Two compelling themes will unify our program of CTL seminars for 2015-2016: the new Core Competencies and Digital Learning. First, as the College moves toward full implementation of the new Core Competency structure, all Center seminars will encourage and facilitate a deeper understanding of the Inquiry and Problem Solving, Integrative Learning and Global Learning Competencies and the Written, Oral, and Digital Communication Abilities. In addition to the half-year and full-year seminars detailed here, opportunities to craft competency-based pedagogies will also include shorter-term workshop series. Details about these will be distributed soon.

The second programming theme for 2015-2016 centers on the pressing need to find ethical and substantive methods for turning our students’ digital experiences into effective learning. Several seminars offer opportunities to explore conceptual and practical dimensions of digital experiences that grow ever more complex, and present a constant challenge to rethink our practice as educators. Participants in these seminars will explore ways to bring digital capacities—access to information, expressive modalities, the ability to network and collaborate—to the task of designing strategies to strengthen student learning.

Wherever your interest lies, participation in Center for Teaching and Learning seminars will help you meet your professional goals while working closely with colleagues and building your ability 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.

**NOTE:** Applications for New to College, Summer 2015 and Beyond: Re-Inventing the First Year Seminar, are due Thursday, April 2 at 5:00 pm. The deadline for all other seminars is Monday April 27th.

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**Bringing the Global Learning Competency into Your Classes**

The Global Learning competency is being incorporated into all Academic Affairs programs. LaGuardia defines Global Learning as “critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability.” What does this mean in your discipline? How effectively can the current rubric be used to assess LaGuardia student work? How can you revise your current course assignments to meet the Global Learning competency? How does a global approach make use of the diversity in our classrooms? And how do we take fullest advantage of the global knowledge that students at “the world’s community college” already possess? Participants will examine these and related questions while creating or revising assignments focused on building students’ Global Learning skills.

**Inquiries:** Karen Miller (kamiller@lagcc.cuny.edu, x6016); Christopher Schmidt (cschmidt@lagcc.cuny.edu, x5904); Padmini Biswas (pbiswas@lagcc.cuny.edu, x7552)

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**The 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. The 2015-2016 participants will choose to investigate issues related to students in transition to the first college year, or to the challenges of underprepared readers. As the nation reflects on challenges 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 opportunities for scholarship to faculty who wish to contribute their voices to the nation’s conversations about the paths to increased student aspiration and success.

**Inquiries:** Michele Piso (mpiso@lagcc.cuny.edu, x5483)
"Closing the PPR Loop" Mini-Grants
Academic programs that have recently completed their Periodic Program Reviews, and are now working on addressing recommendations made in their PPRs, are eligible to apply for mini-grants of up to $7,500. Proposals can address a range of issues, including developing new courses, improving assessment methodologies, creating and developing new aspects of the program, working with College offices to improve recruitment and student retention, improving program-specific tutoring, etc.

Inquiries: Ros Orgel (roslyno@lagcc.cuny.edu, x5448) or Howard Wach (hwach@lagcc.cuny.edu, x5478)

Connected Learning: ePortfolio and Integrative Pedagogy
Academic programs are strengthening existing strategies, and building new ones, for longitudinal use of ePortfolios from the First-Year Seminar to the capstone course. These efforts combined with implementation of the Integrative Learning Core Competency and Digital Communication Ability across curricula are highlighting ePortfolio’s capacity to connect diverse experiences and strengthen student-centered online learning. Connected Learning participants will actively explore key pedagogical concepts such as integrative learning, reflective practice, and learner-centered approaches to disciplinary knowledge. They will pursue both conceptual and practical goals while creating their own seminar and course-based ePortfolios and becoming adept users of the Digication platform; participants will also learn about the varieties of ePortfolio practice nationwide, and prepare for active use of ePortfolio in one of their Spring 2016 classes.

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

Designining Information Assignments for Literacy
This one-semester intensive seminar has two goals: to contribute to a body of Open Education Resources (OER), and to help faculty design assignments addressing LaGuardia’s Inquiry and Problem Solving Competency while building students’ technology skills. DIAL participants from across the disciplines will incorporate research and information literacy skill-building into class assignments. Faculty will integrate the Inquiry and Problem Solving Competency with the assignment they develop, and contribute to a publicly available Open Education Resource (OER) guide designed to help other faculty integrate information literacy into their teaching. This seminar will provide the opportunity to learn about Library resources and how to best integrate them into student research projects.

Inquiries: Alexandra Rojas (arojas@lagcc.cuny.edu, x6020); Dianne Gordon Conyers (dconyers@lagcc.cuny.edu, x5415); Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

Digital By Design: Teaching in a Connected World
In this age of social media, digital connectedness, and rapidly changing expectations of work and personal interactions with technology, what is the role of the digital pedagogue? What role does technology play in our disciplines, in the classroom, in our curricula, in our lives? How do faculty and students alike negotiate the powerful world of digital technology and learn what it means to live, teach, and work with a carefully considered digital identity? Inviting participants to engage with these questions both theoretically, through the lens of shared texts, and practically, through hands-on, how-to application of the principles we discuss to the classroom environment, we will explore emerging models for scaffolding digital assignments. Considering LaGuardia’s Integrative Learning Competency and Digital Communication Ability as exciting and engaging points of entry for curriculum design, the seminar will focus particular attention on this question: What constitutes a carefully and intentionally designed digital pedagogy?

Inquiries: Liz Clark (lclark@lagcc.cuny.edu, x5665); Priscilla Stadler (pstadler@lagcc.cuny.edu, x5489)

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 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, x5908)
Foundations of Advising
To support LaGuardia’s model of team-based advisement organized by majors, Foundations of Advising provides participants with the training, tools, and resources needed to help students plan their academic and professional futures. Participants learn about advisement model and resources, including Degree Audit and the Advising Portal. Other seminar topics include registration and grading processes, course sequencing and selection, financial aid, educational planning, conducting effective advisement conversations, and “advising as teaching.” Foundations of Advising will help faculty and staff advisors navigate critical aspects of the LaGuardia student experience while providing hands-on opportunities to explore College advisement resources. The seminar will be offered in two formats: a two-day Summer 2015 Intensive and a one-semester four-meeting session in Fall I 2015.

Inquiries: Howard Wach (hwach@lagcc.cuny.edu, x5478) or Mercedes del Rosario (mdelrosario@lagcc.cuny.edu, x5440)

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? The Gender and Diversity seminar will feature readings, discussions, and activities designed to build greater sensitivity toward LaGuardia’s diverse population. Participants will engage with a broad range of primary sources and apply them both to their classrooms and to the diversity of the seminar itself (e.g., people of richly diverse backgrounds teaching in many disciplines). Each session will model feminist and/or centering pedagogical techniques to analyze seminar readings and to apply their insights to classroom strategies, to making classes more inclusive for LaGuardia students, and to application of the Global Learning competency.

Inquiries: Claudia Moreno Parsons (cmorenopisano@lagcc.cuny.edu, x5909); Dahlia Elsayed (delsayed@lagcc.cuny.edu, x4074); Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Hybrid/Online Mini-Grants
To strengthen the process of building high-quality hybrid courses at LaGuardia, and to provide resources for faculty to further develop their practice collaboratively, the Center for Teaching and Learning will offer mini-grants of up to $7,500 for the 2015-2016 academic year. Grants will be awarded to faculty teams pursuing program-based or departmentally-based projects and may be used to support developing new hybrid courses or refining and improving existing hybrid courses. Funding priorities include:

- Building effective peer review and course design strategies;
- Demonstrated plan for sustainability beyond the grant period; and,
- Where applicable, utilizing the online environment to integrate selected Core Competencies and Abilities into targeted courses.

Inquiries: Nicole Maguire (nhernand@lagcc.cuny.edu, x5478); Josephine Corso (jcorso@lagcc.cuny.edu), x5416; Howard Wach (hwach@lagcc.cuny.edu, x5478)

New to College, Summer 2015 and Beyond: Re-Inventing the First Year Seminar – NOTE: EARLY DEADLINE!
LaGuardia’s key strategy to help entering students persist and succeed in their studies is the First-Year Seminar, which links an introduction to the major, an orientation to college learning, advisement, and co-curricular activity. In this seminar, participants prepare to teach FYS courses in their discipline through a carefully designed integrative strategy. In 2015-16, New to College will be offered as an intensive seminar for the Departments of Business and Technology, Health Sciences, and departments included in the Liberal Arts Humanities/Social Sciences program (English, Social Sciences, Humanities, and Education and Language Acquisition). It is also open to faculty in Liberal Arts Math/Science, Criminal Justice, Psychology, and Engineering/Computer Science who are not currently enrolled in the Wave III New to College seminar.

NOTE: THE APPLICATION DEADLINE FOR THIS SEMINAR IS THURSDAY, APRIL 2 AT 5:00 PM.

Inquiries: Ellen Quish (equish@lagcc.cuny.edu , x5382) or Michele Piso (mpiso@lagcc.cuny.edu, x5483)

Teaching the City: Urban Studies at LaGuardia
New York City is a center of global commerce, politics, culture and art; Queens is the most ethnically diverse urban area in the world. A microcosm of these socio-economic and historical trends, LaGuardia was one of the first community colleges to require Urban Studies coursework. How do we teach our Urban Studies courses, given this dynamic transnational backdrop? How can we revise and create Urban Studies assignments that address the College’s Global Learning Competency across our disciplines? What can we do, across the college, to help students connect knowledge of the city with disciplinary skills and understanding? Teaching the City offers faculty an opportunity to consider these questions as they rethink their Urban Studies courses. In dialogue with other professors from a cross-disciplinary perspective, faculty will investigate ways to use New York City as a teaching and learning lab.

Inquiries: Arianna Martinez (amartinez@lagcc.cuny.edu, x5691), or Ros Orgel (roslyno@lagcc.cuny.edu, x5448)
Technology, Self & Society: An NEH-Funded Seminar

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, the seminar will bring together Liberal Arts faculty teaching clusters and/or capstones with a view to developing their curricula in conversation with one another and in relation to readings and visiting speakers addressing these topics. The 2015-16 seminar, co-led by Richard Brown (Humanities) and Naomi Stubbs (English) will focus on how definitions of “human” have been challenged by technological advancements. The focus will be on techno-humanism, trans-humanism, and on the biomedical ethical issues that derive from biological “enhancements” and reproductive choices. Braden Allenby, author of the Techno-Human Condition (2011), and Michio Kaku, author of The Future of the Mind (2014) will be our visiting speakers.

Inquiries: Naomi Stubbs (nstubbs@lagcc.cuny.edu, x5680)

Writing in the Disciplines

The Writing in the Disciplines program at LaGuardia is part of a nationwide, interdisciplinary effort that explores strategies for improving student writing and using writing as an active learning tool. A semester-long faculty development seminar, WID helps full- and part-time faculty develop and test writing-intensive assignments adapted to specific disciplines and courses. Participants create and/or revise syllabi to meet the requirements for Writing Intensive courses, and post their work in a WID ePortfolio. Faculty who complete the seminar and ePortfolio will be certified to teach Writing Intensive courses such as Urban Studies and Capstone courses.

The 2015-16 WID program will consist of two separate semester-long seminars. The Fall 2015 seminar is co-led by Drs. Evelyn Burg and Michelle Pacht (English) and will meet on Mondays from 3:30 - 5:30. The Spring 2016 seminar schedule will be designed to meet the needs of adjunct faculty who want to teach a Writing Intensive course.

Inquiries: Michelle Pacht (mpacht@lagcc.cuny.edu, x5914); Karen Miller (kamiller@lagcc.cuny.edu, x6016); Ros Orgel (roslyno@lagcc.cuny.edu, x5448)

Seminars and Programs Currently Not Accepting Applications

Exploring and Preparing for MAT 119 (Statway)

MAT 119 is a new course, designed for non-STEM majors who need MAT096 and whose major requires them to take Elementary Statistics (MAT120). MAT 119 is based on the nationally recognized Statway curriculum, developed by the Carnegie Foundation for the Advancement of Teaching. Statway has been proven to work on campuses nationwide, and LaGuardia is an active participant in the national network. Faculty interested in teaching MAT 119 have been invited to participate in a year-long professional development seminar led by Drs. Prabha Betne, Milena Cuellar, and Marina Nechayeva, and Ros Orgel from the Center for Teaching and Learning. The seminar will help faculty prepare to teach MAT 119.

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

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)