



2025-26 Professional Development Opportunities

The deadline to apply for seminars is **Tuesday, September 2, 2025.**

Apply for the CTL 2025-26 Seminars here [CTL 2025-26 PD Application](#) or visit the [CTL Website](#)

Year-long Seminar

- **Equinox: Equity and Innovation through Faculty Guided Data Inquiry**
Ian Alberts, Natural Science and Data Coach Milena Cuellar, MEC
Fridays from 9-11. Hybrid schedule with in-person and online meetings and asynchronous work due in between. Fall I- in person on 9/5, online on 9/26, 10/31, 11/21 in person on 12/12; Fall II online on 1/16 & 2/6; Spring I 2026 in person on 3/6, online on 3/27, 4/24 in person on 5/29; in person showcase on 6/5.

Fall I Seminars

- **Career Connected Learning: An Integrated Approach for Faculty and Staff**
Jason Hendrickson, English and Tameka Battle, Community Health and Wellness
Fridays 10:30-1:30, in person on 9/19, 10/10, 11/14, 12/5
- **Teaching and Learning with Generative AI: A Multi-Disciplinary Approach to Effective Integration**
Robin Kietlinski, Social Science, and Lilla Tőke, English
Fridays 11-1:30, in person on 9/19, 10/17, 11/14, 12/12; Asynchronous work due on: 9/26, 10/24, 11/21, 12/19
- **Student Engagement and the Asynchronous Classroom**
Paul Fess, English, and Jennifer Arroyo, Business and Technology
Fridays 11-1:00, in person on 9/26, 10/24, 11/14, 12/12
- **Media Literacy Skills in the Digital Age**
Desislava "Dessie" Zagorcheva, Social Science and Christopher McHale, Library
Fridays 1 to 4:00, in person on 9/12, 10/10, 11/7 and 12/5

Spring I Seminars

- **OER Seminar Spring 2026**
Ian McDermott, Library and Joshua Tan, Natural Sciences
- **Community Based Learning - An Experiential Learning Approach**
Daniel Boudon, Social Science and Maria Savva, Education and Language Acquisition
Fridays 11-1:00, in person and online, starting in March 2026, exact dates TBD
- **Advancing Equity in a Changing World: Developing a Framework for Equity and Inclusion at LaGuardia**
Vanessa Bing, Social Science, and Milena Cuellar, Math, Engineering and Computer Science
March 2026, exact dates TBD
- **Writing in the Disciplines**
Karen Miller, Social Science and TBD
Meetings schedules will be determined based on the availability of the participants

Workshop

- **Opportunity or Risk? The Impact of AI on Pedagogy, Ethics, and Student Learning**
Caterina Almendral, Michele deGoeas Malone, ELA, Praveenkumar Khethavath, Milena Cuellar, MEC
Wednesday, 10/29 from 2-4:30

Asynchronous Seminar

- **LaGuardia Effective Online Teaching Training for Faculty**
Self-paced course on online pedagogy, with emphasis on engaging students in an online learning environment. To access the course and self-enroll, logon to Brightspace <https://brightspace.cuny.edu/> and look for this course under the Discover tab: "LaGuardia Effective Online Teaching Training for Faculty".

Equinox: Equity and Innovation through Faculty Guided Data Inquiry

This year long seminar is for faculty who are interested in improving pass rates in their courses by combining their observation and knowledge of students with exploration of student outcomes data. With the guidance from a data coach, this seminar empowers faculty to conduct data-guided analyses of their classes, identify barriers to learning, and implement targeted solutions. By leveraging their unique knowledge of students and course content, faculty will design interventions that maintain the high academic standards while improving accessibility for all students. They will implement their chosen interventions in their classes, collect data about it, and based on the results, adapt or change the intervention for future classes. This seminar is a continuation of the work that started with the NSF funded professional development project *Equinox: Equity and Innovation in STEM Education*. To see the instructional interventions and data analyses produced by the participants in cohort 0 and 1, visit Equinox PD Hub. The LaGuardia 2025-29 Strategic Plan emphasizes data guided planning and decision making in pursuing equitable outcomes for all students. This work embodies the Strategic Plan's focus on continuous improvement—implementing solutions, collecting data on outcomes, and refining strategies based on results—creating a sustainable cycle that enhances teaching effectiveness and student achievement across the institution. The faculty will present findings from their implementation projects at department meetings and at a college-wide CTL showcase that will serve as initial hubs for dissemination of successful interventions.

Cofacilitators: Ian Alberts, Natural Sciences; Data Coach: Milena Cuellar, MEC

Eligibility: Full time and adjunct faculty in Academic Affairs

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$1,500. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Fridays from 9-11 am. Hybrid schedule with in-person and online meetings and asynchronous work due in between. Fall I- in person on 9/5, online on 9/26, 10/31, 11/21 in person on 12/12; Fall II online on 1/16 & 2/6; Spring I 2026 in person on 3/6, online on 3/27, 4/24 in person on 5/29; in person showcase on 6/5.

Inquiries: Ian Alberts ialberts@lagcc.cuny.edu or Milena Cuellar mcuellar@lagcc.cuny.edu

Career-Connected Learning: An Integrated Approach

Collaboratively designed by faculty and staff, this seminar aims to train faculty across various disciplines to integrate Career-Connected Learning (CCL) into their teaching practices, both inside and outside the classroom, and create opportunities to interface with LaGuardia staff to better prepare students for life beyond LaGuardia.

The seminar will equip faculty with practical strategies to mentor and prepare students for post-graduation success, emphasizing the importance of individualized approaches rather than a one-size-fits-all solution. This is faculty-driven, as this work must be, and intentionally designed to maximize effectiveness by connecting with LaGuardia's hardworking staff already engaged in this work (e.g., CCPD, ACE). We are the frontline to student success; as such, we get to shape and craft a way forward that honors the richness of our disciplines and our expertise in understanding the needs of our students.

Key goals of the seminar include training faculty on pedagogical techniques to develop these competencies in students, revising course design to integrate CCL within syllabi, and learning skills competencies identified by the National Association of Colleges and Employers. Participants will also create and share assessment methods for CCL, contribute to the 2025 Career Success Summit, and provide written reflections on their teaching practices.

The seminar will involve various activities, including designing career-connected assignments, collective syllabus workshopping, SWOT analyses, and a final collaborative presentation to preview work that will be implemented in the

following semester. These activities aim to enhance faculty's ability to translate course objectives into skills that students can articulate and apply in a variety of professional contexts.

Co-facilitators: Jason Hendrickson, English and Tameka Battle, Community Health and Wellness

Eligibility: Full-time and adjunct faculty and staff in Academic Affairs.

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$600. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Fridays 10:30-1:30 pm on 9/19, 10/10/25, 11/14, and 12/5

Inquiries: Jason Hendrickson jhendrickson@lagcc.cuny.edu and Tameka Battle tbattle@lagcc.cuny.edu

Teaching and Learning with Generative AI: A Multi-Disciplinary Approach to Effective Integration

This seminar provides an opportunity for faculty across disciplines to explore the important pedagogical implications of Generative AI and Large Language Models (LLMs) for teaching. Participants will examine the opportunities and the challenges presented by these evolving technologies while also learning practical ways to effectively integrate these tools into their teaching practices, enhance student engagement and create more inclusive learning environments. The seminar will address key topics including: effective prompt development, designing AI-enhanced assignments that promote critical thinking, using LLMs to accommodate different learning needs, and using GAI to help bridge the gap between college and employment. Participants will also consider important ethical issues related to academic integrity and other issues surrounding AI in the college classroom. By the end of this seminar, participants will learn to incorporate AI in ways that align with their specific disciplines and pedagogical goals. Through readings, discussion, hands-on experimentation with AI tools, and guided activities, participants will reflect on their teaching and assignment design practices and experience being learners while developing materials for their own courses, gaining both instructor and student perspectives about GAI. They will learn best practices in GAI prompt design and will create/revise classroom activities to help students learn the most effective ways of using AI in their learning process. Finally, participants will learn how these tools can aid the course planning and assignment including but not limited to syllabi, grading rubrics, exams, essay assignments, etc.

Faculty across all disciplines are encountering students using AI tools, raising questions about academic integrity as well as ethical and effective ways to integrate these technologies in the classroom. This seminar addresses immediate practical needs by helping faculty develop clear policies, create AI-enhanced learning activities, and adapt teaching strategies to better serve our diverse student population in a fast changing educational and employment landscape. At LaGuardia, where students juggle work, family responsibilities, and academics, it is even more important to learn how AI can provide support for our students.

Co-facilitators: Robin Kietlinski, Social Science and Lilla Tőke, English

Eligibility: Full-time and part-time faculty in Academic Affairs and ACE

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$600. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Hybrid schedule for Fall I 2025 with monthly Fridays in person from 11:00 to 1:30 pm with lunch provided plus five hours' worth of asynchronous work for a total of 15 contact hours (in person on 9/19, 10/17, 11/14, 12/12; asynchronous work due on: 9/26, 10/24, 11/21, 12/19)

Inquiries: Lilla Tőke: ltoke@lagcc.cuny.edu, Robin Kietlinski: rkietlinski@lagcc.cuny.edu

Student Engagement and the Asynchronous Classroom

This semester-long, in-person seminar is designed to support faculty teaching asynchronous courses or courses that employ an asynchronous component. The seminar will be a valuable opportunity for faculty who have experience with online teaching and for those who are looking to start teaching their courses in an online asynchronous modality. It is designed to deepen faculty members' understanding about teaching online by building on basic concepts they might have gained from taking self-paced, online essentials courses offered by SPS or LaGuardia. The seminar agenda will be structured around enhancing topics covered by LaGuardia's self-paced Online Effective Teaching Training. Faculty who are enrolled in that course or who have taken it in the past can register for this seminar. It is also open to faculty who have not taken the self-paced course and who simply want to build on their experience teaching online courses.

The seminar reflects the efforts of the Online Learning Committee, a subcommittee of the LaGuardia Faculty Senate, to enhance faculty training in teaching online courses. Participants will explore best practices in online education, learn to leverage digital tools, and create more interactive assignments for their students. It will equip them with strategies and tools necessary to create compelling and interactive asynchronous courses that foster active student participation and enhance learning outcomes. This seminar will focus on asynchronous courses and it will be followed by another semester-long seminar that focuses on synchronous online courses to run in Spring 2026. Key topics covered in the seminar include:

- Techniques for maintaining student engagement in an asynchronous setting
- Strategies for building a sense of purpose and belonging among students
- Effective methods for motivating students and fostering self-directed learning
- Utilization of digital tools to enhance course delivery and interaction, including, but not limited to, learning management systems like Brightspace and CUNY Academic Commons, social learning applications like Padlet and Hypothes.is, and generative AI platforms
- Best practices for assessing and providing feedback in an online environment

Throughout the seminar participants will evaluate digital resources and techniques for use in their own virtual classrooms, and by the end, they will have developed a comprehensive toolkit for creating and managing their asynchronous courses that meet educational objectives and meaningfully engage students in interactive assignments.

Co-Facilitators: Paul Fess, English, Jennifer Arroyo, Business and Technology

Eligibility: Full-time and part-time faculty in Academic Affairs

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$600. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Fridays 11-1:00 pm, in person on 9/26, 10/24, 11/14, 12/12

Inquiries: Paul Fess, pfess@lagcc.cuny.edu

Media Literacy Skills in the Digital Age

This seminar on Media Literacy equips educators with practical strategies and tools to teach students how to become critical and responsible consumers of media messages, assess the credibility of information sources, and make informed fact-based decisions in today's complex media landscape. This seminar aims to introduce faculty to current literature on the harmful role of misinformation in democratic societies and to explore pedagogical strategies for fostering media literacy skills in students. While the College offers students a course in media literacy, most students come to our classes before they have taken it, and faculty often lack the time or preparation to assist students struggling with information overload and inundated by fake news. This interdisciplinary, hands-on seminar will provide support for designing course activities and assignments that can be integrated into faculty's teaching and help enhance students' media literacy skills. It is for those who do not specialize in media literacy, but would like to help their students navigate the complex digital world.

Co-Facilitators: Dessie Zagorcheva, Social Science, Christopher McHale, Library

Eligibility: Full-time and part-time faculty in Academic Affairs

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$600. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Fridays 1 to 4 pm, in person on 9/12, 10/10, 11/7 and 12/5

Inquiries: Dessie Zagorcheva dzagorcheva@lagcc.cuny.edu

Community-Based Learning (CBL) Faculty Seminar: Learn. Apply. Serve.

Community-Based Learning (CBL) is an experiential teaching approach where students learn by actively engaging with their communities. This strategy deepens subject relevance, promotes student motivation, and builds essential skills such as communication, leadership, and problem-solving. CBL also opens doors for faculty to pursue interdisciplinary projects, enhance research and publication opportunities, and foster stronger ties to the local community.

This interactive faculty seminar is designed to help participants design meaningful CBL assignments tailored to their course goals. The series will begin with the theory and philosophy behind experiential learning, followed by real-world examples and strategies for integrating CBL into the curriculum. Faculty will engage in collaborative workshops, identify relevant community partners, and develop course assignments that align academic goals with community needs.

What to Expect:

- **Hands-on Assignment Development:** Participants will create a complete, ready-to-use CBL assignment with clear learning objectives, community partnerships, and assessment plans.
- **Practical Tools & Resources:** The seminar includes a step-by-step guide to the ICC process (Identify, Contact, Coordinate) for building sustainable community partnerships, with a focus on student safety and responsibility.
- **Guest Presenters & Panels:** Community organization leaders will share insights on collaborating with faculty and students, providing valuable perspectives and connections.
- **Collaborative Opportunities:** Participants will explore the potential for interdisciplinary and cross-course projects (e.g., sociology + psychology, English + math), increasing impact and innovation.
- **Faculty Showcase:** The seminar culminates in a presentation event where faculty share their assignments and experiences, fostering institutional knowledge-sharing and collaboration.

Outcomes:

- A fully developed CBL assignment
- At least two identified community partners aligned with course content
- A faculty showcase presentation for peer learning
- Expanded campus and community networks to support future CBL work

Whether you're new to CBL or looking to refine your current practice, this seminar will provide guidance, support, and inspiration to bring community-based learning to life in your classroom.

Co-facilitators: Daniel Boudon, Social Science and Maria Savva, Education and Language Acquisition

Eligibility: Full-time and part-time faculty in Academic Affairs.

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$600. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Fridays from 11:00 – 1:00 pm. Five sessions starting in March 2026, in person and online, exact dates TBD.

Inquiries: Daniel Boudon dboudon@lagcc.cuny.edu

Advancing Equity in a Changing World: Developing a Framework for Equity & Belonging at LaGuardia

LaGuardia, as an institution, has long touted the value of diversity, equity and inclusion. In both its mission statement and strategic priorities, the college has expressed its goal of incorporating DEI initiatives “that promote a welcoming and inclusive environment where all students, regardless of their background, feel valued, respected and supported.” The language of the college is designed to embrace the diversity of our student body, and to support their growth as global citizens of the world.

However, in broader sectors of society, DEI has become highly politicized, and some have questioned whether efforts to create more inclusive environments in education and work settings have only served to sow division and exclude those who are not deemed to be members of “diverse” communities. This seminar will provide faculty with an opportunity to understand what DEI is and isn’t, how to respond to the politicization of DEI, how to incorporate DEI practices into coursework and curriculum, and how to cultivate the knowledge and skill set to create truly inclusive classroom environments. Through directed readings, discussions and activities, participants will develop and engage in strategies and best practices in their classrooms to enhance DEI work. Ultimately, this seminar will provide a foundation for campus-wide efforts, aligned with the 2025-2029 strategic plan to align our work on diversity, equity, inclusion and belonging.

Specifically, participants will:

1. Identify ways to alter, reorganize and/or deepen course content that is more inclusive and representative of LaGuardia’s diversity and the diversity of the discipline;
1. Facilitate culturally responsive dialogue in the classroom to better engage students and to manage “difficult dialogues” that may arise in the classroom, utilizing models of best practices;
2. Become familiar with and make use of a specific DEI model that enhances the sense of inclusion and belonging in the classroom;
3. Incorporate culturally sustaining pedagogical approaches that enhances students’ learning;
4. Identify traditional practices and strategies that exclude minoritized groups or invisible “others;” and
5. Understand how implicit bias and micro-aggressions unwittingly operate in our culture and learn how to interrupt unintentional slights and such occurrences in the classroom.

Faculty will also explore ways to acknowledge contributors to the discipline who are traditionally left out, and to examine topic areas that allow for greater inclusion of diverse populations. Reflective pedagogical practices that encourage enhanced dialogue, and bring more diverse voices into the room will be explored. Faculty will be guided in facilitating “difficult dialogues” utilizing best practices including Reflective Structured Dialogue (RSD), an approach designed to help communities and organizations hold open, honest, constructive conversations about potentially divisive topics.

Outcomes:

1. **Classroom Practice:** By the seminar’s conclusion, participants will be expected to present an example of one key shift or change that they intend to make in their classroom (by the following semester) that provides a clear example of a practice or activity that promotes inclusion and equity.
2. **Event/Showcase:** Seminar participants will have an opportunity to showcase their work to the college community, providing examples of change (in the classroom) that advances diversity, equity and inclusion through participation in a CTL Showcase.
3. **Scholarship:** Seminar participants will have an opportunity to develop an original piece of scholarship that allows them to reflect on insights gained in the seminar. Faculty may reflect on their evolving understanding of DEI or a theoretical approach (such as shared equity leadership), how the use of an assignment or exercise enhanced classroom dialogue or effectiveness with a particular marginalized group, or faculty’s broader understanding of the value of DEI.

Co-facilitators: Vanessa Bing, Social Science, and Milena Cuellar, Math, Engineering and Computer Science

Eligibility: Full-time and part-time faculty and staff across college in student facing roles.

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full- time faculty participant will receive a stipend of \$600. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Exact dates TBD

Inquiries: Vanessa Bing vbing@lagcc.cuny.edu Milena Cuellar mcuellar@lagcc.cuny.edu

OER Seminar, Spring 2026

Open educational resources (OER) are open access learning materials that anyone is welcome to create, use, and remix. Given the high price of commercial textbooks, free OER alternatives are one effective tool in reducing the

price of higher education and increasing access to learning materials. Furthermore, OER open up more possibilities for culturally relevant and equitable educational opportunities. OER also present a unique opportunity to further develop a college-wide practice for collaborative, cross-disciplinary learning at LaGuardia. By incorporating open educational practices, faculty can meet students' needs with greater editorial control over teaching materials. The seminar invites instructors and staff to explore their past, current, or desired use of OER at LaGuardia. Seminar co-leaders will present and discuss a variety of experiences with OER, from authoring a textbook to implementing OER in high enrollment courses. Other key topics include:

- Copyright, licensing, and citation in OER
- Publishing, modifying and archiving OER
- Accessibility and Universal Design for Learning
- Open pedagogy and student creators

Co-facilitators: Ian McDermott, Library and Joshua Tan, Natural Sciences

Eligibility: Full-time and part-time faculty and staff in AA

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$500. Adjunct faculty may receive non-teaching pay if eligible.

Dates: This seminar meets via Zoom. Dates are TBD

Inquiries: Ian McDermott imcdermott@lagcc.cuny.edu

Writing in the Disciplines

At the heart of Writing in the Disciplines (WID) pedagogy lies the assertion that writing, itself, plays a key role in critical thinking. Writing can be a powerful tool to cultivate students' engagement with course material and their understanding of their own thought processes. Writing is the medium through which students can begin to learn and deepen their understanding of discipline-specific content and modes of inquiry. It is also the medium through which they can begin to produce knowledge.

WID pedagogy holds that writing to learn and learning to write are intimately linked. When you present students with problems and ask them to identify and challenge assumptions in writing, writing itself becomes an act of problem solving. Continuous writing practice helps students improve their writing and better understand core concepts. The Writing in the Disciplines (WID) seminar will support faculty as they develop strategies to guide students to use writing to formulate and shape their ideas, and to make sense of course content. It will provide faculty with a workshop-based forum to design, adapt, and incorporate a range of writing assignments and activities into their courses. These will be discipline-specific materials, designed by faculty for the specific courses they teach. They will include in-class, ungraded activities as well as "high stakes" assignments, such as research papers, lab reports, business plans, and other materials. Faculty will receive the resources, support, and feedback necessary to explore and integrate these strategies into their courses.

Faculty will be asked to workshop their syllabi and course assignments, hold honest discussions with their peers about teaching, and develop materials that can support student learning.

Key themes to be explored will include: "writing to learn," coaching the writing process, various assessment and grading practices and responding to student work. Together, we will also address questions about grammar, and have discussions about how to use technology effectively, including AI and Learning Management Systems (Blackboard/Brightspace) in writing pedagogy. This workshop will address the concerns of STEM, Health Sciences, Social Science, Business and Technology, and Humanities faculty. We will discuss writing about data, images, graphs, literature, history, linguistics, journals, and other kinds of informal writing, etc. The seminar will incorporate a substantial amount of new material, including deeper discussions about the affective dimensions of writing, how to think about writing across different modalities, writing and online forums/platforms, and alternative assessment practices.

This seminar is open to full-time and part-time faculty members, including those who completed the seminar five or more years ago and who wish to refresh their WID pedagogy. We encourage any faculty member scheduled to teach a writing-intensive course for Spring I who has not completed the WID program to sign up for the seminar. Faculty members who are interested in teaching writing-intensive courses in the future must take the seminar to get certified. All urban studies and capstone classes in the college are designated writing intensive.

Co-facilitators: Karen Miller, Social Science

Eligibility: This seminar is open to full-time and part-time faculty members, including those who completed the seminar five or more years ago and who wish to refresh their WID pedagogy.

Support: Contingent upon attendance and active participation in all seminar activities, each Academic Affairs full-time faculty participant will receive a stipend of \$600. Adjunct faculty may receive the equivalent as non-teaching pay if eligible, or professional development funds to support conference attendance or other allowable PD activities/items.

Dates: Spring 2025. Meetings schedules will be determined based on the availability of the participants.

Inquiries: Karen Miller kamiller@lagcc.cuny.edu

LaGuardia Effective Online Teaching Training for Faculty (Asynchronous Online Course)

This is an asynchronous self-paced course on online pedagogy, with emphasis on engaging students in an online learning environment. It is intended for instructors who are new to teaching online or want to improve their online teaching and student engagement. It focuses on online pedagogy, not basic technical skills. For those teaching hybrid courses (in-person with synchronous or asynchronous online components), the sections on student engagement can help with organization of materials. It consists of the following seven modules:

- 1: Getting Started
- 2: Introduction to Online Teaching
- 3: Course Design and Content
- 4: Communication and Interaction
- 5: Assessment and Feedback
- 6: Exploring Active Learning
- 7: Inclusivity and Diversity in Online Teaching

To access the course and self-enroll, logon to [Brightspace](#) and look for this course under the Discover tab: "LaGuardia Effective Online Teaching Training for Faculty".

Workshop Opportunity or Risk? The Impact of AI on Pedagogy, Ethics, and Student Learning

This two-and-a-half-hour workshop addresses faculty concerns about AI integration in education by providing information on AI types and fostering open discussion on its pedagogical strengths, limitations, and ethical implications.

It provides faculty with a space to explore different types of artificial intelligence (AI) and discuss the strengths and limitations of integrating AI into their teaching practices. It also offers opportunities for faculty to openly discuss and ask questions about the use of AI and generative AI in education. Faculty will gain insights into the implications of AI in education, and develop strategies to integrate or intentionally exclude AI tools in their pedagogical practices. By the end of this workshop, participants will be able to:

- Distinguish between AI and generative AI.
- Discuss and analyze how the use of AI and GAI impact student learning within their courses and learning settings.

- Explain how the use of AI and GAI impact the environment.
- Examine the ethical and equity-related considerations regarding the use of AI in education.
- Make informed decisions about whether and how the classroom community works with and or chooses not to use AI and GAI within learning settings.
- Integrate and apply workshop takeaways to pedagogical choices, e.g., tool use (or avoidance), support strategies, syllabi development.

Co-facilitators: Caterina Almendral, Michele deGoeas Malone, ELA, Praveenkumar Khethavath, Milena Cuellar, MEC

Eligibility: Full time and Part-time faculty and staff in Academic Affairs and ACE

Date: Wednesday, 10/29 from 2-4:30 pm.