Spring 2016 in the Faculty Center for Teaching & Learning (FCTL)

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Service Learning is...
A sustained experience within a course or program that integrates meaningful community service and student reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Service-learning supports the mission of the College...
"The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to [find] ... self-fulfillment based on service to others, preparation for future work and study, and enjoyment of present challenges and accomplishments."

Service-learning supports the Core Competency on Citizenship...
"Responsible citizenship: students will demonstrate an awareness of the responsibilities of informed citizenship in a diverse and pluralistic society....and demonstrate effort to understand the perspectives of others and to respond to others with well-founded thoughts."

The goals of Service-Learning are to...
- Promote civic engagement and citizenship
- Raise awareness of and solve real, community-based problems
- Create and build partnerships within the community
- Provide experiential learning opportunities for students
- Impact local issues and local needs

Service-learning is a pedagogical method which requires:
1) A clear link between academic objectives and the service experience that is mutually beneficial to the goals of the course and community need.
2) Student reflection as a means to gain a greater understanding of course content and a broader sense of civic responsibility.

Assignment Models* (methods of incorporating service-learning):
- Placement Model: students are responsible for volunteering their services with a specific community organization. Students can find their own placements or instructors can arrange placements for the class. This model typically has a time requirement (i.e., set number of service hours for the course)
- Presentation Model: students are required to give presentations or create an exhibit or display. This model is typically utilized as a form of community outreach.
- Product Model: students create a deliverable product (e.g., logo, photographs, pamphlet, article for a newsletter, etc) to be utilized by a beneficiary.

* It is possible to utilize a combination of these models within one course.
Integration Models (degree of service-learning incorporation):

- **Full Integration**: Requires that all students participate in service-learning in order to complete the course.
- **Partial Integration**: Students have the choice of completing a service-learning project. For example, service-learning could be completed in lieu of an alternative assignment (e.g., research paper) or another course component (e.g., class participation points).
- **Reward Integration**: Students are offered an incentive for participating in an optional service-learning project. Examples of incentives include: extra credit, dropping of lowest quiz/test/homework/etc. grade, “get out of class free” pass.

Service-Learning Hours:

It is up to the instructor to decide how many service-learning hours students are to complete for a given course. It is recommended that at least two hours be required. (The lower number of hours is usually associated with the reward integration model).

Hours are tracked as:

- **Direct service hours**: hands-on service to beneficiaries
- **Indirect service hours**: time spent preparing for direct service hours (e.g., creating a presentation, writing a lesson plan)

For more information about this project or discuss how you can incorporate Service Learning into your course, please contact Jamie Gusrang at jgusrang@ccp.edu.

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**Bringing Mindfulness to the Mentoring/Coaching Relationship**

Presented by: Eileen Abrams, Faculty Fellow

Directly or indirectly, almost all of us, faculty and staff alike, are involved in some dimension of student mentoring or coaching. Training in mindfulness and related contemplative practices can help us bring more clarity and compassion to our work with students. In addition, integrating these practices into mentoring and coaching activities can provide a model for students for personal reflection and skillful decision making, helping them learn to approach situations more responsively and less reactively. In these sessions, we’ll examine how the inclusion of contemplative practices can enhance our mentoring and coaching relationships with our students.

**Join Eileen on the following Thursdays in the FCTL from 1:30 to 2:30 pm:**

- March 3
- March 24
- April 14

For more information, please contact Eileen Abrams, eabrams@ccp.edu.
In *Education and Experience*, John Dewey wrote, “I take it that the fundamental unity of the newer philosophy is found in the idea that there is an intimate and necessary relation between the processes of actual experience and education.” Rejecting traditional models of knowledge transmission, Dewey argued that transformative education is achieved by experimenting in and reflecting on problem-based, “educative” experiences. For Dewey, the role of the educator is to create a continuity of purposeful “experience [that] arouses curiosity, strengthens initiative, and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future.” A challenge for educators then is to seek out and organize meaningful learning projects that empower students to adapt new knowledge to their own experiences.

Building on Dewey, current research shows experience-based learning offers a high-impact approach to teaching problem-solving skills that lead to deep learning. In the late 20th century, David A. Kolb outlined a four-part experiential learning cycle that includes concrete experience, reflection, abstract conceptualization, and active experimentation. Since then, scholars such as Cathy N. Davidson, Marc Prensky, and James Paul Gee have adapted Dewey and Kolb’s ideas to 21st-century learning experiences, ranging from digital knowledge communities to video game. Research shows that experience-based learning significantly increases student interest and engagement (Shellman and Turan), “affective learning” or changes in perspective (Morgan), and deep learning (Clark and Paivio).

The aim of these workshops is to provide a foundation for creating a critical and consistent approach to experiential learning. Taking a backward approach to design, we will explore and evaluate projects and situations that motivate students to take an active role in meeting course learning objectives. Over the course of four workshops, I will provide research, examples, and templates that can be adapted across a wide range of disciplines. The first workshop on the history of experiential learning is designed to provide faculty with principles and methods for developing a philosophy and practice of experience-based teaching. The second workshop will focus on project-based learning, ranging from literary zines and Wikipedia pages to educational videos and multi-media presentations. The third workshop will examine the potential of educational simulations, which involves creating a clearly defined scenario, role, and objective for student learning activities. In the final workshop, we will examine how the principles of play—ranging from cards to video games—can be used to organize problem-based activities that lead to meaningful, long-term learning experiences for students.

For more information about this project, please contact Steven at stdavis@ccp.edu.
Using the StoryCorps App to Share Philadelphia Stories Recorded By Your Students
Presented by: Nicholas Molnar, Faculty Fellow

Interested in having your students conduct their own interviews and contribute to the historical record of Philadelphia? Join us at one of the sessions below to learn about a simple, easily deployable system for incorporating student-conducted oral history interviews into writing assignments and an easy method for making these interviews publicly available online using the StoryCorps App, allowing students to take ownership of their work and connect them more closely with the subjects they explore in your online and hybrid courses. No prior training is required to implement these activities in the classroom! Participants will walk away with:

1) A video tutorial of how to implement these activities that can be incorporated into your courses
2) Pre-made writing assignments with detailed instructions on how to implement them
3) Feedback and statistics from students who already completed these assignments and access to a database of already conducted student interviews

Choose from one of the following sessions in the FCTL:
- Monday, February 1, 12:00-1:00
- Monday, March 14, 1:00-2:00
- Monday, April 18, 12:30-1:30

If there are any questions, or you would like personal assistance for incorporating this system into a particular course you wish to offer during Spring 2016 or future semesters, please contact Nick Molnar at nmolnar@ccp.edu.

Entrepreneurial Education
Presented by: Linda Knapp, Faculty Fellow

On Thursday, February 25th from 3-4 pm, Linda will give us an overview from the research she conducted on entrepreneurial education last semester (Fall 2015). She surveyed students and faculty as well as local entrepreneurs to learn how we can support and prepare students to become their own bosses and/or embrace an entrepreneurial mindset in whatever careers they choose. Join Linda for a discussion on her research and share ideas and practices that we can incorporate into our classrooms across disciplines at the college. For more information, contact Linda at liknapp@ccp.edu.
Why do you teach? What brings joy to your work?

Many of us seem to expend a lot of energy focusing on “what goes wrong” – the difficult interactions and frustrating experiences of our day-to-day work lives. In this series, we will purposefully direct our attention to “what goes right” in our teaching. Through a variety of experiential activities, we will reflect on our authentically positive moments that somehow get overshadowed by the ones we regard as unpleasant and unsatisfying. We will consider what we appreciate, when we feel gratitude, and how we can be less judgmental and more kind towards ourselves, our colleagues, and our students. Sessions are scheduled for the following Thursdays from 2:45 - 4:00 pm:

- March 3
- March 24
- April 14

For more information, please contact Eileen Abrams, eabrams@ccp.edu.

ALL are welcome to join Eileen for a weekly mindfulness meditation practice every Tuesday from 12 to 1 pm in the FCTL this semester.

And, look for information later in the semester about our third annual “May Morning of Mindfulness” during inter-session week!
Do you write, or want to write, about your work here at CCP? There are publications that are interested to hear from you. Come to this workshop on **Thursday, February 18th** from **4 - 5 pm** to find out about journals, magazines and other publication opportunities in our field: Connie Watson will discuss publications concerning adult education, Brian Goedde will discuss publications dedicated to community colleges, and Maddy Rolston will discuss publications in the field of teaching and learning. A wide range of publication types will be discussed, from peer-reviewed journals to newsletters and blogs. If you already write, great: come share your experience. If you don’t write, great: come learn about opportunities—some of them quite accessible—to contribute your thoughts and experiences to our field.

For more information about this session, please contact Brian Goedde at bgoedde@ccp.edu.

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**Publishing Your Work!**

with

Brian Goedde, Connie Watson, and Maddy Rolston

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**Assessment Workshops**

Presented by: Christine McDonnell

**Linking Assignments to SLOs to PLOs**

**Thursday**  
**February 4th**  
**3-4 pm**

This session will focus on how to link assignments with Student Learning Outcomes (SLOs), and link SLOs with Program Learning Outcomes (PLOs). Attendees will come away with an understanding of why this is important and how to make these linkages within their programs.

**Using Course Assessments to Improve Teaching and Learning**

**Monday**  
**April 4th**  
**3-4 pm**

This session will focus on how to use course assessment results to improve teaching and learning. This session will help faculty choose action issues to improve teaching and learning in those action areas.

For more information, contact Christine at chmcdonnell@ccp.edu.
Using Collaborative Technology Online
Presented by: Mavis Pogue

Mark your calendars for the following **Wednesdays from 12:00-12:45 in the FCTL:**
- January 27th
- February 24th
- March 23rd

These three workshops will demonstrate how to use collaborative technology in online environments. These are open source applications and free to the public:
- **Google Hangouts** (January 27th workshop) is one of many Web 2.0 applications offered by Google. Students and educators can collaborate by HD video, text and voice along with screen sharing.
- **Padlet** (February 24th workshop) is a collaborative application that permits students and educators to interact online by displaying text, images, videos, and documents in the form of a sheet of paper.
- **Kahoot** (March 23rd workshop) is a game-based blending learning platform that encourages interaction between educators and students to collaborate, research, create and share knowledge. Students have a voice in class while engaging and focusing on content through play and creativity.

For more information about this series, contact Mavis at mpogue@ccp.edu.

Rewriting the Script: Crafting Solutions to Student Upsets
A Relationship Management Approach to Resolving Student Upsets
Presented by: Mike Remshard & Megan Rizzo

You probably use many excellent relationship management skills, without realizing it. This workshop on **Tuesday, February 16 at 3:30 pm** will help you share your “tricks of the trade” with other participants, affirm your strengths and assess areas for development in the classroom management aspects of your job. This workshop will also offer an opportunity to learn specific skills related to managing relationships in a professional context. It will focus on developing an understanding of the importance of and the learning skills related to providing your students, yourself and all involved with the dignity and respect they deserve. The time that instructors and students spend interacting with one another is more meaningful and enjoyable and less conflicted when quality relationship management prevails. Be prepared for role plays! For more information or to RSVP, please contact Megan Rizzo at mrizzo@ccp.edu or Mike Remshard at mremshard@ccp.edu.
This three part FCTL series will be structured as a book discussion group. A step-by-step approach will be highlighted for managing difficult conversations with students. Faculty will have the opportunity to share real life experiences and learn from one another through examining the book’s model, dialogue, and shared learning.

Participants will be provided the book *Difficult Conversations: How to Discuss What Matters Most* by the Harvard Negotiation Project Team (authors: Douglas Stone, Bruce Patton, and Sheila Heen). We will follow the book chapters. Participants will be asked to read chapters before each session, be prepared to share reflections and contribute to improvisational role plays. Megan Rizzo and Mike Remshard from the CCP Counseling department will serve as the facilitators. All sessions will take place from 3:30 to 5:00pm on the following Wednesdays:

- 2/24/16: The Problem: Decoding Difficult Conversations, Pages 1-128
- 3/16/16: Creating a Learning Conversation, Pages 129 - 217
- 4/6/16: Review and Reflections, Pages 235 - 287

For more information or to RSVP, please contact Megan Rizzo at mrizzo@ccp.edu or Mike Remshard at mremshard@ccp.edu. Please note, the group will cap at 12 participants so please RSVP early!
Counseling Services

If you are looking for a way to help students succeed in your course and college in general, send them to Counseling for extra support and guidance. We offer appointments and 15 minute drop-in services.

- **Academic Counseling:** study skills, test anxiety, curriculum change
- **Career Counseling:** career assessments, major decisions
- **Transfer Counseling:** transfer exploration, dual admission
- **Personal Counseling:** coping with family and peer pressures, stress and time management skills, crisis counseling
- **Group Counseling:** student success workshops, career and transfer workshops upon faculty request, Grief Recovery Method Program, Women’s Group

Please encourage your students to attend the following:

2/8 – 2/12 **Career Week**
- Career decision making, technology career panel and career assessments

2/15 – 2/19 **Academic Swagger Week**
- Time management, goal setting and dealing with academic probation

3/21 – 3/25 **Transfer Week**
- Transfer exploration, scholarships and dual admission

4/4 – 4/8 **Don’t Let April Fool You**
- Stress management, test anxiety and building healthy relationships

4/11 – 4/15 **Allied Health Week**
- Allied health career exploration and preparation

To view our faculty referral guide and stay up to date on workshop offerings and events, please join the Counseling Center page on Colonial Community.
Join Melissa Altman-Traub, Dietetics Instructor, for a discussion based on “The Blue Zones Solution: Eating and Living Like the World’s Healthiest People,” by Dan Buettner, 2015. Dan Buettner’s research and previous books have described why certain areas in the world are known for longevity, located in Greece, Japan, Italy, California, and Costa Rica. This book explains how the principles of Blue Zones have been implemented in Finland and three areas in the United States. Recommendations and recipes are provided to help make positive health changes. We will explore the many evidence-based strategies presented for living not only a longer, but a better life at the following sessions:

- NERC Wednesday, March 23rd 1 - 2 pm
- Main campus Friday, April 15th 12 - 1 pm

Healthy snacks will be provided!

For more information, contact Melissa at mtraub@ccp.edu.

Read or revisit the classic book by Ken Bain about *What the Best College Teachers Do* and join the one-time discussion (choose from one below). The book is a synopsis of a fifteen year study of successful college teachers from a variety of fields and disciplines discussing what they do that makes a difference in their teaching. The book is known to provide valuable lessons to anyone wanting to make a difference in students’ lives. Come and be inspired by this discussion:

- Wednesday 3/16/16 at 12:45 pm or
- Thursday 4/7/16 at 1:00 pm

Check out this NPR interview with Bain to get you started: [http://www.npr.org/sections/ed/2015/05/08/404960905/what-the-best-college-teachers-do](http://www.npr.org/sections/ed/2015/05/08/404960905/what-the-best-college-teachers-do). Email Fran at flukacik@ccp.edu for more information.
Based on the interest and success of our first book group on *Redesigning America's Community College*, we are offering another three part discussion this semester (Spring 2016). This book describes the research behind the student pathways program we are embracing here at CCP.

Please contact Jocelyn Sirkis at jsirkis@ccp.edu for more information and to register by January 15th. Once registration is complete, dates and times will be established based on the schedule of participants.

While assessment pushes us to view our teaching as a science, many agree there is an art to what we do in the classroom. How can we balance the two? Join fellow faculty from the arts, sciences and other disciplines to continue reading and discussing Robert J. Marzano’s book *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. We strive to create a supportive structure for faculty to examine their instructional practices, grow as teachers and meet new colleagues (or catch up with old friends)!

**Sessions will be held at 4 pm on the following Mondays:**

- **January 25th:** Chapter 5: What will I do to engage students?
- **February 22nd:** Chapter 6: What will I do to establish or maintain classroom rules and procedures? and Chapter 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- **March 21st:** Chapter 8: What will I do to establish and maintain effective relationships with students? and Chapter 9: What will I do to communicate high expectations for all students
- **April 11th:** Chapter 10: What will I do to develop effective lessons into a cohesive unit?

Contact Kristy Shuda McGuire at kshuda@ccp.edu for more information or to RSVP.
When covering potentially sensitive subjects in community college classrooms, where students are likely to be members of vulnerable and marginalized populations, we must navigate myriad student sensitivities around and reactions to course material. This two-part series will focus on examining our role as instructors in maintaining student well-being in the classroom. Contact Alison (jwatts@ccp.edu) or Jamie (jgusrang@ccp.edu) for more information.

Navigating Sensitivities and Fear in the Classroom: The Case of Gun Violence

Session 1: Wed.
March 30th 1:30-2:30
With increasing public awareness of campus mass shootings, faculty fears of campus gun violence potentially add another dimension to our work as we cover sensitive material in class. Join us for a discussion/workshop focused on our experiences and strategies in light of recent (and even not so recent) campus gun violence.

Navigating Student Sensitivities in the Classroom: The Use of Trigger Warnings

Session 2: Wed.
April 6th 1:30-2:30
Providing “trigger warnings” to alert students in advance that class material may be upsetting or offensive, has been promoted by some as a way to navigate student sensitivities in the classroom. Others have expressed concern that the trigger warning “movement” may be suppressing any academic discussion of words, ideas and subjects that might cause discomfort or give offense. Join us for a discussion/workshop focused on the trigger warning debate and practical strategies to support student well-being.

Save the Date!
And Help Assess the Majors Fair!

The Spring 2016 Majors Fair will be held on Wednesday, February 17, 2015 from 10 am to 1 pm in the Ground Floor Lobby of the Bonnell Building. The Office of Academic Success Initiatives is seeking faculty who would be willing to support the assessment of this event. Students would be asked to take a pre-event survey and, after attending the event, a follow-up post-event survey. All students completing both surveys will be entered into a drawing to win a Barnes and Noble Gift Card. Faculty interested in supporting this endeavor should email Sandra Gonzalez-Torres at sgonzalez@ccp.edu. Thanks!
Welcome to the CCP Video Archive Project (VAP)! What if a team of faculty, across departments, collaborated to produce video lessons specifically tailored for our classes and our students? Is it possible to create asynchronous online lesson sequences for incoming and/or current students that will address prerequisite skill deficiencies and improve course outcomes? So far, VAP is in its infancy and your help is needed to create a solid action plan that will help address pertinent challenges at CCP, including supporting college-readiness and providing increased support for students on academic probation and those repeating courses.

Help support and expand upon the general objectives below:

1) Create a digital library of quality, course-tailored educational support videos for all CCP students;
2) Expand each department's capacity to provide asynchronous, online educational support options for all CCP students;
3) Utilize the technology available to faculty to support an increasingly adaptive, progressive pool of educational leaders in the college community; and
4) Provide a collaborative medium through which to share best pedagogical practices with fellow faculty and the larger CCP community.

BRING YOUR CREATIVE IDEAS TO THE FOLLOWING SESSIONS:

- Tuesday, February 16, 9:00 - 10:00 am
- Wednesday, February 17, 1:30 - 2:30 pm
- Wednesday, March 16, 9:00 - 10:00 am
- Thursday, March 17, 1:30 - 2:30 pm

And if you are unable to attend the in-person Video Archive Project meetings in the FCTL, please join our discussion on Canvas! For more information or to join the Canvas group, contact John at jpolitis@ccp.edu.
Did you know that students that have health insurance, access to food assistance and other public benefits, and are in control of their finances are more likely to graduate?

Single Stop at Community College of Philadelphia offers a safe environment to connect students with these and other resources.

Free Services To Help Students Stay In School:

- Benefit Screening
- Healthcare Enrollment
- Tax Preparation
- Financial Counseling
- Legal Assistance
- Resource Referral

Located in the Mint Building, Room M1-21

KEY DATES:
- Tax Season - January through April
- Marketplace (ObamaCare) Open Enrollment Period Deadline—January 31 (help students get coverage while avoiding tax penalties)
- Legal Wednesdays (ongoing) – CLS and immigration attorneys come on-campus to help students

Single Stop works with faculty to design financial literacy sessions for students. For more information contact Paula Umaña, Single Stop Director, via email at pumana@ccp.edu or call 267-299-5911.

Hallowell-ness Poem
Monday, March 21 from 2:15 - 3:15 pm

Ed Devenney shares his poem about Benjamin Hallowell called Hallowell-ness. He will then lead a discussion about the poem and the famous Quaker (and activist) it is based on. This topic can be incorporated into a number of classes including English, Humanities, Social Science, and Science (Hallowell was a scientist and a past President of the University of Maryland).

Benjamin Hallowell
Wednesday, April 13 from 2:25 - 3:15 pm

Ed Devenney will continue his discussion on Benjamin Hallowell with a focus on sociology and health. Hallowell’s ideas about building communities of peace and justice will be explored and related to our work as educators.

For more information, contact Ed at edevenney@ccp.edu.
Please join us for one or all three of these sessions focused on change and transformation. Sandra Gonzalez-Torres will discuss individual transformation using a coaching framework to help us reach our personal and professional goals. Wayne Williams will lead a discussion around how we can lead organizational change here at CCP and Connie Watson will describe a Learning Cities framework applied internationally to help transform communities into sustainable and healthy societies. For more information about these sessions, email Connie at cwatson@ccp.edu.

**Change & Transformation Workshop Series**
**Presented by: Sandra Gonzalez-Torres, Wayne Williams, and Connie Watson**

Please join us for one or all three of these sessions focused on change and transformation. Sandra Gonzalez-Torres will discuss individual transformation using a coaching framework to help us reach our personal and professional goals. Wayne Williams will lead a discussion around how we can lead organizational change here at CCP and Connie Watson will describe a Learning Cities framework applied internationally to help transform communities into sustainable and healthy societies. For more information about these sessions, email Connie at cwatson@ccp.edu.

**Developing a Living Theme for 2016 with Sandra Gonzalez-Torres**
**Mon. Jan. 25th**
**12 – 1:00 pm**
New Year’s resolutions are popular. But what about just using the new year as an excuse to reassess your own place in this world? Take some time to slow down and reflect. Reconnect with your values and professional goals… develop a Living Theme for 2016.

**Leading Organizational Cultural Change with Wayne Williams**
**Wed. Feb 10th**
**12 - 1:00 pm**
All employees, staff, and students add to the institutional culture. The question is: Are we following the culture or leading the culture? This session is for those of us who are interested in continuous improvement and would like to lead cultural change. Join us for a discussion about the current culture of the college and how we can best communicate our aspirant culture to align with the college's vision for the future. We will also share tools and techniques we can implement as individuals and as part of a larger team that could make a meaningful impact. We will discuss ways to stay engaged, invite others to join and share ideas, to start a cultural evolution.

**The Learning City: Community College Leadership & Action with Connie Watson**
**Wed. March 2nd**
**12 - 1:00 pm**
The literature is filled with examples of how urban areas can be developed into vibrant, sustainable, healthy, and educationally oriented communities for all members. We will review UNESCO’s Global Network of Learning Cities, and I will share the information I obtained from the 2nd International Conference on Learning Cities held last September in Mexico City. We will close the session by brainstorming ideas about how community colleges may be able to take a leadership role in the Learning City movement in the US. Learning City research and interventions have been predominant in Europe and Australia since the 1970s. More recently countries such as China, Mexico, and the Philippines have joined in the movement. The United States has had little involvement making this a great time to explore the relevance of this topic.

**Living Through, With and Beyond Transitions with Sandra Gonzalez-Torres**
**Mon. March 21st**
**12 - 1:00 pm**
Change happens all around us whether we want it to or not. How we act or react to these changes can affect us: mentally, emotionally and physically. This workshop will share some strategies that can help participants live through, with and beyond transitions.
Thursday, Jan. 28th  2:45-4:00

Discussion Led by Richard Keiser who teaches history, humanities and English courses. Hosted by Debonair Oates-Primus, English Dept. We will discuss selected sections from Professor Tukufu Zuberi’s *African Independence*, the book and the documentary film. Interested faculty should ask for a link so they can preview the film by streaming it at home or show it in class. Professor Zuberi’s work explores the impact of key events on development of key African independence leaders throughout Africa. He focuses on African fighters in East Africa in World War II; the Pan-African Conference of 1945; the number of countries gaining independence in 1960, and the end of the Cold War with the fall of the Berlin Wall in 1989. The book is a African Book Group selection.

Thursday, Feb. 11th  2:45-4:00.

Debonair Oates-Primus and Lucia Gbaya-Kanga will lead discussion of selected chapters in Ngugi Thiong’o’s *Decolonising the Mind*. We will use Ngugi’s ideas to discuss pedagogy and other aspects of our efforts in internationalizing the curriculum and of specific texts in later workshops.

Monday, Feb. 15th,  3:00-4:30

“Islamic Non-Violent Traditions: Sufi Thought and Practice.” This workshop will share information and materials to prepare students for a lecture/performance during International Festival (April 4-8).

Thursday, Feb. 25th  1:00-2:30

Discussion of *Dust* by Yvonne Adihambo Owuor. This recent novel is set in Kenya from the Mau Mau uprisings of the 1950s to an election of 2007, and was called “dazzling” by a New York Times reviewer. Co-Sponsored by the African Book Group

Monday March 14th  3:00-4:30

Kenya sections of President Obama’s *Dreams from my Father* will be discussed. Cherise Shane, English Dept., will share the teaching materials she has developed, and we discuss different strategies to engage students in the classroom and beyond.

Thursday, March 24th  1:00-2:30

Save the date. Topic TBA

March 28th - April 1st

Please plan to see the student play *Red Oleanders* directed by Joanne Cunningham. Written by Tagore, the Bengali Nobel Prize winning dramatist, this 1932 satire of capitalism is clearly relevant today.

April 4th – 8th is International Festival week!!

Workshops later in April will be announced; this schedule as of Jan. 4, 2016 will be updated. With questions, please contact Fay Beauchamp, Director, Center for International Understanding, fbeauchamp@ccp.edu. Sponsored by the Faculty Center for Teaching and Learning, The U.S. Department of Education Title VI Project on East Africa, The Middle East and South Asia Centers of the University of Pennsylvania, and The African Book Reading Group, CCP.
What Do We Mean by “Effective Academic Writing in the Discipline of Literature”? Our literature courses and English program both require students to “engage in effective academic writing in the discipline of literature.” How is this discipline distinct from others, and what sort of writing are we asking our students to do in literature courses? In this three-part series, we will examine how we define these terms, and share thoughts and materials with the aim of helping our students understand and achieve this learning outcome. All faculty interested in the topic are welcome. Contact Simone at szelitch@ccp.edu for more information.

What do we mean by “the discipline of literature”?

Thur. Feb. 18th 2:45-4:00
We will share definitions of “the discipline of literature” based by our course documents, our other student and program learning outcomes, and our own reading and practice.

What do we mean by “academic writing in the discipline of literature”?

Thur. March 17th 2:45-4:00
We will share assignments, comparing those in composition and other writing intensive classes to those in literature classes, and consider criteria that make for an effective academic essay in a literature course.

What do we mean by “effective”?

Thur. April 7th 2:45-4:00
We will share student artifacts and consider how well they meet the standards we have defined together, and see if we can establish a consensus that can inform our future teaching practices.

Save the Date for these Diversity Council Events

January 27th at 1:45 in C2-5, for International Holocaust Remembrance Day, Frieda Tabak will be speaking about her experiences as a Holocaust survivor.

February 23rd at 1:00 in C2-5, the Diversity Book Club will be discussing "Americanah", b Chimamanda Ngozi Adichie for African American Heritage month.

April 19th at 12:00 in C2-5, the Diversity Book Club will be discussing "The Corpse Washer", by Sinan Antoon for Arab American Heritage month.
Two New FCTL Initiatives for 2016!

1) Celebrating CCP Faculty

The FCTL is starting a new initiative called Celebrating CCP Faculty. In the Interview Style of James Lipton (Inside the Actors Studio) we will highlight one faculty member a month starting in February of 2016. We will interview the Faculty member about his/her passions and expertise related to his/her discipline and community college teaching, his/her journey that brought him/her to this point in life, wishes and desires for his/her career, students, and retirement, and ask each faculty member to discuss one teaching and learning module or activity that they have found especially meaningful and or effective in supporting student learning and engagement. The goal of this initiative is to introduce our faculty to the college and community in an authentic and personable light while highlighting faculty knowledge, expertise, and values. We need your help in starting this initiative. Please let us know if you are willing to be interviewed and/or nominate a faculty members for this series at any time. Volunteers and nominations before January 25th would be most helpful in getting this initiative started. Please contact Melissa St. Pierre (mstpierre@ccp.edu) and Connie Watson (cwatson@ccp.edu) to send us a participant name or find out more information.

2) Faculty & Staff Interest & Experience Survey

The FCTL is starting a data base of faculty and staff interests and expertise. We will send out an online survey in February that will ask questions about the specific topics within your discipline you most like teaching, workshops for the FCTL you would be willing to facilitate, professional topics you would like to learn more about, and areas you would be open to mentoring other faculty and staff on. We will also ask what organizations you think would be applicable for service learning or volunteer work in the community. We have a highly experienced group of faculty here at CCP and many of us are engaged in the community and have great personal resources and external connections to share. Whether you are new to CCP or are an experienced member of the CCP community, there is much we can do to support each other and our students. Please key your eye out for the online survey and take 10-15 minutes to participate!

The Magic of Theatre: Professional Development through the eyes of an Actor, Teacher and Producer

From her critically acclaimed performance in Luna Theater's Closer, to an honorable mention for best supporting actress of the season (Phindie and DC Metro) for her work in Collected Stories at the Walnut Street Theatre Studio, to her production work on The Irish Heritage Theatre's much lauded The Shadow of a Gunman, Kirsten Quinn took a wonderful theatrical journey throughout her Spring 2015 sabbatical. In addition to these professional development activities, she used her experiences to create a workbook full of great exercises and information about acting and role-play that could be used in any classroom. In this workshop, she will discuss her work and tell other faculty how they can bring the joy of theatre and acting into their classrooms. Join Kirsten for this presentation on Friday, February 5th from 3-4:30pm.
Faculty Center for Teaching & Learning
Faculty Development Award Call for Applications
2016-2017

Deadline:  5:00 pm on Monday, March 21, 2016

The Faculty Center for Teaching & Learning invites applications for its annual Faculty Development Award. The award supports a faculty member working to enhance his or her students’ learning by taking part in a faculty development opportunity to improve his or her own teaching effectiveness in one of two ways: to learn more about teaching and learning in general, or to increase knowledge of one’s discipline and how to teach it well.

Teaching effectiveness is informed by the literature on how people learn and creates classrooms, both face-to-face and on-line, where deep learning occurs, fostering students’ intellectual, personal and professional growth consistent with CCP’s mission. The faculty development activity should enhance the faculty member’s knowledge of current trends, best practices, research on learning, or pedagogy (including assessment) in higher education. Activities that address technology and teaching, best practices for addressing the specific needs of our diverse student body or generally encourage faculty to reflect on and develop their teaching practices are also encouraged. Alternately, this faculty development opportunity should enhance a faculty member’s knowledge of his or her own field in ways that will positively impact his or her teaching.

This award offers up to $500 to be used during the 2016-2017 academic year to help cover expenses related to a faculty development opportunity of the recipient's choice that satisfies the above guidelines. Eligible activities include attending a conference, workshop, or seminar (including distance education).

Any part-time or full-time faculty member may apply by submitting a letter of application that includes your name, department and information about the faculty development activity you plan to pursue. The letter should state the purpose of the activity and explain how the information gained will enhance your teaching and your students’ learning.

The recipient of the 2016-17 Faculty Center for Teaching & Learning Faculty Development Award will be honored formally at the FCTL Spring 2016 April Celebration. The recipient will also be asked to share their learning with colleagues by leading a workshop in the Faculty Center for Teaching & Learning based on the pedagogical activity they have attended in 2016-2017.


Completed applications should be sent to Melissa St. Pierre (mstpierre@ccp.edu) and Connie Watson (cwatson@ccp.edu). Applications must be received before 5:00 pm on Monday, March 21, 2016 to be considered.
Faculty Center for Teaching & Learning
2016 Alana Collos Award
Call for Nominations

Deadline: 5:00 pm on Monday, March 21, 2016

This award was established in 1988 to honor the memory of Alana Collos, a creative and dedicated teacher at Community College of Philadelphia who helped establish the Teaching Center, now the Faculty Center for Teaching & Learning.

Each year our advisory board selects a faculty member whose teaching is outstanding and in harmony with the values that Alana Collos brought to her work. This faculty member:

- Demonstrates an interested, optimistic attitude toward students in both formal and informal teaching situations;
- Designs imaginative assignments, learning activities, and/or supplemental materials to engage students deeply in their learning;
- Reminds colleagues of the value of their work and encourages them to reach their full potential as teachers.

To nominate a colleague, please submit one letter signed by two or more individuals that specify how the nominee possesses at least two of the three qualities that were the hallmark of Alana Collos’ work. All part-time and full-time faculty are eligible for this award, which comes with a $500 stipend.

The 2014 Alana Collos Teaching Award recipient will be honored formally at the FCTL Spring Celebration and have her/his name engraved on a plaque displayed in the Faculty Center for Teaching & Learning. She/he will also be invited to give a workshop in the Faculty Center for Teaching & Learning during the 2016-2017 academic year.


Letters of nomination should be sent to Melissa St. Pierre (mstpierre@ccp.edu) and Connie Watson (cwatson@ccp.edu) before 5:00 pm on Monday, March 21, 2016 for consideration.
Recruiting for FCTL Facilitators  
2016-2017

Deadline: 5:00 pm on Monday, March 21, 2016

Taking on this leadership role allows you to meet faculty and staff from across the college and gives you a broader perspective on teaching and learning here at CCP. It is a great way to share your knowledge and passion for interdisciplinary professional development and learn from your colleagues. Facilitators usually keep this position for 2-3 years. The position includes 3 hours of extended time and 3 hours of release time, which can be taken individually or shared between two individuals (2016-2017). The main responsibilities of the position include:

- Lead FCTL board meetings
- Coordinate the Faculty Fellows program
- Maintain the FCTL budget, office and programming materials, and facilities
- Create and update the FCTL semester newsletter and web-site
- Send out weekly e-mail reminders of events and programming
- Coordinate with other CCP Offices, faculty, staff, and administration to support grass roots faculty programing and the college’s strategic priorities
- Keep and update a database of faculty experiences, backgrounds, and interests
- Highlight faculty accomplishments across the college on an ongoing basis

If you would like to apply for this position please send a letter of interest and two letters of support to Melissa St. Pierre (mstpierre@ccp.edu) and Connie Watson (cwatson@ccp.edu) by 5 pm Monday, March 21st. The letter of interest should include a description of why you would like this position and some ideas you would like to implement in the FCTL. One of the letters of support should be from your Department Chair and the other from an individual who knows your work and abilities well and can explain why you are a good fit for this position. The FCTL Board will review the applications and send their recommendation to Sam Hirsch for confirmation. For more information, feel free to contact Connie, Melissa, or members of the FCTL board (listed on the back page of this newsletter.)

Remember, you can earn a Faculty Learning Certificate by:
- Attending at least 80% of a workshop series
- Participating in at least 5 hours of approved workshops
- Leading a workshop in the Center
- Creating a resource for the FCTL Canvas site
Recruiting for 2016-2017 Faculty Fellows

Deadline: 5:00 pm on Monday, March 21, 2016

Purpose: The purpose of the Faculty Fellows program is to support faculty in their practice and research on high impact teaching and learning practices and help fellows expand their promising practices across campus. In order to meet this need, the FCTL is recruiting 5 faculty to serve as fellows for the 2016-2017 academic year. The fellows will direct projects using an “action learning” lens on strategic teaching and learning initiatives that directly impact student learning, student retention, and/or student completion. All projects will need to be evidence-based, support student success, take a collaborative approach, and have the potential to be applied across disciplines. Innovation and creativity are highly encouraged as are proposals that design a project that is consistent with CCP’s strategic focus on Academic Assessment, Guided Pathways, and/or High Impact Teaching and Learning Practices.

Description: Five Faculty Fellows will be selected from current CCP faculty (full or part-time) through an application process. Fellows are asked to work on their projects throughout the academic year. For this, each fellow receives 1.5 credits extended time per semester (for a total of 3 credits). Each faculty fellow must develop, implement, and assess the impact of his/her project and present the results to the larger CCP community. The FCTL Facilitators will lead a faculty fellows retreat and monthly meetings to help the faculty fellows more fully develop and track the projects. Fellows will also be expected to volunteer 2 hours each week in the FCTL. This time can be utilized to work on project goals, have meetings, and/or give presentations. Projects may include, but are not limited to:

- Innovative course modules for high impact learning and student centered teaching
- Innovative strategies to help support and strengthen course and program assessment
- Service-learning and/or experiential learning modules with a career or community focus
- Undergraduate research initiatives
- Learning community seminars (multiple disciplines teaching together)
- Collaborative approaches between academic affairs and student life to enhance student engagement
- Faculty/staff and/or peer mentoring/coaching for student success

Here are several resources for inspiration, guidance, and/or to identify gaps in the literature:

- ccrc.tc.columbia.edu
- http://achievingthedream.org/

Application: To apply, please submit 1) a one-page proposal that includes an overview of the project and project goals and 2) two letters of support. One letter should be from your Department Chair. Please email your proposal to Melissa St. Pierre (mstpierre@ccp.edu) and Connie Watson (cwatson@ccp.edu) by 5 pm Monday, March 21st. Creative and innovative proposals that are evidence based, support student success, and are collaborative and interdisciplinary will receive highest consideration.
**Calendar Overview**

<table>
<thead>
<tr>
<th><strong>January</strong></th>
<th><strong>See description for location!</strong></th>
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<td>Tues. 1/19   Weekly Mindfulness Meditation (pg. 6)</td>
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<td>Mon. 1/25   Change &amp; Transformation Workshop Series: Developing a Living Theme for 2016 (pg. 16)</td>
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<td>Tues. 1/26  Weekly Mindfulness Meditation (pg. 6)</td>
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<td>Wed. 1/27   Using Collaborative Technology Online (pg. 8)</td>
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<td>Wed. 1/27   Diversity Council Events (pg. 18)</td>
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<td>Thur. 1/28  Center for International Understanding Round-Table (pg. 17)</td>
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<th><strong>February</strong></th>
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<td>Mon. 2/1    Using the StoryCorps App to Share Philadelphia Stories Recorded By Your Students (pg. 5)</td>
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<td>Tues. 2/2   Weekly Mindfulness Meditation (pg. 6)</td>
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<td>Tues. 2/9   Weekly Mindfulness Meditation (pg. 6)</td>
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<td>Tues. 2/16  Video Archive Project Think-Tank (pg. 14)</td>
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<td>Tues. 2/16  Weekly Mindfulness Meditation (pg. 6)</td>
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<td>Tues. 2/16  Rewriting the Script: Crafting Solutions to Student Upsets - A Relationship Management Approach to Resolving Student Upsets (pg. 8)</td>
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<td>Wed. 2/17   Spring Majors Fair (pg.13)</td>
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<td>Thur. 2/18  What We Talk About When We Talk About Effective Writing in the Discipline of Literature (pg. 18)</td>
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<tr>
<td>Thur. 2/18  Publishing Your Work! (pg. 7)</td>
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<td>Tues. 2/23  Weekly Mindfulness Meditation (pg. 6)</td>
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Calendar Overview

February (cont.)

Tues. 2/23  Diversity Council Events (pg. 18)
Wed. 2/24  Using Collaborative Technology Online (pg. 8)
Wed. 2/24  Difficult Conversations: How to Discuss what Matters Most for CCP Faculty in the Classroom (pg. 9)
Thur. 2/25  Center for International Understanding Round-Table (pg. 17)
Thur. 2/25  Entrepreneurial Education (pg. 5)
2/29 - 3/4  Law and Society Week

March

Tues. 3/1  Weekly Mindfulness Meditation (pg. 6)
Wed. 3/2  Change & Transformation Workshop Series: The Learning City: Community College Leadership & Action (pg. 16)
Thur. 3/3  Bringing Mindfulness to the Mentoring/Coaching Relationship (pg. 3)
Thur. 3/3  The Joy of Teaching (pg. 6)
Mon. 3/14  Using the StoryCorps App to Share Philadelphia Stories Recorded By Your Students (pg. 5)
Mon. 3/14  Center for International Understanding Round-Table (pg. 17)
Tues. 3/15  Weekly Mindfulness Meditation (pg. 6)
Wed. 3/16  Book Discussion: Ken Bain’s book, What the Best College Teachers Do (pg. 11)
Wed. 3/16  Difficult Conversations: How to Discuss what Matters Most for CCP Faculty in the Classroom (pg. 9)
Thur. 3/17  What We Talk About When We Talk About Effective Writing in the Discipline of Literature (pg. 18)
3/21 – 3/25  Counseling Center’s Transfer Week (pg. 10)
Mon. 3/21  Applications due by 5 pm for the following: Faculty Development Award (pg. 20); Alana Collos Award (pg. 21); 2016-17 Facilitator(s) (pg. 22); 2016-17 Faculty Fellows (pg. 23)
Mon. 3/21  Change & Transformation Workshop Series: Living Through, With and Beyond Transitions (pg. 16)
Mon. 3/21  Hallowell-ness Poem (pg. 15)
# Calendar Overview

**March (cont.)**

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<tr>
<td>Wed. 3/23</td>
<td>NERC Book Discussion: <em>The Blue Zones Solution: Eating and Living Like the World’s Healthiest People</em> by Dan Buettner, 2015 (pg. 11)</td>
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<tr>
<td>Wed. 3/30</td>
<td>Spring 2016 Classroom Conversations Series (pg. 13)</td>
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**April**

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<tr>
<td>4/4 – 4/8</td>
<td>Counseling Center’s Don’t Let April Fool You (pg. 10)</td>
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<tr>
<td>4/4 – 4/8</td>
<td>International Festival week</td>
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<td>Mon. 4/4</td>
<td>Assessment Workshops (pg. 7)</td>
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<td>Tues. 4/5</td>
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<tr>
<td>Wed. 4/6</td>
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<tr>
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<tr>
<td>Thur. 4/7</td>
<td>Book Discussion: <em>What the Best College Teachers Do</em> (pg. 11)</td>
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<td>What We Talk About When We Talk About Effective Writing in the Discipline of Literature (pg. 18)</td>
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<tr>
<td>4/11 – 4/15</td>
<td>Counseling Center’s Allied Health Week</td>
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<td>Tues. 4/12</td>
<td>Weekly Mindfulness Meditation (pg. 6)</td>
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<tr>
<td>Wed. 4/13</td>
<td>Benjamin Hallowell (pg. 15)</td>
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# FCTL Advisory Board

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<tbody>
<tr>
<td>Tamra Chase</td>
<td>Business Administration</td>
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<tr>
<td>Nikki Karam</td>
<td>Library</td>
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<tr>
<td>Fran Lukacik</td>
<td>Allied Health</td>
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<td>Kate Martin</td>
<td>Counseling</td>
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<td>Joanne Patti</td>
<td>Computer Technologies</td>
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<td>Mavis Pogue</td>
<td>Learning Lab</td>
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<tr>
<td>Dave Prejsnar</td>
<td>History, Philosophy, &amp; Religious Studies</td>
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<tr>
<td>Madeline Rolston</td>
<td>English</td>
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<tr>
<td>Kristy Shuda McGuire</td>
<td>Chair</td>
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<tr>
<td>Jocelyn Sirkus</td>
<td>non-voting member</td>
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<tr>
<td>Melissa St. Pierre</td>
<td>Co-Facilitator</td>
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<tr>
<td>Connie Watson</td>
<td>Co-Facilitator</td>
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<tr>
<td>Vacant</td>
<td>Division of Business and Technology</td>
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<tr>
<td>Vacant</td>
<td>Division of Math, Science, &amp; Heath Careers</td>
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*Your name here!!*

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## Volunteers Wanted!

If you would like to fill a vacancy on our Advisory Board or volunteer to keep our Center open for an hour or two each week, please contact us at FCTL@ccp.edu.

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## How to Reach Us:

- **Email:** FCTL@ccp.edu
- **Phone:** 215-751-8846
- **Room:** M1-17
- **Hours:** M-F 10 am to 4 pm (generally)
- **Website:** [http://faculty.ccp.edu/dept/teachingcenter/](http://faculty.ccp.edu/dept/teachingcenter/)