Professional Development Opportunities 2009/2010

The LaGuardia Center for Teaching and Learning offers a wide range of classroom-focused professional development programs for LaGuardia’s full-time and part-time faculty from Academic Affairs and Adult and Continuing Education. Some programs, such as "brown bag" discussions on teaching and learning, are open to all faculty and staff. Other programs are limited to faculty in particular programs and departments. The programs listed below, to be offered pending final funding approvals, require an application and a commitment to sustained and active participation over a period of a semester or a year.

For each of these major programs, faculty and staff leaders have put together short descriptions, linked to more detailed application materials that describe each program and its goals, identify seminar meeting dates, list related eligibility requirements, and specify the support available in terms of stipends, professional development allowances, or released time. We invite you to explore these materials thoroughly and apply for the program (or programs) that fit your goals and interests. We encourage faculty to apply for more than one program so as to ensure access to at least one program suited to your goals and needs. If you apply to more than one program, please indicate the other programs to which you are applying on the application form.

All applications are due in Room M414 by 5:00 on Monday, April 20, 2009. If you would like to send the application electronically, please send it to Ros Orgel at roslyno@lagcc.cuny.edu. Also, please be sure to mail a hard copy of the application form with your signature and the signature of your chairperson to Ros Orgel, Room M-414. Questions about specific programs should be directed to the contact person listed below the program description.

Application forms are available for each seminar at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm.

NOTES:
(1) Application for Mini-Seminars (shorter seminars, meeting weekly for a period of 4-8 weeks within a semester) and targeted workshops will take place at a later date.
(2) Information about CTL Professional Development opportunities which are not currently accepting applications is available at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm.
Application forms for each seminar are available at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm.

**RE-THINKING THE CAPSTONE EXPERIENCE**

Funded by a Title V grant and building upon valuable groundwork laid by a Faculty Research Team, the Re-Thinking the Capstone Experience seminar will bring faculty together to study best practices in Capstone courses nationwide and strengthen our own Capstone courses here at LaGuardia. Through explorations of current scholarship and engagement with functional models here and at other institutions, seminar participants will consider a number of critical questions, including: how Capstones can best culminate a student’s LaGuardia education and prepare them for career or transfer; how integrative pedagogy can inform the Capstone experience at LaGuardia; how Capstone courses can help our students meet college-wide and professional goals; what role Capstones can and must play in institutional assessment; and the ways in which ePortfolio can help scaffold Capstone pedagogy.

**Eligibility:** This seminar is open to full-time faculty who have been certified in Writing in the Disciplines (WID). Faculty who are accepted into the Capstone seminar must be scheduled by department chairs or program directors to teach a Capstone course in the Spring I 2010 semester.

**Contact:** Craig Kasprzak, x5994, ckasprzak@lagcc.cuny.edu

**NEW! CAPSTONE FELLOWS**

This new program, open to faculty who have completed the 2008-09 Re-Thinking the Capstone Experience Seminar, represents an opportunity for sustained work with Capstones in a supported environment. The designation of Capstone Fellow indicates that this group has much to offer the college and other faculty as we expand our work on Capstone curriculum and pedagogy. Capstone Fellows will contribute to this effort by teaching at least one Capstone course in the 2009-10 academic year; helping to guide new Capstone initiatives in their departments; and mentoring new Capstone faculty.

**Eligibility:** The program is open to faculty who have successfully completed at least one full year of the Re-Thinking the Capstone seminar.

**Contact:** Craig Kasprzak, x5994, ckasprzak@lagcc.cuny.edu

**CRITICAL THINKING ACROSS THE CURRICULUM (CTAC)**

The Critical Thinking Across the Curriculum program at LaGuardia is based on the assumption that thinking is a process that can be understood and improved through proper study and practice. Participating faculty explore the cognitive process and develop new classroom activities and assignments that help students develop higher order thinking, problem-solving and reasoning abilities.

**Eligibility:** The program is open to full-time faculty, CLTs, and long-term part-time faculty from Academic Affairs and Adult and Continuing Education. Administrators are also welcome.

**Contact:** Michele Piso, x5483, mpiso@lagcc.cuny.edu

Application forms for each seminar are available at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm.
NEW! CONNECTED LEARNING: EPORTEFOLIO AND INTEGRATIVE PEDAGOGY

How can we help students engage more deeply with their learning? What can we do to better understand our students’ lives and needs? What can we do to overcome the fragmentation of our curricula and move towards greater integration? What tools and strategies do we have to build an engaged community of learners?

ePortfolio has proven potential as a resource for faculty wishing to address these questions. More than 8,000 LaGuardia students built ePortfolios last year, and the data demonstrates its impact on students. Now LaGuardia faculty are working together to figure out how to deepen our use of ePortfolio as a resource for learning and teaching. This seminar welcomes faculty new to ePortfolio technology and experienced practitioners who are already using ePortfolio successfully in their classes.

Eligibility: The program is open to full-time faculty, CLTs, and long-term part-time faculty from Academic Affairs and Adult and Continuing Education. Administrators are also welcome.

Contact: Craig Kasprzak, x5994, ckasprzak@lagcc.cuny.edu

CARNEGIE SEMINAR ON THE SCHOLARSHIP OF TEACHING AND LEARNING

The Carnegie Foundation for the Advancement of Teaching has sparked a national conversation in higher education about ways to apply the tools of scholarship to the study of teaching and learning. The year-long Carnegie Seminar on the Scholarship of Teaching and Learning offers LaGuardia faculty an introduction to the scholarship of teaching and learning and an opportunity to engage in self-directed inquiry into the nature of teaching and student learning in their own classrooms. It helps faculty develop a course portfolio that documents their classroom inquiry, exhibits professional and disciplinary development, and creates possibilities for use in professional growth and advancement. The seminar is an open, collegial, and interdisciplinary space for faculty to conceive and shape ideas about their teaching practice for future publication.

Eligibility: The program is open to full-time faculty, CLTs, and long-term part-time faculty from Academic Affairs and Adult and Continuing Education. Administrators are also welcome. Preference will be given to faculty with experience in DFL, WID, CTAC, Learning Communities and other pedagogy-focused programs.

Contact: Michele Piso, x5483, mpiso@lagcc.cuny.edu
NEW! DESIGNED FOR LEARNING 2.0 (DFL 2.0)

The recent explosion of Web 2.0 digital technologies offers new resources and challenges for educators. How can we leverage new “social web” tools – technologies that inherently draw on collaboration, creativity, and active participation – to help us engage students, deepen their learning in the disciplines, and develop the skills they need as learners and leaders? This question is the focus of the Designed for Learning 2.0 Faculty Seminar. Using inquiry-based pedagogy with technologies such as blogs, wikis, social networking tools, ePortfolio, and virtual worlds, we will develop ourselves as learners, educators and practitioners in a supportive, cross-disciplinary community of practice.

Evolving from the long-running and award-winning Designed for Learning seminar, the focus of the new DFL 2.0 seminar is on new technologies and providing an opportunity for educators to deeply explore and practice inquiry-based pedagogy. It builds on the success of the original DFL, but moves to address the fast-changing worlds of technology and education. We welcome faculty who have previously participated in DFL as well as those who have not.

Eligibility: The program is open to full-time faculty, CLTs, and long-term part-time faculty from Academic Affairs and Adult and Continuing Education. Administrators are also welcome.

Contact: Priscilla Stadler at x5489, pstadler@lagcc.cuny.edu

INTRODUCTION TO PROJECT QUANTUM LEAP

Project Quantum Leap (PQL) is a year-long faculty development seminar designed to help mathematics faculty adapt the nationally recognized, NSF-funded Project SENCER approach of teaching mathematics in “compelling contexts” to LaGuardia’s basic skills courses. Project Quantum Leap was launched in January 2007 and since then has grown to be a signature program for basic skills mathematics education at LaGuardia. The Introduction to PQL seminar is designed to welcome additional faculty to this process. Following the PQL approach, in 2009-2010 selected sections of Math 095 will focus on the environment; Math 096 on public health; and Math 115 on economics.

Eligibility: The program is open to full-time faculty, CLTs, and long-term part-time faculty from the Mathematics, Engineering, and Computer Science Department. Administrators are also welcome.

Contact: Judit Török, x5499, jtorok@lagcc.cuny.edu

NEW! PROJECT QUANTUM LEAP (PQL) – ADVANCED LEADERSHIP AND CURRICULUM

The PQL Advanced Leadership program is a year-long faculty development seminar designed to help experienced PQL faculty (from PQL Cohort #1 and Cohort #2) to deepen leadership skills, enabling them to guide the department’s innovation and help other faculty to learn about PQL. While continuing to teach basic skills mathematics in “compelling contexts,” advanced PQL participants will meet monthly to explore the essentials of faculty leadership; develop advanced curriculum materials; mentor and offer presentations to the new PQL (Cohort #3); and design faculty development workshops for adjunct faculty and tutors.

In addition, all PQL Advanced Leadership participants will be eligible to partake in the PQL Publication Mini-Seminar, which will focus on helping them to develop, write, edit, and publish papers in their fields.

Eligibility: The program is open to faculty from the Mathematics, Engineering, and Computer Science Department who have completed at least one full year of the PQL seminar.

Contact: Judit Török, x5499, jtorok@lagcc.cuny.edu

Application forms for each seminar are available at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm
FOCUS ON LEARNING COMMUNITIES PROGRAM

LaGuardia faculty have a long tradition of excellence in building effective learning communities. This seminar builds upon that tradition, offering faculty who are teaching in a range of learning community structures (First Year Academies, ESL Pairs and Clusters, PQL Pairs, Liberal Arts Clusters) the chance to meet together with partners, learn new approaches to interdisciplinary teaching, and plan their shared courses.

Eligibility: Faculty teaching in Fall 2009 as part of Liberal Arts Clusters, First Year Academy Clusters, PQL Pairs, and ESL Pairs are eligible. At least two members of each team should apply to participate (full teams can also apply).

Contact: Phyllis Van Slyck, x5660, vanph@lagcc.cuny.edu

NEW! THE EPORTFOLIO/ASSESSMENT MINI-GRANT PROGRAM

Academic departments and programs across the college are moving forward with plans to integrate ePortfolio across their curricular offerings, and to advance the college-wide Periodic Program Review (PPR) process. The ePortfolio/Assessment Mini-Grant Program offers departments and programs mini-grants of up to $7,500 for the 2009-10 academic year, to be used to support program or department–led efforts, including faculty development and curriculum integration processes, addressing either or both of these initiatives.

Eligibility: The program is open to programs and departments that have undertaken the planning process for ePortfolio integration and/or are advancing their work with the assessment process and PPR. We recommend that faculty apply in small teams of 2-3 and that they work closely with departmental chairs and program directors to prepare their proposals.

Contact: Ros Orgel, x5448, roslyno@lagcc.cuny.edu

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. A year-long faculty development seminar, WID helps full- and part-time faculty develop and test writing-intensive assignments and courses and encourage students to deposit written work in their ePortfolios. Seminars are facilitated by interdisciplinary teams of LaGuardia faculty and Writing Fellows.

Eligibility: Faculty who wish to teach Capstone and/or Urban Studies courses are required to complete WID. The WID program is also open to all vocational/technical faculty (CIS, AMS, or Allied Health) and faculty teaching any course required for completion of a vocational degree. While we have a number of programs during the year open to adjuncts, this program is only open to full-time faculty. We will recruit for our adjunct program in early September.

Contact: Jim Wilson, x5678, jwilson@lagcc.cuny.edu

Application forms for each seminar are available at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm
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VIRTUAL INTEREST GROUPS (VIGS)

Funded by a Title V grant, LaGuardia’s Virtual Interest Groups bring students together in online communities based on shared academic/career interests and provide a three-pronged support network for developmental advisement: from a faculty leader in the field, from a member of the Counseling, Advising, and Academic Support staff, and from one or more Student Mentors who have excelled within their respective programs.

Eligibility: As experience indicates that VIGs are most effective when closely tied to the expectations of specific majors and programs, preference will be given to program and major coordinators, or to senior faculty with thorough knowledge of programmatic goals and requirements.

Contact: Craig Kasprzak, x5994, ckasprzak@lagcc.cuny.edu

FACULTY SCHOLARS PUBLICATION WORKSHOP

The Faculty Scholars Publication Workshop is a year-long faculty development seminar designed to assist faculty in their scholarly writing and publication. It seeks to help faculty complete current academic writing projects for publication in external, peer-reviewed journals. The Workshop builds on the scholarship of teaching and learning (SoTL) projects undertaken in the Carnegie Seminar and in articles published in In Transit. But the Workshop is distinct in two key ways. First, those initiatives focus particularly on the scholarship of teaching and learning. The Workshop welcomes SoTL projects, but also supports traditional disciplinary scholarship. Second, where the Carnegie Seminar and In Transit often start with research and inquiry, the Workshop focuses on moving existing writing projects to completion and external publication. The Workshop uses peer critique processes to help faculty strengthen and finish projects already underway (i.e. dissertation chapters, recently published In Transit articles, course portfolios, and draft articles and books on a range of scholarly topics). The Workshop requires participants to support each other’s preparations for publication through constructive criticism and exchange.

Eligibility: The program is open to full-time faculty, CLTs, and long-term part-time faculty from Academic Affairs and Adult and Continuing Education. Administrators are also welcome. Participants should have a research/writing project that is well underway; those accepted into the seminar will be asked to provide at least a first draft of their article by September 2009.

Contact: Nancy Berke, x5908, nberke@lagcc.cuny.edu, Ting Man Tsao, x5661, ttsao@lagcc.cuny.edu, or Angela Wu, x5655, awu@lagcc.cuny.edu

Application forms for each seminar are available at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm.
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**CTL Programs that are not currently accepting applications**

### MAKING CONNECTIONS

Making Connections is a collaborative program for colleges and universities in the New York metropolitan area who wish to advance their understanding and use of the ePortfolio. Launched in 2007, a major FIPSE grant now enables LaGuardia to provide Making Connections mini-grants and a sustained faculty seminar to 24 colleges, ranging from BMCC and Queens College, CUNY, to Rutgers, LIU, and St. John’s University.

Contact: Judit Török, x5499, jtorok@lagcc.cuny.edu

### NEW FACULTY COLLOQUIUM

The College supports new faculty as they enter LaGuardia's teaching community sharing LaGuardia's tradition of caring and innovative teaching. Through a carefully-structured program of professional development, the Colloquium focuses on issues of pedagogy and classroom practice, emphasizing community building among faculty. It introduces new faculty to a range of teaching issues and helps them as they develop effective strategies for LaGuardia classrooms.

Contact: Josephine Corso, x5416, or jcorso@lagcc.cuny.edu

### IN TRANSIT: THE LAGUARDIA JOURNAL ON TEACHING AND LEARNING

_In Transit: The LaGuardia Journal on Teaching and Learning_ is committed to a community of campus scholars, one 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." Grounded in our particular classroom contexts, _In Transit_’s authors raise and explore the largest questions engaging educators worldwide. In that spirit, we invite faculty to develop articles with a scholarly focus on the classroom, sharing experiences, successes, problems, and insights.

The Call for Proposals for the next issue of _In Transit_ will be released later in spring 2009. Faculty will be invited to develop proposals for writing projects, to be pursued in the coming academic year, with the editorial support of the _In Transit_ team and peer readers drawn from across the disciplines. Please watch for the forthcoming Call.

Contact: Michele Piso, x5483, or mpiso@lagcc.cuny.edu

### ORAL COMMUNICATION ACROSS THE CURRICULUM

The Oral Communication Across the Curriculum (OCXC) program supports the development of vital speaking and listening skills in a range of courses. Participating faculty develop strategies and test activities that help students improve communication skills and better use these skills in their academic, professional and civic endeavors. In the 2009-10 academic year, OCXC will focus on supporting professional programs taking part in the ePortfolio/Assessment Mini-Grant Program.

Contact: Ros Orgel, x5448, or roslyno@lagcc.cuny.edu

Application forms for each seminar are available at: http://www.lagcc.cuny.edu/ctl/profdev_0910.htm.