



## **LaGuardia Center for Teaching and Learning Professional Development Seminars 2017-18**

**DEADLINE Monday, April 24, 2017**

**Full descriptions and online application form: <http://www.laguardia.edu/ctl/seminars>**

The Center for Teaching and Learning's 2017-18 professional development program offers multiple opportunities for LaGuardia faculty to deepen their knowledge and skills while exploring new ways to support student learning and success. This year, the CTL is pleased to introduce new seminars resulting from the Center's first RFP process. These include a seminar exploring possibilities of the "flipped classroom"; support for faculty who have transitioned to higher education from clinical or industry settings; and an examination of the cultural and linguistic differences LaGuardia faculty and students experience in the classroom. Our faculty's creativity, knowledge and expertise, and deep commitment to our students are on full display in these new seminars.

Across the board, CTL's faculty-led seminars strengthen the College's key teaching and learning initiatives, including a focus on the Learning Matters Core Competencies and Communication Abilities; guided practice in developmental advising; investigating a range of digital learning spaces, including exciting new developments in ePortfolio technology, design, and pedagogy; and classroom inquiry through the scholarship of teaching and learning.

At the core of CTL seminars is a focus on student learning and success. Many seminars highlight a Learning Matters Core Competency or Ability, helping faculty build students' 21<sup>st</sup> century learning skills. Digital Communication will play a key role in multiple offerings. Assignment design and the articulation with disciplinary ways of knowing will shape seminar discussion, strengthening programs' and departments' ability to develop cohesive and effective strategies to help students advance and thrive.

As always, the collection of 2017-18 seminars, mini-seminars, and mini-grant opportunities offers a variety of structures that fit full-time and part-time faculty schedules. All CTL professional development seminars will be sites of reflective collaboration, where colleagues from a range of departments have time to explore, converse, share, and learn from each other. Throughout the year, the CTL will also offer single-session workshops and host faculty-led conversations on new developments in a range of disciplines. Wherever your interests lie, participation in CTL seminars can help you meet your professional goals while working closely with colleagues and building your ability to help LaGuardia's students succeed.

### **Bringing Global Learning and Culturally Relevant Pedagogy to Your Classes**

Participants will explore how to utilize culturally relevant pedagogy to build upon the global knowledge that students and faculty at "the world's community college" already possess. These explorations will enrich our understanding of what global learning means in different disciplines. Participants will build on these intertwined aspects to create and revise assignments that effectively address the various dimensions of the Global Learning competency and rubric.

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### **Carnegie Seminar on the Scholarship of Teaching and Learning**

The Carnegie Seminar on the Scholarship of Teaching and Learning invites faculty from across the disciplines to participate in a community of dialogue and inquiry committed to evidence-based pedagogy. The three-semester seminar reflects LaGuardia's commitment to a scholarly approach to teaching and learning, supporting systematic investigation into disciplinary-specific teaching practices such as: What is it that I want learners to know about our discipline? How do I design for learning how to think like a scientist, an historian, a literary critic, a philosopher? What is my evidence for arguing the effectiveness of various teaching approaches? How do I know my students have learned?

**Inquiries:** Michele Piso ([mpiso@lagcc.cuny.edu](mailto:mpiso@lagcc.cuny.edu)), Patricia Sokolski ([psokolski@lagcc.cuny.edu](mailto:psokolski@lagcc.cuny.edu))

### **Faculty Scholars Publication Workshop**

In this year-long seminar, designed to assist LaGuardia faculty with their scholarly writing, faculty scholars seek to complete current academic writing projects and place them in external, peer-reviewed journals. LaGuardia faculty scholars from various disciplines—ranging from Accounting to Communication Studies, from Mathematics to English, from Library Science to Sociology—come together to read, critique, and support one another's writing within their respective fields. Past FSPW participants have benefited from the peer support structure of this seminar and have successfully revised and submitted work subsequently published in peer-reviewed journals.

**Inquiries:** Nancy Berke ([nberke@lagcc.cuny.edu](mailto:nberke@lagcc.cuny.edu)), Michele Piso ([mpiso@lagcc.cuny.edu](mailto:mpiso@lagcc.cuny.edu))

### **NEW! Flipped Learning by Design**

By introducing students to course content outside of the classroom, and using class time to practice working with the concepts they are learning, flipped learning facilitates students learning actively. This will be a "flipped seminar," modeling the methodology we'll be using with our students. We'll use the flipped approach to design discipline-specific learning activities that deepen student engagement, help students to learn at their own pace, and provide instructors with feedback tools to address students' challenges responsively and effectively.

**Inquiries:** Maria Entezari ([mentezari@lagcc.cuny.edu](mailto:mentezari@lagcc.cuny.edu)), Jaime Riccio ([jriccio@lagcc.cuny.edu](mailto:jriccio@lagcc.cuny.edu)), Priscilla Stadler ([pstadler@lagcc.cuny.edu](mailto:pstadler@lagcc.cuny.edu))

### **NEW! From Practitioner to Academician**

The Practitioner to Academician seminar aims to assist "practice educators" gain an understanding of the pedagogical strategies of teaching and learning in the disciplines. Considered are factors that both support and hinder professionals as they transition to the professoriate. For example, topics may include collegiality, campus contributions, pedagogical strategies for at risk students, scholarship, and guides to publishing.

**Inquiries:** Kathy Karsten ([kkarsten@lagcc.cuny.edu](mailto:kkarsten@lagcc.cuny.edu)), Michele Piso ([mpiso@lagcc.cuny.edu](mailto:mpiso@lagcc.cuny.edu))

### **Inquiry and Problem-Solving in STEM**

Course coordinators and other interested faculty from STEM disciplines will discuss ways to scaffold curricula to ensure that all students engage in active learning processes. We will review assignments and syllabi to ensure the incorporation of inquiry and problem solving activities across STEM departments, and consider implications for curricular revision, and modification or amplification of articulation agreements.

**Inquiries:** Olga Calderon ([ocalderon@lagcc.cuny.edu](mailto:ocalderon@lagcc.cuny.edu)), Paul West ([pwest@lagcc.cuny.edu](mailto:pwest@lagcc.cuny.edu)), Ros Orgel ([roslyno@lagcc.cuny.edu](mailto:roslyno@lagcc.cuny.edu))

### **NEW! Inventing the Next Generation ePortfolio**

LaGuardia faculty, students, and staff have begun working together to re-invent ePortfolio practice: rather than ask students to build a new ePortfolio in class after class, we are inviting students to build a primary, or core, ePortfolio that they can use throughout their LaGuardia journey. We have begun the work this spring in our First Year Seminar (FYS) courses. Through this shift, we hope to leverage the power of the ePortfolio more effectively to connect different parts of the student learning experience, as well as to collect rich artifacts of students' growth as learners over time.

**Inquiries:** Demitrios Kapetenakos ([dkapetenakos@lagcc.cuny.edu](mailto:dkapetenakos@lagcc.cuny.edu)), Michele de Goeas-Malone ([mmalone@lagcc.cuny.edu](mailto:mmalone@lagcc.cuny.edu)), Ellen Quish ([equish@lagcc.cuny.edu](mailto:equish@lagcc.cuny.edu))

### **NEW! Language across the Curriculum Mini-Seminar (Fall 2)**

Faculty who teach at LaGuardia, in all programs and departments, will inevitably have students in their classes who do not speak English as their dominant language. Seminar participants will explore different characteristics of academic language in various fields and will be introduced to strategies designed to help students develop academic language proficiency.

**Inquiries:** Leigh Garrison-Fletcher ([lgarrisonfletcher@lagcc.cuny.edu](mailto:lgarrisonfletcher@lagcc.cuny.edu)); Ellen Quish ([equish@lagcc.cuny.edu](mailto:equish@lagcc.cuny.edu))

### **Learning Matters Mini-Grants: Strengthening Assignment Development & Programmatic Benchmark Readings**

The CTL is offering Mini-Grants of up to \$7,500 to support program-led efforts to strengthen the integration of Core Competencies and Communication Abilities into courses and curricula. Program faculty (or teams of faculty teaching courses designated for depositing) who wish to apply should develop a year-long plan to design, test, and disseminate assignments that encourage the development of students' Core Competencies and Abilities.

**Inquiries:** Ros Orgel ([roslyno@lagcc.cuny.edu](mailto:roslyno@lagcc.cuny.edu))

### **NEW! Learning Matters: The Pedagogy of the Digital Communication Ability**

How will students communicate with power and fluency using new and evolving media and genres? Grounded in working with the Digital Communications Ability, the seminar encourages new practices for assignment design and classroom activities that help students to communicate with purpose using multi-media, and/or to collaborate and interact with different audiences.

**Inquiries:** Justin Rogers-Cooper ([jrogers@lagcc.cuny.edu](mailto:jrogers@lagcc.cuny.edu)), Jade Davis ([jadavis@lagcc.cuny.edu](mailto:jadavis@lagcc.cuny.edu))

### **NEW! Liberal Arts and STEM Clusters and Pairs**

Learning Communities (clusters and pairs) are a key component of the Liberal Arts curriculum. In this seminar, we provide a forum for faculty teaching in clusters and pairs to work with one another to develop themes, assignments, and activities to enhance integrative learning. As co-curriculars are an important component in the First Year Experience, this seminar will also support field trips.

**Inquiries:** Naomi Stubbs ([nstubbs@lagcc.cuny.edu](mailto:nstubbs@lagcc.cuny.edu))

### **NEW! Meanings of War: Its Technologies and Aftermaths – An NEH-Funded Seminar**

This seminar brings together Liberal Arts faculty with a view toward developing curricula in conversation with one another and in relation to readings and visiting speakers around the theme of war and conflict. Participants will consider questions surrounding perceptions of war and the relationship between technology and war, examine how war has been understood, explore the philosophical questions that war evokes, and discuss how evolving technologies of war shift these perceptions. The seminar will be supplemented by discussions with Chris Hedges (Pulitzer Prize winning journalist) and Dr. Lisa Stampnitzky (Department of Politics, Sheffield University).

**Inquiries:** Karen Miller ([kamiller@lagcc.cuny.edu](mailto:kamiller@lagcc.cuny.edu)), Naomi Stubbs ([nstubbs@lagcc.cuny.edu](mailto:nstubbs@lagcc.cuny.edu))

### **New to College Mini-Seminars: Two Opportunities**

To support ongoing learning and exchange among First Year Seminar faculty, the Center for Teaching and Learning is offering two Mini-Seminars: (1) New to College Refresher (offered Fall I 2017) and (2) ePortfolio and Identity Development in the FYS and Beyond (offered Spring 1, 2018). Each Mini-Seminar will consist of three sessions. To be eligible, faculty must have successfully completed a New to College seminar. Faculty can apply to take part in one or more Mini-Seminars.

**Inquiries:** Ellen Quish ([equish@lagcc.cuny.edu](mailto:equish@lagcc.cuny.edu))

### **Teaching the City: Urban Studies at LaGuardia**

Dedicated to experiential and global learning, Urban Studies is an interdisciplinary program that reaches every student at LaGuardia. Seminar participants will learn about the program and its mission while designing and refining syllabi and assignments that embody the goals of experiential learning that makes the city the classroom, and engage with global learning that draws on an understanding of comparisons, networks, and systems.

**Inquiries:** Arianna Martinez ([amartinez@lagcc.cuny.edu](mailto:amartinez@lagcc.cuny.edu)); Laura Tanenbaum ([ltanenbaum@lagcc.cuny.edu](mailto:ltanenbaum@lagcc.cuny.edu))

### Transfer Advising Mini-Seminar and Workshop: Spring 2018

In conjunction with a day-long workshop introducing faculty to articulation, curriculum, and registration through the lens of transfer, faculty in this 3-session mini-seminar will develop teaching and mentoring strategies to support students as they prepare to graduate from LaGuardia. Participants will also use their knowledge to help design a program-specific tips sheet for colleagues and support staff involved with the transfer process - all with the goal of helping our students succeed.

**Inquiries:** Jayashree Kamble ([jkamble@lagcc.cuny.edu](mailto:jkamble@lagcc.cuny.edu)), Natalie Havlin ([nhavlin@lagcc.cuny.edu](mailto:nhavlin@lagcc.cuny.edu)), Kai Chun Chuang ([kchuang@lagcc.cuny.edu](mailto:kchuang@lagcc.cuny.edu))

### Writing in the Disciplines

The semester-long Writing in the Disciplines seminar explores strategies for improving student writing and using writing as an active learning tool. Faculty will develop and test writing-intensive assignments that can help students learn course content and develop Core Competencies and Abilities, and revise syllabi to create a Writing Intensive course. Seminars are facilitated by interdisciplinary teams of LaGuardia faculty and Graduate Center Writing Fellows. Faculty interested in teaching Writing Intensive courses, such as Urban Studies and Capstones, must complete the seminar to receive Writing Intensive certification.

**Inquiries:** Evelyn Burg ([burgev@lagcc.cuny.edu](mailto:burgev@lagcc.cuny.edu)), Michelle Pacht ([mpacht@lagcc.cuny.edu](mailto:mpacht@lagcc.cuny.edu)); Ros Orgel ([roslyno@lagcc.cuny.edu](mailto:roslyno@lagcc.cuny.edu))

### Seminars and Programs Currently Not Accepting Applications

#### New to College: Summer and Beyond

The first year of college has emerged as a critical juncture for building student success. To meet this challenge, LaGuardia has launched the First Year Seminar (FYS). Linking an introduction to the major with advisement and an orientation to college learning, the FYS cultivates an integrative pedagogy addressing not only cognitive academic abilities, but also co-curricular experience and affective dimensions of learning. ePortfolio practice is a central element in the course design as well, and while participants need not have extensive ePortfolio experience, willingness to learn about integrative ePortfolio practice will be critical to success.

**Inquiries:** Ellen Quish ([equish@lagcc.cuny.edu](mailto:equish@lagcc.cuny.edu)), Jeanne Funk ([jfunk@lagcc.cuny.edu](mailto:jfunk@lagcc.cuny.edu)), David Bimbi ([dbimbi@lagcc.cuny.edu](mailto:dbimbi@lagcc.cuny.edu)), Linda Chandler ([lchandler@lagcc.cuny.edu](mailto:lchandler@lagcc.cuny.edu)), Andrea Francis ([af Francis@lagcc.cuny.edu](mailto:af Francis@lagcc.cuny.edu))

#### New Faculty Colloquium

In this year-long orientation to teaching and learning at LaGuardia, new full-time faculty work with CTL staff and senior colleagues to learn about their new professional environment. Participants learn from each other and colleagues across the college about LaGuardia's students, college-wide initiatives, opportunities, and pedagogical strategies proven to be effective at LaGuardia. The Colloquium is a setting where new faculty can form friendships that carry into future endeavors. Colloquium activities include introductions to key processes, resources, and information that will help new faculty successfully navigate their first year at the college and set the stage for a successful LaGuardia career.

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**Full seminar descriptions and online application form:**

<http://www.laguardia.edu/ctl/seminars>