



**LaGuardia Center for Teaching and Learning  
Professional Development Seminars 2019-20  
DEADLINE Friday, May 3, 2019**

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

We are happy to announce the 2019-20 program of CTL Seminars and Mini-grants. In an attempt to provide variety in content and seminar structures, we are again offering a few shorter seminars, as well as a range of course-focused or programmatic mini-grants. We encourage you to review these options carefully, consult with your department chairperson, and consider applying to one or more of these activities.

**The deadline for seminar applications is Friday, May 3, 2019.**

Please check the descriptions below for further details. Most seminars require filling out [the 2019-20 seminar application form](#).

The 2019-20 CTL offerings fit into the following categories:

- **Pedagogy-focused seminars** linked to the diversity of our College community, our digital learning initiatives, and Capstone courses, as well as long-standing CTL programs such as Writing in the Disciplines.
- **Intensive work on the First Year Seminar**, inviting experienced FYS faculty to convene and address recent changes in LaGuardia's student success initiatives. Following the work this past year in Business, Humanities, Health Sciences and Social Science programs, this intensive, department-based work will focus on STEM Programs in Fall 2019.
- **Learning Matters Mini-Grants** focused on three areas: (1) developing assignments related to Global or Integrative Learning; (2) taking Core ePortfolio practice to scale; and (3) "closing the loop" on recommendations from the Periodic Program Review process. Bringing together teams from programs and departments, the structure will include time devoted to team-based planning as well as short, intensive collaborative learning opportunities related to Global and Integrative Learning.

Our faculty's creativity, knowledge and expertise, and deep commitment to our students are on full display in these offerings. One of the CTL's guiding principles is the value of learning collectively in meaningful social contexts that allow us to slow down and think together. That's what our seminars are designed to make happen. To learn more about the offerings, meeting calendars, and expectations for participants, please see the full descriptions by visiting the CTL Seminar webpage at <http://www.laguardia.edu/ctl/seminars>.

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' 21st century learning skills. As always, assignment design and their 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. We look forward to learning with you!

## Motivational Interviewing

Motivational Interviewing is a methodology that can be used to support the internal development of skills that help students be successful in achieving their academic, career, and life goals. The methodology can be particularly effective at helping those in advisement roles to understand approaches and techniques that lead to students becoming more informed and independent decision-makers around their short- and long-term plans for success. The workshop will also address the use of motivational interviewing for instructors meeting with their students about their progress in individual classes.

This mini-seminar will help faculty participants both learn about and practice the techniques of motivational interviewing. It will provide opportunities for “real play and role play,” and include feedback on an authentic advising session. Participants will also reflect on their own audio recordings of advising sessions with students in their programs.

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## Fostering ePortfolio Pedagogy through Digital Communication

In Fall 2017, LaGuardia launched the Next Generation ePortfolio featuring a longitudinal, discipline-based “Core ePortfolio.” Rather than students collecting various ePortfolios from different classes throughout their time at LaGuardia, they now have a primary ePortfolio they can use to document, reflect on, and deepen their learning over multiple semesters and across courses and co-curricular experiences. With a new interface that allows for easy mobile usage and integration with dozens of multimedia tools and platforms, students are creating more engaging, customized ePortfolios - digital spaces they can be proud of - that support sustained opportunities to reflect and make connections across courses.

Approaching a course with students’ past and present learning experiences in mind leads to important opportunities for student-centered teaching, helping students to curate their personal, academic and professional identities over time. LaGuardia’s “Core ePortfolio” practice aims to help students thrive in two key areas: Integrative Learning, which involves sustained reflection and makes connections across learning experiences, and Digital Communication, which includes using an evolving range of digital tools and platforms to design purposeful, multimodal products.

This seminar will engage participants in using the ePortfolio as part of an ecosystem of digital tools. Over the course of the year, faculty participants will create assignments that allow students to design digital products using the multimodal capabilities of the redesigned “next Gen” ePortfolio interface. As part of this process, we will provide the opportunity to create a model assignment in a course ePortfolio, a process aimed to heighten faculty familiarity with the platform.

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## 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.

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## Bringing It All Back Home: The Capstone Experience at LaGuardia

Capstone courses prepare students to culminate their LaGuardia learning experience and successfully transition to next steps. The First Year Seminar launches students on their LaGuardia journey; the Capstone brings that journey to a powerful new turning point. As a High Impact Practice, the Capstone aims to be “a crowning experience at the end of a sequence of courses with the specific objective of integrating a body of relatively fragmented knowledge into a unified whole” (Durel, 1993).

How do our Capstone courses and assignments help students purposefully connect their diverse educational experiences and prepare for transfer, advanced education, and career? How do they help students think in new ways about who they have been, and who they dare to be? What does advisement mean in a Capstone context?

In this seminar, faculty will work together to design Capstone courses that offer a vital, summative experience for students. They will develop signature assignments that address relevant Core Competencies and program-specific goals for the Capstone. Exploring ways to use the new Core ePortfolio to support Integrative Learning, digital communication and Capstone pedagogy, faculty will together discover ways to strengthen the Capstone experience, helping students engage in synthesis and transition to career and advanced education.

The seminar is open to all faculty college-wide teaching or preparing to teach a Capstone course in 2019-20. It offers particularly rich opportunities for two groups of Capstone faculty: 1) those who teach LIB200, the Capstone Course in the Liberal Arts; and 2) faculty teaching Capstones in majors that are focused on program integration, particularly those working with a CTL mini-grant. For those teaching LIB200, this seminar will provide opportunities to:

1. Develop the connections between your theme and the goals of LIB 200: Humanism, Science, and Technology.
2. More deeply embed integrative learning throughout your course.
3. Strengthen your core competency assignments to improve student learning and growth.
4. Revise your syllabi to improve transfer possibilities for students.

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## New to College 2019-20: Rebooting First Year Seminar

The First Year Seminar first launched during the Spring 2014 semester in two departments, and has since grown to include nearly all LaGuardia majors. The FYS has been highly successful in building retention and student success. In 2019-20, *Rebooting the FYS* will engage experienced FYS faculty in Engineering, Computer Science, Natural Sciences and Liberal Arts: Math and Science in an in-depth, discipline-based examination of these changes, and engage their teaching experience to recraft the FYS course.

Participants will be required to design and conduct an inquiry project during the implementation semester. Project findings will be collected and shared with the larger FYS community.

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

## 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 Health Sciences to Sociology—come together to read, critique, and support one another’s writing within their respective fields.

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

## Inclusive Pedagogies Options

LaGuardia's students broadly represent diversity - of geographic and cultural backgrounds, lived experiences, academic histories, and other characteristics - that create a "classroom ecology" providing opportunities and challenges for pedagogies. The Language across the Curriculum Seminar and two Diversity and Inclusion mini-seminars focus specifically on the dynamics of the diverse LaGuardia classroom.

### 1. Language Across the Curriculum

At LaGuardia, we embrace the diversity of our students and the fact that they speak more than 100 different languages and a range of Englishes. This linguistic diversity can come with a struggle, though, because many of our students are studying in a language that is not their dominant one. This CTL seminar will introduce participants to an approach that supports the language development of students in all disciplines. Our goal is to help our students understand the complex vocabulary and disciplinary conventions necessary to learn the content of, and participate in the discourse of, the discipline. During the seminar, we will develop strategies for teaching academic language and implement lessons with language objectives in our classes.

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### 2. Ableism and Access: Equity in the Classroom (Fall 2019)

This seminar addresses the urgent need to expand the discourse of diversity in higher education by integrating dis/ability into the professional awareness and practices of faculty. Participants will learn to better understand who our students are and the challenges they may be facing; how to make learning more relevant and engaging; and how to make the learning environment welcoming for all students, including those with visible or invisible disabilities. In this supportive, collegial environment - part study group and part hands-on - participants will explore not only our own teaching practices, but also integrate dis/ability into curriculum that reflects the intersecting identities of our students.

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### 3. Women, Gender and Sexuality: Integrating a Feminist Pedagogy and Process (Spring 2020)

The current public climate and socio-political dynamics necessitate an urgent call for LaGuardia faculty to re-conceptualize pedagogy and teaching methods that consciously address issues related to Women, Gender, and Sexuality Studies. This seminar explores interdisciplinary perspectives on the intersections of gender with other social identity categories including race, class, ethnicity, sexuality, nation, age, ability, and others. It aims to equip faculty across disciplines with a toolkit of materials - curricular activities, textual and visual examples, and model assignments - to utilize as they design/redesign their courses to reflect a WGS emphasis. Faculty will also evaluate and amend their course objectives to align designated courses with Integrative and/or Global Learning Competencies and Abilities.

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## Learning Matters Mini-grants: 3 Options for Strengthening Student Learning within and across Courses

The LaGuardia CTL is pleased to invite program directors, course co-coordinators, and other faculty to apply for grants ranging from \$3,000 to \$7,500 for the 2019-20 academic year. Funding will support program-led efforts to deepen student learning around our Core Competencies and Communication Abilities in one of three tracks:

- ePortfolio Mini-grant: Scaling Core ePortfolio practice
- Assignment Design Mini-grants to support Global or Integrative Learning
- Periodic Program Review: "Closing the Loop" Mini-grants

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