZip

Financial Resources

CITL

The cost to renew college's learning management system and other software is supported by the department of Information Technology. However, this does not cover the cost to update minor equipment such as iPads for classroom use, printers and scanners in the training facilities.

The Center for Innovation in Teaching and Learning has supported faculty going for official QM certification. The budget to cover the cost of QM official reviews has been reduced in the last five year.

Faculty Initiatives

- Tri-State Faculty conference committee would like to get additional funding to develop conference proceedings or publications for annual presentation. This would help with increasing participation at the annual event.
- The literary art series would like to get funding through grant opportunities such as NEH to support series profile for speakers.

- PJR does not have support in the form of an endowment. The programming is contingent upon the approval of an annual by-request budget. This process it is claimed hinders long-term strategic planning.
- WRAP participation could improve with funds to support regular refreshments and more staff support.

VII. Planning

The Center for Innovation in Teaching and Learning reviews follow up surveys, topics that emerge from one-on-one consultation and workshop database to create a preliminary list of offerings prior to any given semester. The workshop coordinator works to find possible presenters to cover a variety of topics of interest and relevance to college community. Presenters are contacted to schedule workshops at least one week after the start of a semester and a week before the end of the semester. A calendar of workshops and their description is created prior to the start of the semester for distribution to full-time and part-time faculty (See Appendix C & D). Additional offerings are included in the workshop database during the course of a semester.

Table 12: CITL Workshop Planning Calendar

	Explore new topics, decide current semester offering	Share preliminary offerings with CITL staff	Firm up workshop schedule and Proofread	Deliver to Print Shop/ Post on CITL web site	Distribution to mail boxes/bulletin board/CITL facilities	Respond to external workshops
Fall	Ongoing	Second week of April	First week of August	Third week of August	Fourth week of August	Ongoing
Spring	Ongoing	First week of November	Third week of December	First week of January	Second week of January	Ongoing
Summer I & II	Ongoing	Second week of March	Last week of April	First week of May	First week of May	Ongoing

On the other hand, planning for Summer Institute starts a year in advance to decide the theme to book the keynote speakers and prepare program material to market the event. A committee consisting of four faculty members and CITL staff help with planning and assessing course design activity by summer institute participants. Similarly, Faculty showcase event are planned a semester ahead to select presentation topics, confirm presenters, reserve space and work out details of the program.

Key Participants

The faculty development opportunities offered by CITL are planned based on the input from faculty and staff. A follow up survey after the workshop, summer institute program and part of the assessment report at the end of 2-year cycle are taken into consideration when deciding faculty development opportunities.

CITL also gets feedback from faculty development committee and other college-wide committees such as Achieving the Dream (ATD). Director of CITL and Special Assistant to VP chaired the ATD “Enhancing Teaching and Learning” subcommittee to work on short and long term goals for high impact practices and professional development opportunities (See Appendix M).

Short Term Goals

The short term goal will be to continue providing professional development opportunities to faculty and students on various technologies and classroom teaching techniques. As classroom technologies are updated, there is need to continuously reflect changes in the training opportunities. Some of the offerings will include using synchronous tools to hold virtual meetings, classroom/screen capture solutions to create online tutorials and online polling solutions to build interactive classroom.

There will be training sessions offered on how to use classroom spaces for active learning, design course materials to address growing diverse student population and expand support for embedding open educational resources in both face-to-face and online courses.

There are departments who are not aware of CITL services (Table 8). Center will work with the public relation to increase visibility to better market in-person and online training opportunities.

Long Term Goals

There is a growing need to provide professional development opportunities to adjuncts, who are the largest segment of teaching faculty. CITL will strengthen partnership with the Office of Adjunct Administration to increase participation of part-time faculty. Efforts will include offering workshops at times other than regular business hours, building mini workshop series, creating more online opportunities and facilitating ongoing teaching and learning exchange groups.

The Center for Innovation in Teaching plans will work on offering online faculty development program that helps with redesigning existing courses to include active learning techniques, higher order thinking and assess student learning. This will help new adjunct faculty, new tenure track faculty and professional adjuncts who are new to the field of teaching and learning. The Center will collaborate with the Title V grant, Adjunct office, Success initiative and STEM grant to explore teacher certification solutions.

As part of “Achieving the Dream” (ATD) initiative there has been special focus on supporting high impact practices including service learning and learning communities. Seventy per cent of faculty who participated in the polling activity at the fall 2017 faculty conference identified connecting classroom learning with real world issues as number choice for engaging students in the classroom. Center will work with the Coordinator of the Center for Advising and Career Development to develop training opportunities for integrating project based learning and service learning projects for learning interdisciplinary concepts.

There have been multiple discussions by the college community on issues of equity. These include the keynote speaker event at the day of development, professional development training for faculty participating in the Title V grant, reading circles initiated by the office of VP, defining equity for BCC. The ATD institutional capacity survey suggests there is a need for professional development to strengthen the college’s commitment to serve the low-income students of color and at-risk. Faculty development opportunities will be created for faculty to learn how to embed inclusion and social justice in the curriculum and teaching.

Although college has robust training program for online instructor from designing to teaching their course, there is need to for ongoing support to improve online courses to keep up with the current technologies and research-based practices. This will not only help with courses that are officially streamlined through the online training program but also which were grandfathered in the system. At the last middle states visit there was also a recommendation to provide orientation to Department chairs for supporting demand for online courses and serving online students.

Another area to explore will be to identify key faculty members within departments who are committed to teaching and feature exemplary teaching of faculty in different fields. The short and multi-day event offerings will expand to feature teaching techniques focusing on discipline based teaching to improve classroom experience. Partners in Learning (PIL) program will be redesigned for expanding peer-to-peer support within the same discipline area. Currently, this program encourages faculty to exchange ideas between different discipline areas teaching online and face-to-face.

VIII. Summary

Achievements and Progress

- CITL Summer Institute to redesign course activities, Summer 2014
- Adjunct Faculty Development Program to expand support for part-time faculty, Fall 2015
- AFDP Online to provide flexible opportunities to complete certification, Fall 2016
- Publication of first “Bergen Journal of Scholarly Teaching,” Fall 2016
- Opening of SOTL Lab to provide space for ongoing consultation and dialogue, Fall 2017

Mission, Goals and Objectives

- Faculty Empowering Faculty • Inclusive Professional Development

Strengths

- Faculty Initiated faculty development program (a grassroots approach)
- Strong partnership with college units to recruit workshop presenters

Challenges

- Coordinating a more unified faculty development program
- Overlapping in scheduling limits participation in events
- Fostering integration of content and activities from co-curricular events into courses
- Collecting evidence of impact from CITL/FD workshop participation
- Ensuring the marketing efforts reaches all relevant members of the college community

Celebrations and Recognitions

- The Online Professor Program (Exemplary practice by the MSCHE, April, 2016)
- Exemplary CITL Assessment Report 2014-2016
- Scholarly Dinner 2017 (Authors of publications and presenters at national conferences)

Recommendations for Change

- Identify departmental champions to disseminate faculty development efforts at the discipline level
- Further expansion of central database for communicating faculty development efforts
- Linking faculty development offerings to class activities

Additional Data needed to effectively evaluate this program

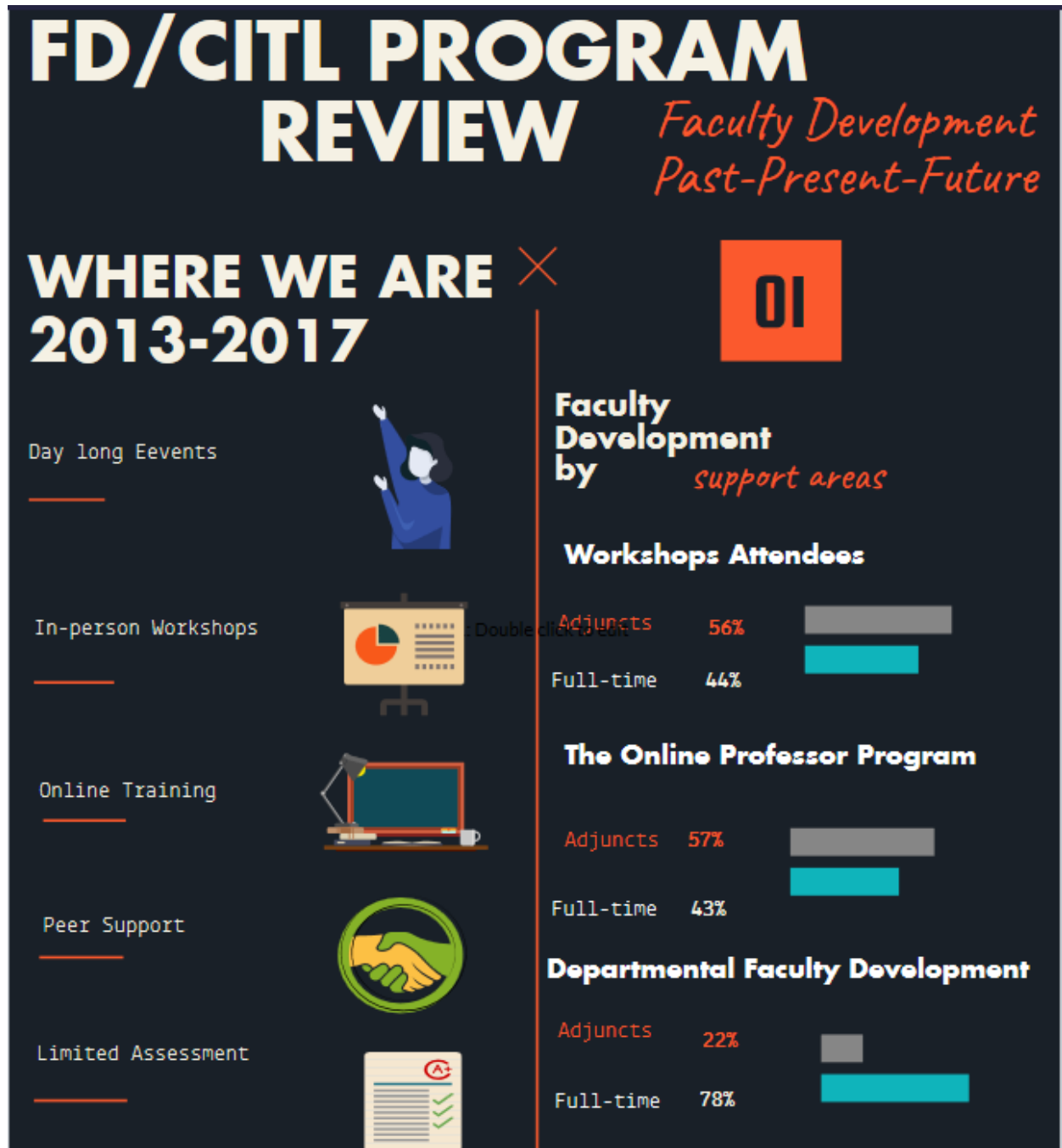
- Participation and satisfaction of all faculty development opportunities
- Impact on teaching from all faculty development offerings
- Participation of new faculty in all faculty development opportunities

IX. Action Plan

- 1) Goal: To offer online certificate program on “Teaching Higher Education” Courses
 - a) Objective: Prepare new college teachers for classroom teaching
 - i) Timeframe: Fall 2018 to Spring 2020
 - ii) Responsible Parties: Title V Grant, STEM Grant, Success Course Coordinator, CITL, Adjunct Office
 - iii) Resource Implications: Funding source is Title V Grant, additional funding from college

- 2) Goal: To create a Service Learning Toolkit for faculty and students
 - a) Objective: Provide support for integrating real world learning experience in online and f2f courses
 - i) Timeframe: Fall 2020 to Spring 2022
 - ii) Responsible Parties: CITL, Student Services, IT, Continuing Education
 - iii) Resource Implications: Faculty release time to mentor faculty new to SL, Expanding Service learning logistic support, Guest Speakers events, e-portfolio integration with Moodle

- 3) Goal: To track changes in teaching practices from participation in the faculty development initiatives
 - a) Objective: Collect evidence of change in teaching methods using Educational Technology, Online Learning and Research based practices
 - i) Timeframe: Fall 2020 to Spring 2023
 - ii) Responsible Parties: CITL, Partners in Learning, Faculty Development Committee Departmental Initiatives, Institutional Research
 - iii) Resource Implications: Redesign faculty feedback workshop survey, Develop feedback survey for teaching and learning dialogues, Analysis of CCFSSSE data



02

what really matter
to our *yfaculty*

Quality



Delivery



Value



WHERE OUR FACULTY WANT TO BE



Certification in
Classroom Teaching



Opportunities for
networking between
adjuncts and
full-time faculty



Flexibility to attend
professional development
opportunities

WHERE WE NEED TO BE

03



Teaching Academy

Ongoing Teaching
Certification program to
prepares new faculty (tenure
track and part-time faculty)
for teaching in the classroom



Tracking Faculty Development Programs

Maintaining centralized
system of training
opportunities and faculty
participation



High Impact Training Program

Develop training program for
project based learning and
integrative learning.



Training for Teaching with Strength based skills

As new
Offer training to faculty to
teach with their strengths in
face to face and virtual
learning spaces

Dr.



Appendix B CITL Brochure

Take a workshop

Employees interested in taking a workshop can register online at www.bergen.edu/citlworkshops and click the Workshops and Training link. These workshops are available to full-and part-time faculty and staff. Additionally, if you register for a workshop, it is assumed you have made arrangements with your supervisor (if applicable) to allow for your absence for this period of time.

Access The Teaching and Learning Exchange

The Teaching and Learning Exchange is available to access resources and exchange ideas. Faculty can find information on how to access electronic journals, software and tutorials. They also can connect electronically with other faculty to exchange ideas on how to better design their courses. To access the TLE, please login to the Moodle site, <http://moodle.bergen.edu> with your Moodle login and password.

For more information, please visit www.bergen.edu/citl or email citl@bergen.edu

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ADDRESS CORRECTION REQUESTED

03/12

Bergen Community College

CITL

The Center for Innovation in
Teaching and Learning

**Pitkin Education Center
Room C-326**
www.bergen.edu/citl



The Center for Innovation in Teaching and Learning (CITL)

The mission of the CITL is to empower faculty to continuously improve student learning outcomes through the appropriate and productive use of best practices in teaching with technology. CITL engages faculty as leaders, mentors, teachers, support teams, and participants in professional development programs. These professional opportunities help with integrating innovative strategies and techniques for both online and face-to-face classes.

CITL provides formal training programs, individual consultation and, when workshops are not in session, a quiet place for faculty and staff to work on their projects. All training programs are guided by outstanding faculty leaders and support staff to promote excellence in classroom and online instruction.

"One of the best things about teaching at Bergen is the unlimited training in utilizing computer technology. With CITL help, I have developed courses that are delivered via webinar and I am currently delivering a course via recorded Moodle lectures paired with gatekeeper tests. Not only do I enjoy being computer savvy, but it is a bond with my students who are all into technology."

Judith Fitzpatrick, Assistant Professor of Biology Science and Technology

CITL provides the following services:

Faculty and Staff

Instructional Projects/Consultation

Any faculty member can get help designing instructional materials for their face-to-face, online, hybrid or web enhanced courses. CITL also supports one-on-one consultation for Moodle, Turnitin and other applications.

CITL funds special projects that enhance teaching and learning and will harness technology in the process, whether in the physical or virtual classroom. These projects can be designed for an individual discipline, can be cross-discipline and even across departments. CITL would especially like to see proposals that utilize a faculty team approach to develop and implement these projects. Each proposal goes through a formal evaluation process to ensure they are tied to appropriate goals, objectives and outcomes. A project proposal form is available on the CITL website.

Training Workshops/Webinars

CITL offers training workshops on College supported software such as Microsoft Office and SharePoint, and on the use of technologies including tablet PCs, clickers and classroom capture systems. The CITL newsletter, which is published twice a year, details the upcoming workshops. CITL also offers live webinars on topics related to teaching and learning. Notification of upcoming webinars is listed on the CITL website under "News and Events".

The Web Enhanced Program (TWEIP)

TWEIP is a self-paced online program designed to teach faculty how to use the College's learning management system, Moodle, to enhance face-to-face courses. Faculty learn online class fundamentals, such as creating web-friendly documents and making them available to their students, providing students with links to important websites in their courses and using email in Moodle. Web enhancing a course eliminates paper handouts and is the first step to prepare faculty for the Online Professor Program (TOPP), where faculty create a completely online course. To get started, fill out a course shell request form at www.bergen.edu/courseshell. You may request access to the self-paced online training program, the Web Enhanced Program (TWEIP), from the course shell request form. Once the course is initialized, an email will be sent with details about how to log-in. TWEIP also is offered as an in-person workshop several times a year. Dates and times can be seen at www.bergen.edu/citlworkshops.

The Online Professor Program (TOPP)

TOPP provides pedagogical and technological support for instructors endeavoring to design, develop, teach, or revise online and partially online (hybrid) courses. TOPP is taught completely online with optional face-to-face meetings.

The TOPP coordinator will provide instructions on how to enroll in the TOPP program at the start of every semester. TOPP 1 participants are required to complete TWEIP before they take the TOPP training.



Faculty and Staff Resource Center

CITL's Resource Room C-326 is open to full-time and part-time faculty and staff to work on their projects when workshops are not in session. The room has smart classroom capabilities including a document camera, scanners, printers and DVD/VCR playback equipment. It has state-of-the-art personal computers for designing multimedia projects and has full Internet connectivity.

In addition to Microsoft Office, the computers are equipped with software such as the Adobe Suite (Dreamweaver, Photoshop, and Flash) and Adobe Acrobat Professional. The room also has SoftChalk for creating interactive activities, Turning Point for clicker slide creation, Camtasia to record presentations, Snagit for screen captures, Respondus for batch uploading of exams, as well as other software.

Professional Development Grant

CITL has limited budget to support faculty who wish to attend instructional technology-related conferences, workshops, seminars, etc. To receive a travel grant, faculty must provide CITL with a summary of materials after attending a training session and commit to teaching a CITL workshop, or submit the material for sharing with other faculty members. To apply for this grant, see the process and deadline for submission listed on the CITL website.

Students

Student Support for Distance Learning

A number of in-person online orientation sessions are provided to students enrolled in online and hybrid courses. For students who find it difficult to travel to Bergen, they can take the online orientation "Getting Started with Moodle - A Resource Area" available from the Moodle website.

CITL sends emails to students informing them of their log-in, ID, password and instructions. Students having log-in and technical problems, can call the Moodle 24/7 Toll-Free Help Desk at (877) 612-5381.

Center for Innovation in Teaching and Learning

Faculty News : Fall 2016

Bergen Community College
400 Paramus Road, Paramus, NJ

<http://www.bergen.edu/citl>
citl@bergen.edu

Welcome to the fall semester 2016!

What's new this semester?

Starting this fall you can download **Moodle mobile app** to access your Moodle course on a mobile device.

Students enrolled in your Moodle course can participate in a chat, a forum or a poll

can create mini-lectures and students can add audio or webcam responses from their laptops or mobile devices.

Also, the new version of the antiplagiarism service, called **Turnitin Feedback**

Do you need help getting started with Moodle?

Basic tutorials on Moodle and other college supported software can be accessed on CITL web site at <http://www.bergen.edu/citl/tutorials>.

using choice tool. They can submit a survey or a quiz from the comfort of their mobile device.

A new product called VoiceThread is available from a Moodle course. VoiceThread is a web-based tool you can use to have engaging discussions with your students around videos, images and PowerPoints. With VoiceThread, teachers

Studio, has an intuitive interface to bring together grade mark, originality report and download/submission tools from a single color coded toolbar. All the other functionalities of Turnitin to check for academic integrity, provide actionable feedback, and evaluate student learning are the same.

Teaching Tips from CITL Summer Institute Participants

...

People always remember how you made them feel

Move your arms while you talk and stand up straight, utilizing an open stance

Have students read and explain individual pages of the syllabus instead of reading it to them

Make 3 pauses per 2 minutes each for reflections during a lecture

Less is more for Power Point presentation slides

Positive icebreaker questions - who have you most positively influenced? What are you most proud of?

What is Adjunct Faculty Development Program (AFDP) Online?

The AFDP is a chance for adjuncts to participate in workshops, strengthen your teaching skills, meet other BCC faculty, and earn recognition and compensation for your efforts. This program permits you to accumulate hours of professional development over the course of an academic year leading to certificate and a stipend. For more information, go to <http://www.bergen.edu/afdp>

site and click on the Brochure. AFDP online gives you a chance to attend professional development programs from anywhere at any time to earn AFDP hours.

How to get started?

To access AFDP Online, login to the Moodle site: <http://moodle.bergen.edu> and click AFDP course shell to access online modules. If

you do not find this shell, email citi@bergen.edu

Sample topics available this fall semester:

- Course Management
 - o Positive Classroom
 - o Cheating
 - o Multitasking
- Student Engagement
 - o Motivation
 - o Self-regulated learning
 - o Read assignment
- Critical Thinking
 - o Design
 - o Develop
 - o Assess

Interested in taking a workshop? Please register online at: <http://www.bergen.edu/citiworkshops>

NOTE: These workshops are available to full and part time faculty and staff. If you register for a workshop, we assume you have made arrangements with your supervisor (if applicable) to allow for your absence for this period of time. New workshop titles include:

1. Assessment Overview
2. Building Positive Classroom Experience
3. Creative and Critical Thinking
4. Diverse Students and Instructional Strategies
5. Interactive Activities
6. Windows Accessories
7. MAC Basics
8. Moodle and Online Videos
9. MS Publisher
10. The Degree Qualifications Profile
11. The Equitable Classroom
12. The Inclusive Classroom & OSS
13. Student Services A-Z (Part I and II)
14. Student Planning Informational Session
15. Voice Thread Basics

Workshop Series

1. Assessment
2. Classroom Management
3. Paperless Assignment
4. Student Services A-Z
5. SOTL

See inside page for workshop description and schedule.

Do you need to access course evaluation results?

Course evaluation results for any given semester can be accessed from the website www.smartevals.com/bergen by logging-in using your Bergen user name and password. Once in, go to the top navigation and click on "EvalCenter."

You can find valuable information such as answers to frequently asked questions, tips for high completion rates and a copy of the current survey question set at <http://www.bergen.edu/course-evaluations>.

If you have any question or comments about the evaluation process or your results, please email studevals@bergen.edu.

Appendix D CITL Sample Workshop Calendar



September				
<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
		August 31 Moodle Orientation for Students – 1:30-2:30 p.m.	1 <i>Semester Begins</i>	2
5 Labor Day	6 Moodle Orientation for Students – 6:30 - 7:30 p.m.	7	8	9
12	13	14	15	16
19 12:30-1:30 p.m. Moodle: Turnitin Feedback Studio M. Crosby, I. Buccino	20 3:30-4:30 p.m. Web Enhance Your Course A. Rakowski	21 2:30-3:30 p.m. Moodle: Attendance Tool A. Rakowski 12:30-1:30 p.m. Student Services A-Z (Part I) J. Rivera	22 12:30-1:30 p.m. Moodle: Lesson Activity M. Pongracz 4:00-5:00 p.m. Student Services A-Z (Part I) J. Rivera	23
26 2-4 p.m. Excel Basics M. Keegan	27 10-11 a.m. MAC Basics D. Michels 3:30-4:30 p.m. Moodle: Assignment Activities A. Rakowski	28 12:30-1:30 p.m. Student Services A-Z (Part II) J. Rivera 3-4 p.m. Getting started with SOTL C. Miele & A. Kaur 3-4 p.m. Assessment Overview G. Fernandez 4:45-6:00 p.m. Active Student Engagement M. Krieger	29 12:30-1:30 p.m. Assessment overview G. Fernandez 12:30-1:30 p.m. Clickers in the classroom M. Harwin 2:30-3:00 p.m. Doodle Makes Scheduling Easy M. Rordt 4:00-5:00 p.m. Student Services A-Z (Part II) J. Rivera	30 10-12 p.m. Excel Functions M. Keegan

2016

Note: Please go to www.bergen.edu/citlworkshops for registration and a more up to date schedule of workshops.



October				
<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
3	4 12:30-1:30 p.m. Moodle and Online Video (NJVID) 3:30-4:30 p.m. Moodle: Attendance Tool A. Rakowski	5 12:30-1:30 p.m. Diverse Students & Instructional Strategies B. D'Sa	6 12:30-1:30 p.m. Student Informational Planning J. Rivera 3-5 p.m. PowerPoint Basics M. Keegan	7 11-12 p.m. One Note A. Rakowski
10 3:30-4:30 p.m. Moodle: Turnitin Feedback Studio M. Crosby, I. Buccino	11 3:30-4:30 p.m. Moodle: Glossary A. Rakowski	12 12:30-1:30 p.m. The Inclusive Classroom & OSS 3-4 p.m. Planning SOTL Projects C. Miele & A. Kaur	13 10-11 a.m. Windows Accessories M. Keegan 12:30-1:30 p.m. Student Planning Session J. Rivera	14 11-12 p.m. Files & Folder Management A. Rakowski
17 10-12 p.m. Excel Charts M. Keegan	18 1:30-2:30 p.m. Multisensory Approach to Teaching E. Fitzgerald	19 4:45-6:00 p.m. Building a Positive Classroom Experience M. Krieger	20 3-4 p.m. Gamification: Creating a Review Game E. Vandalovsky	21
24 1-3 p.m. PowerPoint Graphs M. Keegan	25 Professional Day	26 2-3 p.m. Moodle: Assignment Activities A. Rakowski	27 3-4 p.m. MS Publisher E. Vandalovsky 4:15-5:15 p.m. Student Informational Planning J. Rivera	28
31 10-11 a.m. Website Best Practice B. Margolies				

2016

Note: Please go to www.bergen.edu/citlworkshops for registration and a more up to date schedule of workshops.



November

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
	1 3:30-4:30 p.m. Moodle: Glossary A. Rakowski	2 2:45-4:15 p.m. Moodle: Gradebook B. Margolies 3-4 p.m. The Degree Qualifications Profile G. Fernandez	3 12:30-1:30 p.m. The Degree Qualifications Profile G. Fernandez 1:45-3:45 p.m. Excel Macros M. Keegan	4
7 12:30-1:30 p.m. Creative and Critical Thinking B. D'sa	8 3-4 p.m. Moodle: Rubric A. Kaur	9 4:45-6:00 p.m. The Equitable Classroom M. Krieger	10 3-5 p.m. PowerPoint Animation M. Keegan	11
14 12:30-1:30 p.m. Keeping Yourself LinkedIn J. Findura	15 10-11:30 a.m. Moodle: Gradebook B. Margolies	16 2-3 p.m. Web Enhance Your Course A. Rakowski	17 4-5 p.m. Windows Accessories M. Keegan	18
21 3-4 p.m. Word Tables M. Keegan	22 3-4 p.m. Interactive Activities with Your Students M. Flannery	23 <i>College Closed</i>	24 <i>Thanksgiving Day</i>	25 <i>College Closed</i>
28	29 10:30- 12 p.m. Moodle: Gradebook B. Margolies	30 10:00-11:00 a.m. Creating Savelists in Colleague B. Gallagher		

2016

Note: Please go to www.bergen.edu/citlworkshops for registration and a more up to date schedule of workshops.

Appendix E

CITL Sample Workshop Description

Active Student Engagement Wednesday, September 28, 2016, 04:45 PM
This workshop will demonstrate instructional strategies for engaging and motivating the diverse students. Participants will develop a sample lesson related to their discipline, which incorporates one or more of these strategies. This will be followed by discussion and evaluation of the proposed strategy. 75 min.

Building a Positive Classroom Experience Wednesday, October 19, 2016, 04:45 PM
This workshop will focus on Syllabus as the most effective classroom management tool. Participants will discuss the benefits of clear written descriptions for course assignments and the value using of rubrics. 60 min.

Clickers in the Classroom Thursday, September 29, 2016, 12:30 PM
Learn how audience response system devices (clickers) are used to actively engage students in the classroom and improve their understanding of the subject matter. This hands-on workshop will demonstrate audience response system to collect responses from students. It will include creating, testing and running a clicker presentation. Bring your PowerPoint presentations as electronic files to the workshop. 60 min.

Creating Graphs in PowerPoint Monday, October 24, 2016, 01:00 PM
Create graphs (charts) in PowerPoint using Excel data. Explore different kinds of graphs. Add and remove chart elements (parts of the chart). Show how PowerPoint design themes affect graph formatting. 60 min.

Creative and Critical Thinking Monday, November 07, 2016, 12:30 PM
How to create thinkers as opposed to students who simply recall information? Learn the use of Bloom's Taxonomy as a rubric to create and assess student's assignment to determine progress from lower level of recall to higher level of thinking. 60 min.

Diverse Students and Instructional Strategies Wednesday, October 05, 2016, 12:30 PM
In this session, instructional strategies will be presented to incorporate diversity in the classroom. Learn how to present content in ways where students from different cultural backgrounds experience curriculum from diverse sources to build meaningful connections. 60 min.

Doodle Makes Scheduling Easy! Thursday, September 29, 2016, 02:30 PM
Simplify the scheduling of meetings and appointments. Say goodbye to annoying email chains while trying to schedule a meeting! Learn how to use doodle to match schedules for meetings and other events. 30 min.

Excel Basics Monday, September 26, 2016, 02:00 PM
Learn to create, edit and save Excel workbooks, also known as spreadsheets. Create formulas and simple functions to do calculations. Format numbers as currency, percent and negatives. Learn necessary features to get correct answers to calculations. Do quick printing. 60 min.

Excel Charts Monday, October 17, 2016, 10:00 AM
Learn to create and format charts (also known as graphs) in Excel. Charts plot data in a worksheet and can be created on the same sheet as the worksheet or on their own sheets. Learn when to use different types of charts and how to make them look good. Print charts, either with the worksheet or on their own sheets. 120 min.

Excel Functions Friday, September 30, 2016, 10:00 AM
Have a quick review of simple functions, then learn more advanced ones. Use multiple ranges of cells in a function. Get acquainted with the IF function, a very powerful tool that allows you to do different things based on certain conditions. 60 min. Prerequisite(s):

Excel Macros Thursday, November 03, 2016, 01:45 PM
This is an advanced class. Macros are recordings of keystrokes and mouse actions that can be used to automate repetitive tasks. Macros can be used for simple formatting or complex calculations. Add buttons to the Quick Access Toolbar for easy playback of general macros that can be used in any workbook. Create buttons within a sheet for playback of macros unique to that book. 90 min.

File & Folder Management in Windows 7 Friday, October 14, 2016, 11:00 AM
Learn how to create and organize your folders and files as well as copy, move, rename, delete and find your files. 60 min.

Gamification: Creating a Review Game Thursday, October 20, 2016, 03:00 PM
Attendees will be shown different options of creating a game to review for an exam. It is suggested that they bring in material that they could use to create the game, that way they can begin to create a review game during that session that can be used in class. Prerequisite: Basic knowledge of PowerPoint and the Internet. 60 min.

Getting started with the SOTL Projects Wednesday, September 28, 2016, 03:00 PM
This workshop introduces principles and practices in Scholarship of Teaching and Learning (SOTL). Background research in the field will be presented along with sample research questions and methods. SOTL as collaborative inquiry for course and program development will also be discussed. 60 min.

Interactive Activities with your Students Tuesday, November 22, 2016, 03:00 PM
Create flash cards and other interactive activities for your students with SoftChalk. Learn how to publish these activities to a web site, a Moodle course. 60 minutes

MAC Basics Tuesday, September 27, 2016, 10:00 AM
This workshop will introduce you to the different pieces that make up the Mac interface. Learn how to navigate, organize files, setup a printer, and how to update the software. 60 min.

Moodle: Assignment Activities Tuesday, September 27, 2016, 03:30 PM and Wednesday, October 26, 2016, 02:00 PM
Participants will be able to distinguish among the four basic assignment types, create assignments, specify grading options, add instructions and documents relevant to each assignment, and display assignment links in the course calendar. 60 min.

Moodle: Attendance Tool Wednesday, September 21, 2016, 11:00 AM and Tuesday, October 04, 2016, 03:30 PM

This tool is for teachers to be able take attendance during class, and for students to be able to view their own attendance record. A teacher can mark the attendance status of a student as "Present", "Absent", "Late", or "Excused." The Attendance module can generate reports for either the entire class or for individual students. 60 min.

Moodle: Glossary Tool Tuesday, October 11, 2016, 03:30 PM and Tuesday, November 01, 2016, 03:30 PM
The glossary tool allows teachers or teachers and students to create and maintain a list of definitions, like a dictionary. The entries can be searched or browsed in different formats. A glossary can be used as a collaborative activity or be restricted to entries made by the teacher. The auto-linking feature can highlight any word in the course which is located in the glossary. 45 min.

Moodle: Grade Book Wednesday, November 02, 2016, 02:45 PM, Tuesday, November 15, 2016, 10:00 AM and Tuesday, November 29, 2016, 10:30 AM
Participants will be able to configure a course grade book using one or more of the following aggregation methods: mean, simple-weighted mean, weighted mean, or sum, of grades. They will be able to create Grade categories, enter grades for assignments, and select the optimal aggregation method for their Course Syllabus. 90 min.

Moodle: Online Videos Tuesday, October 04, 2016, 12:30 PM
Online video repository will be transitioning from Real server to NJVID. If you have a Real video in your Moodle course, learn how to update links to point to the new repository. This workshop session will go over how to

access licensed videos from the college library, upload content from a mobile device and edit videos to share with your students. 60 min.

Moodle: Rubrics, Marking Guides & Checklists Tuesday, November 08, 2016, 03:00 PM

This workshop will introduce you to advanced grading tools such as a rubric, marking guide or checklist. You will learn how to create, grade and provide feedback using these tools. You will also learn how to turn your guides into a template to grade assignments and discussions in your course. 60 minutes.

Moodle: Turnitin Feedback Studio Monday, September 19, 2016, 12:30 PM Monday, October 10, 2016, 03:30 PM

Turnitin is an Internet based service intended to help identify and prevent plagiarism. Creating a Turnitin assignment in Moodle automatically creates accounts for your students. Submit a paper, view a report and grade the assignment within your Moodle course. This is helpful for checking submitted papers and providing feedback through online grading. 60 minutes.

Moodle: Utilizing the Interactive Lesson Tool Thursday, September 22, 2016, 12:30 PM

The Moodle Lesson activity is the perfect tool to enhance the presentation of the content of your course. Learn how to create lessons to integrate multiple choice, true-false, or other questions into your course material. 60 min.

Multi-Sensory Approaches to Teaching Tuesday, October 18, 2016, 01:30 PM

College students arrive in our classrooms with many different learning styles and experiences. Designing lessons, activities, and assessments that allow students to both access and apply these skills and styles is one way instructors can engage and support students. This faculty workshop will review learning styles and highlight activities that appeal to auditory, visual, and kinesthetic learners. Participants may BYOL (bring your own lunch) and refreshments will be served. 60 min.

OneNote Friday, October 07, 2016, 11:00 AM

OneNote is an electronic version of a tabbed ring-binder where users can directly take notes and gather material from other applications and the web. Learn how to create an electronic notebook in MS OneNote and learn basic tasks for making the most of it. 60 min.

Planning SOTL Projects Wednesday, October 12, 2016, 03:00 PM

This workshop engages participants in identifying aspects of student learning for research. Participants will consider who their students are, what they want the students to learn, and what learning opportunities students are given. Based on this type of inquiry, participants can begin to formulate a research project. 60 min.

PowerPoint Animations Thursday, November 10, 2016, 03:00 PM

Learn to incorporate multi-media into your PowerPoint presentation such as adding transitions, sound, and animations. Inserting sound clips and different effects will also be shown. Pre-requisite: Knowledge of PowerPoint or PowerPoint from the Beginning workshop. 120 min.

PowerPoint Basics Thursday, October 06, 2016, 03:00 PM

Create slide shows using different layouts for placement of text and pictures. Explore different backgrounds and design themes. Include pictures found online. Create bullets and use Smart Art, which has diagrams to help describe processes, hierarchies and relationships. Learn how to run your show through a projector and print handouts. 120 min.

Publisher I Thursday, October 27, 2016, 03:00 PM

Learn to use Publisher to create impressive classroom materials, newsletters, and fliers. 60 min.

Student Planning Informational Session Thursday, October 06, 2016, 12:30 PM Thursday, October 27, 2016, 04:15 PM

Bergen Community college is transitioning from Webadvisor to Student Planning (an Ellucian product) to register students and help them develop academic plans that will keep them on track to graduation. This workshop will provide an overview of the features and benefits of how the system works and what students and advisors using this product can do; from registering for classes, to planning courses semesters in advance, and communicating with their advisors. 60 min.

Student Services A – Z (Part I) Wednesday, September 21, 2016, 12:30 PM and Thursday, September 22, 2016, 04:00 PM

Learn to provide students with guidance and direction on how they can benefit academically, emotionally and financially, from using student services. This is the first part of the series that will provide you with an overview of the services provided by The Center for Student Success (academic, career, and transfer counseling), Personal Counseling, Registration, Financial Aid, Bursar and The Office of Specialized Services. 60 min.

Student Services A – Z (Part II) Wednesday, September 28, 2016, 12:30 PM and Thursday, September 29, 2016, 04:00 PM

Learn to provide students with guidance and direction on how they can benefit academically, emotionally and financially, from using student services. This is the second part of the series that will provide you with an overview of the services provided by Student Conduct and Academic Intervention (Pipeline and Behavioral Intervention Team (B.I.T)), Tutoring Center (CLAC), The Office of Testing Services, Library Services. 60 min.

The Equitable Classroom Wednesday, November 09, 2016, 04:45 PM

This workshop will examine the role of empathy in creating optimum learning environments for all of our students and an improved professional life for instructors. Participants will engage in a discussion on how to develop an equitable environment begins with a reflection on our perspectives and sensitivities to the diverse academic needs of our students to better manage classroom environment. 60 min.

The Inclusive Classroom and OSS Wednesday, October 12, 2016, 12:30 PM

The Office of Specialized Services (OSS), provides students with the opportunity to participate fully in the College's educational programs and benefit from all aspects of campus life through the use of reasonable and appropriate accommodations and auxiliary services. This workshop will enhance your understanding of how you can best support students in the classroom as well as gain an understanding of the accommodations and regulations associated with their support. 60 min.

Web Enhance your Course Tuesday, September 20, 2016, 03:30 PM

Wednesday, November 16, 2016, 02:00 PM
Dragging syllabi and handouts to every class is not necessary anymore. Let us show you how easy it is to use Moodle to web-enhance your class with 24/7 document retrieval from the internet. Bring your syllabus and handouts as electronic files in Word to the workshop. This is in the new version of Moodle 2.x (Open to all faculty) 60 minutes

Website Best Practices Monday, October 31, 2016, 10:00 AM

Learn how to prepare your content for the Internet to be responsive to multiple browsers and devices. Restrictions on content and info needed to request updates will be discussed. 45 min.

Windows Accessories Thursday, October 13, 2016, 10:00 AM

Thursday, November 17, 2016, 04:00 PM
Learn about some of the handy programs that come with Windows. Paint lets you draw or edit images, the Snipping Tool lets you copy images on your screen and paste them into other programs, Sticky Notes are like Post-it notes for your desktop screen, and the Calculator has many handy features which you may not know. 60 min.

Word Tables Monday, November 21, 2016, 03:00 PM

Tables are one of the most useful features of Word. They have columns and rows of cells, or boxes, in which you can type. They are very versatile. Tables are a good basis for designing forms. Learn to create Tables and how to make them look good. 60 min.

Appendix F CITL Sample Workshop survey

[Exit this survey >>](#)

Multi-sensory Approaches to Teaching

Survey Instructions

Please take a moment to evaluate the training session you received on Multi-sensory Approaches to Teaching. Please respond as best you can to each of the following questions. This will only take a few minutes of your time.

1. Please choose the best response.

After taking this workshop, do you feel confident in your ability to (check all that apply)

- ☐ Identify characteristics of the three major learning styles
- ☐ access tools to incorporate multiple senses and learning styles in classrooms
- ☐ Identify academic materials that are accessible / inaccessible with screen readers
- ☐ generate possible multi-sensory lessons, activities, and/or assessments

2. How well do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I found the workshop materials useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have identified multi-sensory lessons/activities/assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need consultation time to make changes to course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have a plan to make any changes to my course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please answer the following general questions about the training experience:

	Poor	Fair	Good	Very Good	Excellent
How would you rate the overall training experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you rate the instructor's presentation style?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How can we improve upon the training session?

Is there a specific type of training you desire? Please comment and thank you for your time.

Appendix G
CITL Summer Institute Program

Images from Summer Institute 2016



Program Brochures (2014-2016): <http://www.bergen.edu/citl/si>

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: 2014-2016

AES Department: Center for Innovation in Teaching and Learning (CITL)

Department Head: Dr. Amarjit Kaur

Department Assessment Liaison: Dr. Amarjit Kaur

Date Submitted:

❖ **Mission/goal statement or description of the Department:**

The mission of the CITL is to empower faculty to continuously improve student learning outcomes through the appropriate and productive use of best practices in teaching and technology.

CITL engages faculty as leaders, mentors, teachers, support teams, and participants in professional development programs. These professional opportunities help with integrating innovative strategies and techniques for both online courses and face-to-face classes. The training workshops help faculty and staff to keep up with college supported tools and applications. Together with faculty support team, we assist faculty to design distance learning courses and provide technical support to students taking these courses.

❖ **Department's Core Objectives/Outcomes:**

1. Provide administrative support for running distance learning courses
2. Provide consultation service for designing online and face-to-face courses
3. Provide level-3 student support for distance learning
4. Develop instructional materials to support faculty and students
5. Coordinate technology and pedagogy training workshops for faculty and staff
6. Promote events to exchange ideas and best practices on teaching and learning

SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

1. **Department's Goal(s) or Outcome(s) to be assessed (from the above section):**

To measure level of participation, satisfaction, learning and impact on teaching of the newly initiated multi-day training program leading to substantive changes in delivering course activities in the classroom.

Definition of Terms

Participation: Track attendance to find out who is participating at the Institute

Satisfaction: Participant's level of satisfaction at the end of 2-day program

Learning: Teaching and learning project proposals

Impact on Teaching: Changes implemented in the course

2. Means of Assessment:

Participation	Track attendance
Satisfaction	Faculty satisfaction survey at the end of 2-day program
Learning	Activity design exercise (A design worksheet was distributed to select one class activity that will be redesigned using the strategies and techniques learned at the institute)
Impact on Teaching	Post-event follow up survey (A mid semester survey was delivered to collect how an idea is being implemented in the class)

- **Feedback from Vice President:**

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Tools use to collect data and timeline:

1. Attendance – at the institute (5/19/15)
2. Faculty Satisfaction Survey – at the close of the Institute (5/20/2015)
3. Activity Design Template - 2 week period (5/19/2015-6/1/2015)
4. Follow up survey – Spring semester (3/7/16-3/31/16)

Analyses:

- Tabulating numeric data collected from the attendance roster, design template and 2 surveys
- Chunking open ended feedback by themes

3B. Desired results department and Vice President would like to see.

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

The number of adjuncts and full time faculty were equally represented at the institute.

	Number of attendees
Adjuncts	25
Full Time	28
Total	53

See attached, for a list of the activities proposed, activities implemented in the class and faculty satisfaction feedback.

5. Recommendations for Improvement:

See attached faculty feedback

- Feedback from Vice President:

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

The design templates were given to the SI planning team to provide feedback to institute participants. The results from the CITL Summer Institute 2015 follow up survey were used to plan training opportunities and logistics for next year's institute. Some of the changes included providing two tracks each day for participants to switch to the track of their choice at the end of the lunch break and including a shorter lunch break with time for informal discussions on the attended session.

The planning team met before this year's SI to revisit challenges with using the existing design template for a course activity. This led to revising the design template. The format of the new template is now divided into before, during and after tasks. It also includes a section on lesson reflections to build a continuous cycle of planning for offering the same activity next semester.

CITL Summer Institute 2015 – Faculty Satisfaction Survey

Q1. As a result of attending the CITL Summer Institute are you able to utilize at least ONE technique to create an experiential learning or a learning community assignment?

Answer Options	Response Count
Yes	54
No	0
Not sure	1
Comments	1

Q2. As a result of attending the CITL Summer Institute are you able to utilize at least ONE technique to create technology-enabled active learning assignment or to work on student motivation in your classroom?

Answer Options	Response Count
Yes	48
No	2
Not sure	5
Comments	1

Q3. How would you rate Learning Communities (Day 1 Track 1) sessions?

Answer Options	Least useful	Little useful	Useful	Very useful
Why Learning Communities?	0	0	4	25
Creating & Scaffolding Integrative Assignments	0	0	5	24
Feedback on Integrative Assignments	0	0	5	24
Grading Integrative Assignments	1	0	6	22
Assessing Integrative Assignments	1	0	5	23

Q4. How would you rate Experiential Learning (Day 1 Track 2) sessions?

Answer Options	Least useful	Little useful	Useful	Very useful
Teaching, Learning, Assessing	1	0	9	17
Language Learners in Suburbia	1	6	11	10
Critical Thinking in the Suburban Environment	6	6	10	6
Students, Stage, & Suburbia	1	8	12	6
Think Tank (Engaging Student Learning Thru Socratic Seminars)	1	1	3	20

Q5. How would you rate Student Motivation (Day 2 Track 1) sessions?

Answer Options	Least useful	Little useful	Useful	Very useful
How to Motivate your Students to Learn	0	0	7	16
Building a Tool-Chest	0	1	6	16
Out of the Mouths of Babes	0	2	5	15
Building Community in the Classroom	0	2	10	12

Q6. How would you rate Teachnology-enabled (Day 2 Track 2) sessions?

Answer Options	Least useful	Little useful	Useful	Very useful
Beond Moodle	1	3	13	15
Lights, Camera, Action	2	2	9	20
Virtual Walls	1	3	11	17
Review Game with clickers	1	4	10	16

Q7. How would you rate lunch time discussion sessions?

Answer Options	Least useful	Little useful	Useful	Very useful
Engaging Students with Diverse Backgrounds	8	9	21	16
Engaging Students with Accommodations in the Experiential Classroom	5	5	22	22

Q8. How would you rate your overall experince at the institute? (a/v, food, rooms)

Answer Options	Response Count
Poor	0
Fair	3
Good	5
Very good	22
Excellent	25

Q9. Would you recommend this Institute to your colleagues?

Answer Options	Response Count
Yes	54
No	0
Not sure	1

Q10. Tell us how we can improve your experience for next year.

Networking	<p>Allow some time for discussion. Lunch time should be for collegial bonding and restoration.</p> <p>A bit of down time around lunch would be helpful. I'd like to have heard more about OSS.</p> <p>I wish we had more discussions on how to support one another and a plan on how to continue brainstorming and working together past this weekend.</p> <p>Sessions on interdisciplinary projects and names of faculty interested in connecting</p>
Flexibility	<p>Allow participants to change tracks.</p> <p>Give buffer time between presentations.</p> <p>Maybe increase number of shorter talks</p>
Technical	<p>Please be sure that all computers are updated prior to the institute (e.g., Adobe Flash).</p> <p>More hands-on work. Less lectures. More interactive programs, such as the clickers or virtual wall presentations</p> <p>More hands-on help for the creation of the trial assignments with new programs. Perhaps 2-3 additional persons (peers) who are familiar with the programs we learn to use.</p> <p>I would like someone from library/media services give a small introduction to the available technology and how to request its use, specifically the one's presented for example: how do we get clickers; what rooms have lecture capture etc.</p>
Discipline	<p>I would love to have more help/discussion on topics that I can relate to my class room.</p> <p>As presentations are geared toward all faculty, presenters should try to have their material broader so everyone will benefit. Unfortunately, most presenters on day 1 track 2 were very limited to their own project own field which made it less useful to instructors teaching different topics.</p> <p>Learning Communities geared a Little More/Guidance for health professions.</p> <p>I would like to see how teachers in my department handle different areas of teaching.</p> <p>For the Learning Community program it would be nice to get individual feedback on how to improve the proposal.</p>
Food	<p>Offer fruit and other healthier non-carb options for snacks and lunch</p> <p>Warmer temps in the classrooms. More coffee and water throughout the day.</p> <p>Make refreshments available in the meeting rooms (even if it is only water).</p> <p>Some fresh coffee in the afternoon would be great!</p>

Appendix I

Faculty Development Committee Workshops Fall 2015-Spring 2017

- May 11, 2017
“Academic Advising Basic Workshop,” Dianna O’Conner
- March 28, 2017
“Academic Advising Basic Workshop,” Dianna O’Conner
- December 1, 2016
“MLA 8th Edition Workshop”, Katherine McGivern
- November 22, 2016
Academic Awards Workshop, Bill Mullaney
- November 22, 2016
“Respect in the Classroom,” Alinah Malik & Mark Weiner
- October 5, 2016
“Bridge Over Troubled Waters: Supporting Faculty and BCC Students with disabilities,”
Lois Carmichael and Linda Seidman
- April 27, 2016
“Asperger's Syndrome in Higher Education,” Lynn Gold & Carmen Torres
- March 29, 2016
“Reading Across the Curriculum,” Elizabeth Marsh, Katherine McGivern, and Carol Chovanec
- February 23, 2016
“Exam Wrappers and Reflective Writing,” Fred Marton and Dan Salerno
- November 24, 2015
“An Informational Session regarding the BCC Mental Health First Aid Course,”
Kathy Pignatelli, Mina Ahm, and Peter Dlugos;

Appendix J SOTL Journal

Editor: Carol Miele, Ed.D.	
Editorial Board: Beatrice Bridgall, Ph.D. Amarjit Kaur, Ed.D.	
<i>Special thanks to Paula Williams, Ed.D. for consultation on APA format</i>	
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SOTL Initiatives: <http://www.bergen.edu/sotl>

When defining faculty development, the Professional and Organizational Development Network in Higher Education usefully views faculty members in three major roles: as a teacher, as a scholar/professional and as a person. The best faculty development programs provide for development for faculty in all three roles. One of my goals upon arriving at Bergen was to create a more fully rounded faculty development program at BCC, which included developing a program that was more inclusive of our adjunct faculty. The Adjunct Faculty Development Program (AFDP) is a positive step in that direction.

The AFDP is a chance to participate in workshops, strengthen your teaching skills, meet other BCC faculty, and earn recognition and compensation for your efforts. Through workshops, both on-campus and online, the program is an opportunity for you to engage with others around important and useful topics. I hope you will join our professional community of teachers as we continue to explore ways to address common pedagogical and professional concerns.

Sincerely,



Dr. William P. Mullane
Vice President of Academic Affairs



AFDP Approved

Always look for this seal to confirm the event's standing as an official, approved AFDP program:

For more information visit www.bergen.edu or contact:
Anajit Kaur, Ed.D. Managing Director, CITL
Carl Miele, Ed.D. Asst to VPAA for FD
afdp@bergen.edu

Once you have completed your initial certification, you are eligible for recertification by attending at least 10 hours of approved professional development activities in one of the next two academic years. Upon completion of the 10 hours, you will receive a stipend of \$250.

Process

Every time you attend and complete an approved activity, you must have your *AFDP Attendance Form* signed by the person authorized to sign for the activity. The AFDP brochure with the Attendance Form is distributed at the Adjunct Faculty Conference and is available on the AFDP website, www.bergen.edu/afdp as well as in the Adjunct Faculty Office, C-107. Please make every attempt to use one *Attendance Form* throughout the semester.

Once you have completed the required hours, submit your Attendance Form to Anajit Kaur, C-335. Payments are made once the Attendance Form is submitted and verified.

List of activities

A list of activities for the AFDP will be made available each semester. On campus BCC events and activities will be designated as approved for the program. Additional opportunities will be added as more events are offered.

A sample list

- New Adjunct Orientation – Learn about College services, meet personnel in key areas, and participate in an active learning workshop
- Day of Development – Join the College community for a full day of professional development activities
- Center for Innovation in Teaching and Learning (CITL) Workshops in a variety of topics on that will help you enhance your courses and acquire new learning strategies
- AFDP Online Modules on topics such as class management, academic integrity, active learning and critical thinking
- Library Workshops on campus and online covering services and topics in teaching students research skills

There is a one-time carryover for first time participants who do not complete the full 20 hours in the academic year. These participants may elect to carry over all successfully completed hours to the next succeeding academic year provided they teach at least one full semester in that academic year.

There is a one-time carryover for first time participants who do not complete the full 20 hours in the academic year. These participants may elect to carry over all successfully completed hours to the next succeeding academic year provided they teach at least one full semester in that academic year.

Appendix L
AFDP Follow up Survey (n=28)

Q1. How many years have you been teaching at the college level?		
Answer Choices	Response Percent	Responses
0-2	10.71%	3
3-5	28.57%	8
6-15	35.71%	10
16+	25.00%	7
Q2. How many years have you been teaching for Bergen Community college as an adjunct faculty member?		
Answer Choices	Response Percent	Responses
0-2	28.57%	8
3-5	17.86%	5
6-15	32.14%	9
16+	21.43%	6
Q3. How did you learn about Adjunct Faculty Development Program (AFDP)?		
Answer Choices	Response Percent	Responses
Adjunct Conference	85.71%	24
E-mail	10.71%	3
Brochure	3.57%	1
Web site	0.00%	0
Other (please specify)	0.00%	0
Q4. What type of approved activities helped you to complete AFDP certification or re-certification?		
Answer Choices	Response Percent	Responses
Series of events (1 hour or more)	96.43%	27
Day long event	64.29%	18
Departmental event	14.29%	4
Intradepartmental event	25.00%	7
College wide event	46.43%	13
Q5. Check all types of approved AFDP approved opportunities you participated at BCC.		
Answer Choices	Response Percent	Responses
AFDP online modules	50.00%	14
CITL Summer Institute	28.57%	8
CITL workshops	85.71%	24
Day of Professional development	89.29%	25
Discipline specific workshops (for e.g., INF-101)	14.29%	4
Faculty Development Committee workshops	28.57%	8
Grant Development workshop	3.57%	1
Learning Communities workshops	17.86%	5
Library Instruction workshops	28.57%	8

Mental Health First Aid Class	14.29%	4
New Adjunct Orientation	28.57%	8
Partners in Learning	7.14%	2
Reading Across the Curriculum symposium	14.29%	4
Student Services Workshops	7.14%	2
Tri-state Best Practices conference	32.14%	9
Tutoring consultation services	3.57%	1
WRAP sessions	14.29%	4
Other (please specify)	7.14%	2 (Program Review Committee)
Q6. How are these approved activities helpful to you? Check all that apply.		
Answer Choices	Response Percent	Responses
Learning something new	100.00%	27
Social networking with colleagues	66.67%	18
Review what I learned before	59.26%	16
Intellectual growth	62.96%	17
Learn best practices	70.37%	19
Access handouts and resources	55.56%	15
Increased technology skills/knowledge	74.07%	20
Learned federal regulations, grant opportunity or college policies	18.52%	5
Information needed to do my job	29.63%	8
Other (please specify)	3.70%	1 Understand Student needs
Q7. How have you implemented one or more ideas in your teaching from participating in adjunct faculty development program?		
<ul style="list-style-type: none"> • Kahoot, Quizlet for quiz reviews • Moodle for course resource management, Grading, Attendance, Blended Learning in-class, remote access to learning resources, videos • Improving syllabus • Engagement strategies for students • Developed class plans • Improving PowerPoint slides • Incorporating Turnitin • Revised online documents for accessibility 		
Q9. Would you recommend this program to other adjuncts?		
Answer Choices	Response Percent	Responses
Yes	100.00%	28
No	0.00%	0
Q10. Please identify your needs and/or interests for AFDP program that would assist you in your development as an instructor.		
<ul style="list-style-type: none"> • Training that starts the week before the semester, • Schedule workshops after 3pm, evening and weekend hours 		

- Make the documentation process user friendly
- Make all CITL workshops eligible for AFDP
- Workshops on critical thinking, simulations in nursing or health care curriculum, classroom management, effective assignment instructions, create better syllabi, active learning techniques
- Best practices for using technology in the classroom, student centered teaching and dealing with diversity and cultural issues

Appendix M

ATD – Long Term Service Learning Action Plan

Bergen Community College Action Team Kick-Off Event ATD Implementation Long Term Action Plan*

Answer the Question: How are you going to do it?

Priority	Goal	Activities/Tasks		Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify the top next steps	Name specific desired student outcome	Steps required to accomplish the priorities	Communication tasks	Who will assume leadership responsibility?	Implement Date	Formative Evaluation Date	What people, time, facilities and money need to be allocated?	What challenges do you anticipate?
Increase faculty and counselors participation in Service Learning (SL) programs	Increase SL opportunities for students	1. Create a college wide SL advocacy group 2. Seamless SL opportunities from K-14	1. Emails 2. Open Forums 3. High school/College connections	1. M. McLaughlin 2. C. Matthew 3. H. Lieb 4. C. Miele	SP 2018	SU 2018	1. Explore possible compensation (release time or overload)	1. Time/scheduling constraints of persons responsible for implementing steps (for accomplishing each of the steps)
Training faculty to integrate SL	1. Increase number of courses with SL 2. Design effective SL course activities	1. Invite Guest Speakers 2. Host Workshops	1. CITL Workshop database 2. Bergen Daily 3. Announcement at Department meetings	1. H. Lieb 2. M. Krieger or other faculty members	FA 2017	SP 2018	1. Workshop presenters 2. Honorarium	Need to recruit other faculty members to work on this step.
Expand operational support for SL program	Increase services provided by Career and Workforce development	1. Redesign SL web site 2. Create a proposal 3. Explore funding opportunities	1. Proposal to Deans and VP's	1. M. McLaughlin 2. C. Mathew 3. H. Lieb 4. C. Miele	FA 2017	SP 2018	1. Office Space 2. Office staff (student aide?)	

** Use this document as an example of what you information you should include in your Long Term Action Plan. You may change the format of the document to your Action Team's style and needs.*

Appendix N FDCC Calendar

Spring 2016 Faculty Development Events

For more information contact: Carol Miele (cmiele@bergen.edu), Lisa Mayer (lmayer@bergen.edu) or Amarjit Kaur (akaur@bergen.edu)

January	February (Black History Month)	March (Women's History Month)	April (National Poetry and World Month)	May	June
-New Adjunct Orientation (1/16) -CPJR Facing History (1/25)	-LC General Information session (2/4) -SIP Kick Off meeting (2/9) -Getting Started with SOTL (2/19) -FDC Exam Wrapper (2/23) -Meditation Training (TBA) -Partners in Learning (2/17) -Religion in Suburbia (2/24)	-Planning SOTL Projects (3/4) -TRI STATE conference (3/5) -TEDX (3/8) -LC Planning session (3/8 or 3/10) -FDC Reading workshop (3/29) -CITL Open House (3/30) -Hip Hop Symposium (3/30-3/31) -Meeting the Mayors (TBA)	-LAS Amitav Ghosh's The Hungry Tide and the Environmental Imagination Workshop (4/1) -Day of Development (4/5) -Speech Competition (4/7 & 4/21) -LAS Speaker Amitav Ghosh (4/14) -Reading w/Eduardo Corral (4/14) -CPJR Women of Ararat Play (4/22) -Partners in Learning (TBA) -Armenian Commemorative (TBA) -Asia Now (4/11-4/21)	-CITL Summer Institute (5/16-5/17)	-BEACON: Beacon Conference for Community College Student Scholars (6/3)

*FDC (Faculty Development Committee) *LAS(Literary Art Series) *LC (Learning Community) * CITL(Center for Innovation in Teaching and Learning) *CPJR (Center for Peace, Justice and Reconciliation) *SIP (Science Infusion Program)

Compiled by FDCC

Appendix O
External Reviewer Report

Assessment and Recommendations:
Faculty Development / Center for Innovation in Teaching and Learning (CITL)
Bergen Community College

Submitted By
Norah Kerr-McCurry,
Director, Teaching and Learning Center
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738-1543

June 29, 2018

ASSESSMENT AND RECOMMENDATIONS

Faculty Development Initiatives at Bergen Community College

A site visit to Bergen Community College (the College) was conducted on June 5, 2018, by Norah Kerr-McCurry, (the assessor) Director, Teaching and Learning Center, Brookdale Community College; Chair Emeritus, NJVCCC; Adjunct Instructor, Business and Public Speaking, Brookdale; Part-Time Lecturer, School of Management and Labor Relations, Rutgers University.

An assessment of the professional development programs was undertaken through a review of a College self-study; a review of the College web site; a tour of the facilities; and interviews with staff, administrators and faculty involved in professional development. This report discusses the structures, systems, and initiatives of the Center for Innovation in Teaching and Learning; the Vice President of Academic Affairs Office; The Faculty Development Committee; and the other entities providing professional development opportunities to the College community.

Center for Innovation in Teaching and Learning (CITL)

Staff

Dr. Amarjit Kaur, Managing Director; Beverly Margolies, Academic Web Designer; Annette Rakowski, Instructional Technology Specialist; and Patrick Simms, Professional Assistant.

- The dedication and excitement of the staff to achieve the CITL mission was palpable: this is a cohesive unit with clear strategies to lead and support professional development initiatives.
- The staff exhibited forward-looking thinking with many mentions of the rich history of professional development at the College.
- With pedagogical and technical expertise, CITL is uniquely situated to meet the needs of teaching faculty.
 - Supplementing CITL staff expertise are faculty and staff champions who lead workshops and evangelize CITL programs. These professionals are a key component of successful professional development efforts.
 - **Recommend** faculty working with CITL be given titles such as CITL Faculty Fellow, with names listed on the CITL web site in recognition of their expertise and commitment to the Center's mission.
- **Recommend** addition of clerical staff member for reception, phone, and other duties.

Reporting Structure

Managing Director reports to Vice President, Academic Affairs.

- Reporting line to Executive level highlights the College's commitment to professional development.

Facilities

ASSESSMENT AND RECOMMENDATIONS

Staff members have offices along a hallway. There is a Resource Room with PC's, Mac's, and other technology equipment such as scanners where faculty and staff may come and use the equipment with or without CITL assistance. There is an additional computer lab where workshops are held. There is no reception area which makes obvious that this is CITL.

- **Recommend** prominent signage which hangs from the ceiling or a desk at the entrance of the hallway to indicate the entrance to the Center.

Communication Channels

Web Site: <https://bergen.edu/faculty-staff/citl/>; bulletin boards; scholarly journal; broadcast emails; data base; meetings with department chairs and administrative departments.

- Data base of offerings for information management. Available for use by other professional development providers. Query, push, and capture capabilities.
- Videos appear to be closed-captioned.
- **Recommend review** of the web site using Universal Design for Learning guidelines to ensure accessibility.
- **Recommend review** of the web site for labels (clarity) and dead links.
- **Recommend streamlining** the categories on the web site to most clearly represent the training options, for example:
 - Instructional Design and Pedagogy
 - Educational Technology Training
 - Productivity and Administrative Software Training
 - Moodle Training
 - Hardware Training
 - Documentation
 - Scholarship

Training Modalities

Face-to-face and virtual group and one-on-one interactive workshops; text and web-based documentation and tutorials for self-paced, independent instruction such as videos housed in YouTube and Atomic Learning tutorials.

Programs and Services

Formal training programs for staff and faculty on administrative software applications and productivity tools; instructional material development; pedagogical techniques such as active learning; Quality Matters; Learning Management System technology; educational software applications; Audience Response Systems (clickers); mobile hardware and applications; anti-plagiarism tools; academic integrity tools and graphic design tools.

Initiatives toward Faculty Collaboration and Best Practices

- TOPP: three-level training for faculty seeking to teach online.
- Quality Matters certification for faculty.
- Faculty showcase: highlights best practices. Social and professional event.
- Summer Institute: multi-day, immersive event.
- Adjunct Faculty Development Program: adjuncts enter into a cycle of learning. This program is coordinated by the VP's office and supported by CITL.
- External Speakers

ASSESSMENT AND RECOMMENDATIONS

- Scholarship of Teaching & Learning (SOTL): seeks to support scholarly efforts by faculty in research, development and teaching. Workshop series on research practices; produces a Journal for reflection on research and practice. The assessor inferred that this project is led by the VP for Academic Affairs and supported by CITL.

Assessment and Reporting Practices

Interviews suggest that CITL provides reports to the administration on an on-going basis. Some information is gathered through a data base structured to track workshop attendance, and attendees are asked to fill out an evaluation after each workshop or program.

- **Recommend** assessments and reports be shared with the college community via the CITL web site. The assessor could not locate this information online.

Vice President (VP) for Academic Affairs Office

The VP's vision for professional development is to enhance teaching and learning and encourage scholarship. Implementation of the contractual Adjunct Faculty Development Certification, and determination of CITL offerings for inclusion as discipline-based activities as well as some aspects of SOTL (this is not clear to the assessor) is the responsibility of a nine-credit-released faculty member.

The assessor met with five faculty members with leadership roles in faculty professional development including the faculty member assigned to the VP's office. Like CITL staff, these professionals showed a commitment to professional development and spoke to its rich history at the College, while acknowledging that structural strengthening assessment and reporting requirements should be explored.

Staff

Vice President for Academic Affairs, **Dr. William P. Mullaney**

Released Faculty Member, **Carol Miele**

- **Recommend** title be assigned that is descriptive of professional development and other responsibilities such as Coordinator of Academic Special Projects.

Faculty Development Committee: elected faculty representatives who elect leadership as Coordinating Council.

- **Recommend** professional development theme or initiatives be determined and communicated to CITL for parallel and/or complementary training and promotion.
- **Recommend** combining calendar of offerings with CITL for ease of use for registrants utilizing existing data base functionality.
- **Recommend** CITL provide web site support to Faculty Development Committee.
- **Recommend** Coordinating Council report to Coordinator of Academic Special Projects as liaison to VP for budgeting and theme coordination with VP academic initiatives.
- **Recommend** a year-end report be written every year for knowledge management and basis for assessment measures.

ASSESSMENT AND RECOMMENDATIONS

Professional Development Initiatives

- Scholarship of Teaching & Learning (SOTL): seeks to support scholarly efforts by faculty in research, development and teaching. Workshop series on research practices; produces a Journal for reflection on research and practice.
 - **Clarify** goals of project on web site with statement from VP about vision, purpose, and importance of the Journal.
 - **Cross-promote** SOTL through VP for Academic Affairs web site.

Faculty Initiatives

Apart from and in addition to the formally organized Faculty Development Committee, grassroots faculty initiatives are supported by the College through released time and other administrative support. These efforts appear to have historic significance and allow partnerships among faculty; however, there is some usurpation of the Coordinating Council's role. Identified in the self-report are:

Tri-State Best Practices

Literary Arts Series

Science Infusion

CPJR

Reading Across the Curriculum

WRAP Sessions

Suburban Studies

An exploration of the web site found that some of these initiatives have a clearly stated mission, ongoing professional development offerings, and current information. In other cases, the information is outdated (some as old as 2012 and 2014) and unclear. Interviews revealed that these efforts are seen to fill gaps that might be there specifically at the departmental level. Inevitably though, these efforts may lead to duplication of effort and lack of accountability.

- **Recommend** combining calendar of offerings with CITL for ease of use for registrants utilizing existing data base functionality.
- **Recommend** Faculty Initiative leads report to Coordinator of Academic Special Projects as liaison to VP for budgeting and theme coordination with VP academic initiatives.

Recommend a year-end report be written every year as a condition for released time, for knowledge management and basis for assessment measures.

Conclusion

Bergen Community College exhibits a clear commitment to professional development through the designation of organizational resources to support its goals. Organizational knowledge creation should build from individual learning; existing programs such as TOPP and the Adjunct Faculty Development Program are structured to make that happen. There is a perception that

ASSESSMENT AND RECOMMENDATIONS

faculty have multiple means of engagement for professional growth and that historic constructs ensure faculty autonomy. The Faculty Development Committee structure allows this culture of engagement to thrive: a more formal reporting structure and coordination with CITL will further embed the Committee's goals.

Organizational behavior is driven by the process of organizing: the ways people think about what they see and what they do and how they interact with one another are the basis for an organization's systems and processes (Weick, 1979). Making sense of what *is* is what makes an organization function (Weick, Sutcliffe, & Obstfeld, 2005).

Part of what makes a reality within an organization is the perceptions surrounding who controls what but, "highly centralized systems of control tend to make (organizations) slow and ineffective in dealing with changing circumstances" (Morgan, 2006, p. 50). Thus, the decentralized model of professional development at the College allows for flexibility and some level of autonomy for the faculty.

Still, organizations have goals and rules even though "individual goals and intentions may be only loosely related to behavior (March and Olsen 1976), and rules may well be inferred from behavior instead of causing behavior" (Weick 1979): it is actions, which govern, not the rules. Since structure is needed, and rules provide this, a feedback cycle is created whereby behaviors become predictable, stifling innovation (Anderson, 1999, pp. 220-221). Management may guide, but individual actions should lead toward innovation.

With the enactment of a few structural changes and reporting requirements, a more streamlined end-user experience may be achieved, and the College can begin to capture some of the innovative practices occurring at the grassroots level. Overall, Bergen Community College has established a culture of organizational learning: once the feedback loop is closed, ongoing efforts may be assessed and celebrated.

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