LaGuardia Center for Teaching and Learning

2014/15 Professional Development Seminars

Application Deadline: Monday, April 28, 2014, 5:00 pm

For full descriptions and link to application please visit

The CTL’s seminars for 2014-2015 will provide a broad range of professional development opportunities for full- and part-time faculty and staff in Academic Affairs, Student Affairs, and Adult and Continuing Education. As always, this year’s CTL seminars will engage faculty and staff in exploration of critical questions and design of high-impact, learning-centered strategies. While each seminar will explore specific approaches and methodologies, a recurring theme throughout Center programs in the coming year will be exploration and implementation of LaGuardia’s ambitious new General Education competencies: Inquiry and Problem Solving, Global Learning, and Integrative Learning. Whether exploring the potential of social pedagogies, shaping a more inclusive and connected classroom environment, or carefully deploying ePortfolio and other online learning applications, participation in CTL seminars will help you meet your professional goals while working closely with colleagues and building your capacity to help LaGuardia’s students succeed. All seminars are led by faculty-staff teams, bringing colleagues together to learn and share insights in a supportive professional community.

Please visit http://laguardia.edu/2014-15_Professional_Development_Seminars/ to learn more about specific seminars, or contact the seminar co-leader listed below.

NEW!! Building New Competencies

How do we ensure that LaGuardia students fulfill the potential of our new Gen Ed competencies and develop the higher-order habits of thought and communication they need to be capable and thoughtful inquirers, competent and creative problem-solvers, and aware and engaged participants in an interconnected global world?

What assignments do you already use that could be re-thought to strengthen student achievement in the new competencies: Inquiry and Problem Solving, Global Learning, and Integrative Learning? What can we learn from national practice such as the work being done by AAC&U? What’s most relevant for your discipline? What do we need to do differently in our courses? How will we assess student work demonstrating the competencies? The 2014-2015 CTL seminar Building New Competencies will enable faculty to engage with these and related questions and prepare to bring the new competencies effectively and meaningfully into courses.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Connected Learning: ePortfolio and Integrative Pedagogy

In Connected Learning, seminar participants learn and apply ePortfolio pedagogy by actively exploring key concepts, such as integrative learning, reflective practice, and an awareness of audience. The seminar intentionally models a classroom environment in which principles of inquiry, reflection, and integration frame participants’ activities and instructional design. Participants learn about the varieties of ePortfolio practice at LaGuardia and at other colleges and pursue both conceptual and practical goals: developing
these pedagogical strategies while creating their own seminar and course-based ePortfolios and becoming adept users of the Digication platform. Specific areas of emphasis include using ePortfolio to help students overcome fragmentation in their learning; structure active and meaningful connections with faculty, peers, and external audiences; integrate their diverse learning experiences, both inside and outside of the classroom; and, envision and plan their educational futures, including graduation and transfer.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu, x5382)

NEW!! Design for Social Pedagogy

A dynamic and emergent approach to teaching and learning, social pedagogy invites educators to design for instruction that engages and connects students to their learning and to each other while building an understanding of voice, agency, and audience. In this hybrid seminar, faculty will explore the use of social media platforms such as blogs, Twitter, wikis, ePortfolios, and Facebook to design course syllabi and assignments that advance principles of social pedagogy such as collaboration, peer learning, and interdisciplinarity. The seminar will integrate hands-on practice with online tools, iterative instructional design, peer critique, and readings from the field. Faculty will engage with LaGuardia’s new core competencies, with a special focus on inquiry-based learning, as a rich context to explore this innovative approach to educating our students.

Inquiries: Priscilla Stadler (pstadler@lagcc.cuny.edu, x 5489) or Maria Jerskey (mjerskey@lagcc.cuny.edu, x5358)

The ePortfolio/Assessment Mini-Grant Program

Academic departments and programs college-wide are moving forward with two distinct but closely connected efforts: integrating ePortfolio across their curricula, and deepening their work through the Periodic Program Review (PPR) process. To support programs’ work in these areas, the Center for Teaching and Learning is offering mini-grants of up to $7,500 for the 2014-15 academic year. These grants can be used to support program or department–led efforts, including faculty development and curriculum integration processes, addressing the following initiatives:

- Programmatic implementation of LaGuardia’s ePortfolio system, supporting integration across the program’s curriculum and instruction, maximizing benefits for students and faculty; and
- Advancing the program’s work related to the PPR process and to program-level alignment with the new Gen Ed competencies.

In both areas, programs and departments will actively address strategic college priorities such as overcoming fragmentation and helping students plan for graduation and transfer.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Faculty Scholars Publication Workshop

In this year-long faculty development 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 Humanities, from Mathematics to English, from Library to Cooperative Education—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, x5908) or Michele Piso (mpiso@lagcc.cuny.edu, x5483)

NEW!! Gender and Diversity at LaGuardia: Rethinking Pedagogy

How do we become more inclusive in our classrooms? How can we make our classrooms more equitable places where education becomes the shared responsibility of students and faculty? Through a review of literature written by those who have been mis- or underrepresented, participants in this seminar will engage in discussions about diversity in the college, and explore pedagogical strategies for building a more inclusive learning environment. Seminar participants will design learning activities using feminist and de-
centering techniques such as collaborative learning, problem-based learning, and democratic classrooms. These methodologies will strengthen an integrative and inquiry-based understanding of teaching and learning while using insights drawn from feminist thinking to engage “whole students” -- students belonging to a heterogeneous world of family, work, experience, and aspiration.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448), Minerva Ahumada (mitorres@lagcc.cuny.edu, x5620), or Claudia Moreno Parsons (cmorenopisano@lagcc.cuny.edu, x5909)

NEW!! The Hybrid/Online Mini-Grant Program

Hybrid and online courses connect instructors and students alike to the rich possibilities of web-centered learning while offering valuable scheduling flexibility to students with very busy lives. Hybrid and online learning is most effective when course design, pedagogical methods, and technology applications are built around clear academic objectives. Good practice also includes provision of social, cognitive, and teaching “presence” and the creation of a class-based community of inquiry. For hybrid courses, a clear plan for dividing work between online environments and the classroom is also of critical importance. To encourage the design of high-quality hybrid and online courses at LaGuardia, the CTL will offer mini-grants of up to $5,000 for the 2014-2015 academic year to support faculty teams pursuing program-based or departmentally-based projects. Mini-grants may be used to support developing new hybrid or online courses or refining and improving existing courses. In addition, building effective peer review and assessment procedures and sustainability strategies will be a funding priority. Teams will work together on development, review, and revision of commonly-understood course content and commonly-determined goals and outcomes. The mini-grant program will be guided by CTL staff and include six meetings of all participating groups throughout the academic year.

Inquiries: Howard Wach (hwach@lagcc.cuny.edu, x5478)

New to College: Re-Inventing the First Year Seminar

The first semester of students’ college career is critical to their chances of success. How can we help new LaGuardia students persist and succeed in their studies? What strategies can we pursue to increase the new student’s likelihood of completing a degree and graduating? In the New to College seminar, groups of faculty in specific departments and programs pursue a carefully designed integrative approach to helping first-semester students. Seminar participants develop and teach the First-Year Seminar (FYS), a credit-bearing first-year course which links an introduction to the major, an orientation to college learning, advisement, and co-curricular activity. Opportunities for participation in this seminar are currently available to faculty in Health Sciences, Natural Sciences, Business and Technology, and the following Liberal Arts departments: Humanities, Social Science, Education and Language Acquisition, and English.

Inquiries: Howard Wach (hwach@lagcc.cuny.edu, x5478)

NEW!! Technology, Self, and Society

Few contemporary issues are more important, or more relevant to higher education than the relationship between digital technologies and personal identity. Funded by a grant from the National Endowment for the Humanities, Professors Naomi Stubbs and Phyllis van Slyck will bring together Liberal Arts faculty teaching clusters and/or capstones to develop curricula in conversation with one another and in relation to readings and visiting speakers addressing these topics. Participants will consider digital media and its effects upon our identities and our society, interrogate the ways in which we use technology, the ways we are used by technology, and how technology affects our notions of self and other.

Inquiries: Naomi Stubbs (nstubbs@lagcc.cuny.edu, x5680) or Phyllis van Slyck (vanph@lagcc.cuny.edu, x5660)

NOTE: This seminar is open only to faculty teaching Liberal Arts capstone courses or Liberal Arts clusters.
Writing in the Disciplines (WID)

The Writing in the Disciplines program at LaGuardia is part of a nation-wide interdisciplinary effort that explores strategies for improving student writing and using writing as an active learning tool. In 2014/15, WID will be offered as two separate semester-long faculty development seminars (Fall I 2014 and Spring I 2015). Full- and part-time faculty will develop and test writing-intensive assignments and syllabi, create a Writing Intensive course ePortfolio, and encourage students to deposit written work in their ePortfolios. Seminars are facilitated by interdisciplinary teams of LaGuardia faculty and Graduate Center Writing Fellows.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Active CTL Seminars and Programs Currently Not Accepting Applications

Carnegie Seminar on Teaching and Learning

The scholarship of teaching and learning (SoTL) is generally defined as the rigorous and systematic study of student learning, publicly shared, open to peer review and critique, and committed to collective knowledge-building. The Carnegie Seminar commits itself to these principles and to LaGuardia’s vision of an integrated culture of evidence-based teaching and learning. As the nation reflects on problems facing our schools, the values and missions of community colleges are more visible and pivotal than ever in the educational and intellectual life of our country. LaGuardia’s Carnegie Seminar provides faculty the opportunity to cultivate habits of pedagogical research that result in transformed and shared understanding of student experiences in our classrooms and beyond.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu, x5483)

In Transit: The LaGuardia Journal on Teaching and Learning

In Transit: The LaGuardia Journal on Teaching and Learning is committed to serving a scholarly community in which, as Pat Hutchings and Lee Schulman have written, “faculty frame and systematically investigate questions related to student learning - the conditions under which it occurs, what it looks like, how to deepen it...with an eye not only to improving their own classrooms, but to advancing practice beyond it." Designed to support scholarly work initiated in the Carnegie Seminar, In Transit welcomes original contributions that advance understanding of teaching and learning practice, policy, and theory.

In Fall 2014, In Transit 2015 will solicit papers on innovations in teaching and learning the first year experience with a particular focus on developing students’ academic reading abilities and the whole student.

Inquiries: Michele Piso (mpiso@lagcc.cuny.edu, x5483)

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 begin to adjust to their new educational setting. Participants learn from each other and from senior colleagues about LaGuardia students, about the various pedagogies found to be effective at LaGuardia, and about the college-wide initiatives and opportunities that will inform their working lives. The colloquium is a setting in which new faculty meet colleagues and form friendships, while learning about strategies for future growth and building a successful career at LaGuardia.

Inquiries: Josephine Corso (jcorso@lagcc.cuny.edu, x 5416), or Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489).

Teaching the City: Rethinking Urban Studies at LaGuardia

LaGuardia was one of the first community colleges in the nation with an Urban Studies requirement for all students. What does that mean for us now? What does it mean in different disciplines and majors? How do we teach our Urban Studies courses? What makes them “urban?” What can we do, across the college, to help students connect knowledge of the city with disciplinary skills and understanding? LaGuardia’s Urban Studies Program designed this seminar to offer faculty college-wide an opportunity to consider these questions as they rethink and redesign their Urban Studies courses. In dialogue with other professors, and from a cross-disciplinary perspective, faculty will investigate ways to use New York City as a teaching and learning lab.

Inquiries: Kristen Gallagher (kgallagher@lagcc.cuny.edu, x5638), Arianna Martinez (amartinez@lagcc.cuny.edu, x5961), or Ros Orgel (roslyno@lagcc.cuny.edu, x5448)