LaGuardia Center for Teaching & Learning
2018-19 Evaluation and Report
Fall 2019

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Opened in 1999 as the Center for Excellence in Teaching with Technology, the Center for Teaching and Learning (CTL) was renamed in 2001 with an expanded mission to address a range of pedagogical and professional development activities encompassing technology and more. Since then, the CTL has advanced professional learning through workshops, mini-conferences, informal discussions, and sustained seminars, helping the College to develop innovative strategies for examining and advancing student learning. To realize whole-college integration oriented toward student learning and achievement, our energies, skills, and resources commit to:

- *alignment* with institutional priorities,
- *responsiveness* to disciplinary identities and needs, and
- *collaboration* with faculty and students in improving classroom teaching and learning.

Winner of a Hesburgh Award for excellence in advancing undergraduate education, the CTL facilitates robust professional development designed to support faculty innovation and exchange focused on student learning. Housed in Academic Affairs in order to best leverage College, University, and grant resources in the service of classroom inquiry, reflection, and the effective implementation of curriculum and proven pedagogies, the CTL has helped establish and/or scale a broad range of innovations, including learning communities; required, discipline-based First Year Seminars; ePortfolio practice; tiered advising; and new approaches to remedial education. CTL activities explore a spectrum of pedagogical topics: integrative social learning, inquiry learning, digital technologies, critical literacies, the scholarship of teaching and learning, and holistic assessment.

At the heart of the CTL is the collective experience of knowledgeable educators and life-long learners. Serving in Tax Levy-funded (HEO titles) and grant-funded (Research Foundation) positions, the dedicated full-time staff brings a range of backgrounds in pedagogy, curriculum design, technology, program design and administration, and research practices. Several are LaGuardia alumni whose own experiences inform our practices and whose institutional devotion motivates their efforts. More than 130 part-time staff who are current LaGuardia students or alumni completing four-year degrees at other CUNYs fill peer mentor roles. Staff in the Center also support administrative functions related to grants management, and sustained leadership and staff training opportunities in partnership with Human Resources. The CTL also provides significant fiscal and logistical support to Academic Affairs and department projects.

Over its history, the CTL has contributed to several long-standing goals in the College's Strategic Plan in support of the college mission. This report details recent efforts within the unit and guides the CTL's work over the next reporting period. We hope it might also inform institutions across the country seeking to measure the impact of activities considered to have an indirect influence on student success while seen as essential to supporting the culture and practices of institutional learning. In 2018-19, the College initiated an assessment plan for its Administration and Educational Support (AES) units aligned with a new strategic visioning process described in the next section.

Mission & Activities

Building capacities across the college, the CTL strives to promote a dynamic, supportive culture of learning for students and faculty at the college and beyond. Guided by a new Strategic Planning process in 2019, staff revised the CTL mission as follows in order to align more closely with the College's mission:

> "In collaboration with faculty, staff, and students, the CTL commits to strengthen and promote a culture of continuous learning and innovation for all LaGuardians while contributing to the intellectual and civic welfare of our students."

The Center's primary focus is to provide sustained, semester- and year-long programs connected with institutional priorities and important classroom strategies that advance innovative pedagogies to enrich student learning at LaGuardia. Co-facilitated by faculty leaders and CTL staff, our seminar and mini-grant structures afford participants the time and space to experiment, reflect, assess, and improve their teaching practices. While faculty development remains at the core CTL mission, we have built learning opportunities for staff and students, as well. Working closely with faculty and administrators from across the College, the CTL designs programming which seeks to balance multiple goals:

- Encourage and model pedagogical innovation, reflection, and collaboration;
- Support faculty and staff implementation of key institutional initiatives, such as the First Year Seminar, team-based advisement, Core Competencies, and outcomes assessment;
- Offer opportunity and support for activities which assist faculty in reappointment, tenure, and promotion, such as publication and leadership;
- Support Front Line college staff with timely updates about campus initiatives and resources while providing opportunities for building skills and strategies that improve the workplace;
- Provide students with meaningful paid work (e.g., the Student Technology Mentor, Student Success Mentor, and Peer Advisor Academy programs), contributing to their personal growth while furthering college goals.

Table 1 below provides a five-year summary of CTL participation. In 2017-18, 399 individual faculty and staff participated in activities implemented through the Center, demonstrating the capacity of the CTL to help the College scale its initiatives in order to realize institutional impacts on student success. Because many faculty participate in more than one CTL-supported activity each year, CTL programs engaged 661 participants in 2017-18. Variation in College and University priorities, initiatives, and funded projects—such as scaling up advisement, first-year, and mini-grant activities—creates yearly fluctuations in participation, although the unique (unduplicated) number of participants has averaged roughly 400 participants per year since 2014-15.

Table 1. CTL Participation: 2013-14 through 2017-18

	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18
Total Participants	323	721	576	840	661
Unduplicated Participants	248	392	370	430	399

A summary of key CTL seminars and professional development structures that support College and CUNY initiatives follows here. More detailed descriptions of these and other CTL-related activities are included online in our recently revised website (please see https://www.laguardia.edu/ctl/). All newly-appointed full-time

faculty engage with the CTLY by participating in the New Faculty Colloquium over their fist year. In this yearlong orientation to teaching and learning at LaGuardia, new full-time faculty work with CTL staff, senior colleagues, and chairpersons to learn about their new professional environment and LaGuardia students. Activities introduce key processes, resources, and information to help participants navigate their first year at the College and to set the stage for a successful LaGuardia career.

Advisement: A comprehensive menu of activities supports integrated advisement practices college-wide, including the new Advisement 2.0 model. CTL offers mini-seminars, workshops, and department-based activities and recruits and trains current students as Peer Advisors.

Assessment (Assignment Design): The Center supports the College's Outcomes Assessment process through year-long and mini-seminars that guide the development of course activities and assignments linked to the College's general education Core Learning Competencies and Communication Abilities.

ePortfolio & Instructional Technology: LaGuardia is national leader in ePortfolio practice, with thousands of students creating ePortfolios in their first semester they then develop over time, reflecting on and demonstrating their growth as a learner. The CTL engages faculty and staff using ePortfolio in courses and co-curricular learning, and career and transfer planning and advising. CTL also supports a range of activities that promote learning in other digital environments, including seminars and workshops that provide opportunities to explore pedagogical strategies for transitioning from traditional classroom teaching to hybrid or online environments, and integrating various tools for student engagement. The Center has also housed the *Making Connections National Resource Center*.

First-year Initiatives: Collaborating with departments, CTL supports the design and intensive professional development related to teaching *First Year Seminar* (FYS), discipline-specific courses that support first-time or transfer students. Through an attached Studio Hour, FYS student learn the digital tools that facilitate education and career planning. CTL recruits, trains, and supervisors Student Success Mentors who facilitate Studio Hour, and provides cross-divisional support around a broad range of First Year Experience activities.

Humanities Alliance: With major funding from the Mellon Foundation, this partnership with the CUNY Graduate Center is designed to introduce doctoral students to effective methods for teaching in the country's most diverse undergraduate classrooms. Part of a national project to provide community college students with pathways into the humanities, LaGuardia faculty mentor and prepare graduate fellows to teach their own sections of gateway humanities courses. A Humanities Scholars program supports a cohort of LaGuardia students who develop their own projects to present at an annual showcase.

Mini-grants: LaGuardia's *Learning Matters* Core Competencies help students in every discipline develop the capacities needed for 21st century education and career success; they are recursively built, reinforced, and assessed in disciplinary majors and General Education courses. CTL Mini-Grants support teams working to improve learning by strengthening assignments, courses, and curricular sequences. The ePortfolio mini-grants track uses the Competencies and Communication Abilities to frame more-cohesive curricula in order to realize the Guided Pathway model (Bailey et al., 2015). Participants design ePortfolio-intensive courses that help students reflect on their past, assess their present, and plan their futures.

Scholarship of Teaching & Learning: Inquiry into effective classroom pedagogy is a common practice in all CTL seminars, as is a commitment to making investigations into teaching and learning public and open to critical review. More formal research projects are undertaken in the Carnegie Seminar, a year or longer

activity where faculty investigate significant teaching and learning issues in their fields and write a scholarly paper for *In Transit: The LaGuardia Journal on Teaching and Learning*. Recent volumes include the following:

- Volume 7, Fall 2016: *The First Year Seminar as a Whole-College Approach to Student Success*
- Volume 8, Fall 2017: *Incarceration and LaGuardia's Prison-to-College Initiative*
- Volume 9, Spring 2019: *The Learning College*

In addition to the large or customary activities described above, recent CTL offerings also include the following:

- A <u>Frontline Staff & Leadership Program</u> to support information sharing and effective communication across student-facing staff roles or departmental and program support staff;
- <u>Writing in the Disciplines</u> for faculty and CUNY graduate student Teaching Fellows who will teach writing-intensive classes such as Urban Studies and Capstone requirements; and
- <u>Designing for All</u> (D4A) to help advance LaGuardia's commitment to providing all students with a welcoming learning environment and access to materials necessary for learning.

Assessment Process

In an effort to gauge the impact of CTL activities, the evaluation incorporates three approaches to assess the effectiveness of the Center's work:

- ✓ First, it considers progress on items in the College's annual Strategic Plan, a systematic process for staff to set yearly goals and benchmarks and report on CTL accomplishments at year's end.
- ✓ Next, it outlines a methodology recommended by the Association of College and University Educators (ACUE) that investigates progressively more rigorous evidences of impact.
- ✓ Finally, it turns to student academic work associated with CTL activities that support assignment design in the service of LaGuardia's general education learning outcomes, as well as educational outcomes for students employed in CTL peer mentoring programs.

1. 2017-18 LaGuardia Community College Strategic Plan

In spring 2017, CTL administrators set targets with multiple objective related to three of the College's major focused areas. Through a variety of assessments that included recruitment goals, satisfaction surveys, and quantitative analysis, the Center met its goals in each area. Generally, these goals have aligned most recently with the College's priorities around first-year initiatives and advisement, learning technologies, and student learning outcomes (Table 2.)

Working with the Associate Provost, CTL administrators determine the next year's goals and seminar offerings based on the College's priorities, goals associated with a variety of public and private grants, input from department chairpersons and faculty, and an assessment of the division's and Center's fiscal and personnel capacity to support proposed activities. Staff and faculty seminar and mini-grant co-leaders collect participation data and distribute online or paper surveys, depending on the activity. For seminars linked with some grants (e.g. Writing in the Disciplines, ePortfolio), we collect course section numbers and work with IR to compare student outcomes in sections taught by participants with outcomes in other sections. We also distribute surveys to students in those sections, as well as surveying students in Studio Hours for First Year Seminars and Capstone courses. A rigorous analysis of our First Year Seminar initiative as well as the other statistical analyses of student outcomes is included in the comprehensive evaluation model that follows the 2017-18 Strategic Plan report.
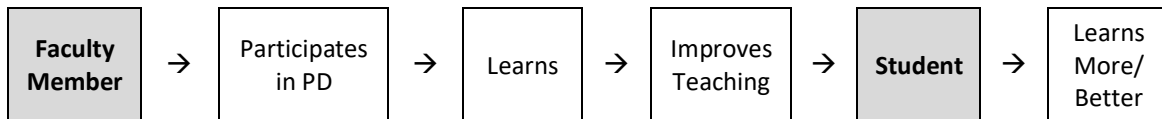
Table 2. 2017-18 Center for Teaching and Learning Strategic Plan Targets, Objectives, and Outcomes

Targets	Objectives	Outcomes
1: CTL will develop, deliver, assess sustainable, comprehensive professional development (PD) programs for at least 100 faculty, staff (incl. front line staff), and peer advisors to support implementation of the new advisement model and First-Year Seminar program.	A. Support & strengthen implementation of team-based advisement and continued expansion of the First Year Seminar	A1. 28 faculty in Wave 2 depts. Attend Adv. 2.0 workshops. Surveys indicate value of learning advisement tools & grading policies (WU, Inc.); respondents request once/ semester refresher activities, more training on course selection, focus on human development theories. 70 faculty attend Transfer Advising conference; 24 continue in 3-part mini-seminar. 9 faculty in mini-seminar on *Motivational Interviewing*. A2. 46 faculty in New to College seminar for FYS. Hired/trained 58 Student Success Mentors for 277 FYS sections. External QED study shows 1-semester retention at 15% higher for FYS students compared to similar students not enrolled in FYS. A3. 73 Peer Advisors hired/trained. 100% supervisors say Peers "met or exceed" expectations. A4. 88 Frontline staff in PD on diversity, opportunity, innovation. Participants in re-designed 3-day workshops indicate Micro-aggressions and Listening Skills were most meaningful topics; they request revising workshop to more days w. shorter hours.
2: CTL works w. at least 50 faculty to increase access to resources to support online learning opportunities; develop & strengthen use of program-based ePortfolios for students in at least 10 academic programs; and support the implementation of a new ePortfolio system.	A. Support development/design of new revised hybrid/online courses & classroom resources B. Development of coherent, multi-course program-based ePortfolios C. Support effective pedagogies around/engagement w. digital tools D. Support more engaging/interactive ePortfolio platform College-wide	A. 15 faculty in Flipped Learning seminar; 11 attended focus groups on online learning. The College ran 570 sections of hybrid and online courses in 2017-18. The baseline of 198 was based on previous reports. B. 61 faculty/staff in 14 programs participated in the ePortfolio mini-grants. C. 18 faculty participate in ePortfolio *Think Tank* and 8 in *Digital Ability* seminar. Spring 2018 course completion data analyzed for VTEA (Perkins) report exceed goals. D. More than 8,000 students on new interface. 46 faculty in New to College seminar, 18 in ePortfolio, and more than 50 faculty across departments attend eP interface workshops.
3: Collaborate w. Assessment Leadership Team to implement mini-grants for 10 academic prog. teams to map revised curriculum, design, and implement assignments/ activities for competencies & communication abilities.	A. Support and strengthen implementation and assessment of new Core Competencies and Comm. Abilities college-wide B. Support faculty engagement w. new Competencies/assessment processes in year-long seminars	A1. 63 faculty in assignment design mini-grants connected to Core Competencies & Abilities. 37 faculty in assignment "charrettes" supported by a mini-grant. The Center supports 7 program-based benchmark readings. Student assessment deposits increase by 17.7%, from 26,580 (Fall 2016) to 31,287 (Fall 2017). A2. 3,319 artifacts scored by 110 faculty/staff in 2018 Benchmark Readings. Artifacts scored as "88" drop 10 percentage points to 20%. B1. 45 faculty in Global Learning seminars; 26 in seminars related to Integrative Learning and Digital Communication. B2. Benchmark reading scores increase in all areas compared to previous year.

2. A Comprehensive Model for Evaluating Faculty Development

Given the scope of CTL activities and its existing assessment and evaluation practices, we believe it is possible to demonstrate a correlation between our work and positive outcomes for faculty, staff, students and the institution. The extant literature reinforces the difficulty of evaluating the impact of faculty development activities on student learning outcomes, although recent examples attempt to define potential methodologies (Condon et al., 2016; American Council on Education, 2017). The hypothesis that illustrates the linkage from "training" activities to student learning outcomes is the Direct Path model proposed in human resources training by Donald Kirkpatrick in 1959. The model is seemingly straightforward (Figure 1):

Figure 1. Kirkpatrick's Direct Path Model (Condon et al., 2016, p. 29)

Faculty Member	→	Participates in PD	→	Learns	→	Improves Teaching	→	**Student**	→	Learns More/ Better

Complicating this model is a range of variables that affect teaching and learning broadly, especially in resource-starved institutions, such as fidelity to a particular implementation model, disciplinary differences, the capacity for rich evaluation methodologies, student-level or classroom-level factors, etc. At the same time, the comprehensive nature of CTL's work across the college to support faculty, staff, and peer mentor programs creates challenges in telling a single story about the impact of our work.

A more recent model that demonstrate approaches to conducting evaluation of professional development activities appears in "Connecting the Dots: A Proposed Accountability Method for Evaluating the Efficacy of Faculty Development and Its Impact on Student Outcomes" (MacCormack et al, 2018). We apply this approach by the Association of College and University Educators (ACUE) here. The ACUE model introduces a range of outcomes for faculty professional development activities, from participant satisfaction and changes in practice to student outcomes assessment (grades) or institutional outcomes (retention and graduation). This approach satisfies recommendations in Hines (2017) that evaluation is comprehensive, uses multiple methods, and highest order for institutional

The ACUE model suggests six levels of outcomes, and we have indicated evaluation questions for each level (Table 3). The analysis that follows indicates the data sources used for this internal evaluation.

Table 3. ACUE's Framework Faculty Development Evaluation (MacCormack et al., 2018)

Level and Name	Question
1. Faculty Engagement	To what degree do faculty find the seminar relevant?
2. Faculty Learning	To what degree do faculty learn new teaching practice?
3. Faculty Implementation	To what degree do faculty implement new teaching practice?
4. Student Engagement	To what degree are students more motivated and engaged?
5. Student Outcomes	To what degree students are completing more courses, earning better grades, and demonstrating authentic indicators of learning?
6. Institutional Outcomes	To what degree are retention and graduation improved?

This evaluation pertains to the priority CTL activities associated in large part with the Strategic Plan. This includes ePortfolio Mini-grants and the following seminars (including full-, mini- or half-year formats): Inventing the Next Gen ePortfolio; Flipped Learning by Design; Global Learning & Culturally-relevant Pedagogy; Motivational Interviewing; Writing in the Disciplines; Urban Studies; and New Faculty Colloquium. We gave a modified survey in the longer New to College: Summer Intensive seminar.

Level 1 - Faculty Engagement: To what degree do faculty find the seminar relevant?
- Data Source: 2017-18 participation and CTL seminar satisfaction survey

At the most basic level, we ask participants in extended CTL activities such as mini-grants and seminars to share their impression of the usefulness or relevance of the activity to their teaching. The CTL added a question in 2017-18 to address general faculty engagement on a 4-point scale and collected results (Table 4). Overall, 66.2% (56 of 85 responses) rated the seminar "Extremely useful or relevant" to their teaching; another 24.2% (21 of 85) rated it "Useful." An additional question completed by participants in most seminars reveals that 97.5% (39 of 40) would recommend the seminar to colleagues.

Table 4. "Faculty Engagement" Responses from 2017-18 CTL Seminar or Mini-grant Participants

Survey Question	n	result
Q6. Please rate how useful or relevant this seminar was to your teaching: *(1) Not at All, (2) Somewhat Useful or Relevant, (3) Useful, (4) Extremely Useful or Relevant*	85	Avg. = 3.6/4
Q7. Would you recommend this seminar to your colleagues? Yes or No	40	Yes = 97.5%

Level 2 - Faculty Learning: To what degree do faculty learn new teaching practice?
- Data Source: 2014-15, 2015-16, 2016-17, 2017-18 CTL seminar satisfaction surveys

While we do not have a routine method of assessing faculty learning, the CTL seminar survey asks faculty an open-ended question to indicate their "most important" learning. Over the four years we collected this response, participants highlighted learning from other faculty (21.6%) and assignment design (15.4%) most often. While we expect responses to differ based on seminar content (e.g. ePortfolio or "Global Learning"), we are pleased to see that learning from other faculty—social learning—appeared most often, as this is a significant understanding that shapes our sustained seminar structure and models the pedagogy we hope to promote in LaGuardia classrooms (Table 5).

Table 5. 2014-18 CTL Seminar Surveys: Faculty Learning (grouped by categories)

Q1. What is the most important thing you learned in this seminar?	*n = 259*	*%*
Learning from other faculty; sharing ideas and feedback; faculty collaboration	56	21.6
Course learning competencies and assignment design	40	15.4
ePortfolio implementation	39	15.1
Student engagement and student learning	35	13.5
Pedagogy	24	9.3
Resources for faculty	18	6.9
Other responses (fewer than 15 each): Importance of writing, Cultural challenges and tactics, Global issues and awareness, Classroom conversation in difficult topics, Developing a learning community, Incorporating STEM identity, Democratic classroom management, etc.	47	18.1

Level 3 - Faculty Implementation: To what degree do faculty implement new teaching practice?
- Data Source: 2014-15, 2015-16, 2016-17, 2017-18 CTL seminar satisfaction surveys

Similar to the approach in Level 2, we ask faculty to self-report on their activities associated with CTL participation. Over the four years included here, we modified the second question on the CTL Survey:

- *2014-15, 2015-16 Q2*: How has taking part in this seminar affected your work?
- *2016-17, 2017-18 Q2*: Please briefly describe one or two things you've tried or will try in your course(s) based on what you've learned in the seminar.

We categorized and grouped results here from the 215 responses we received, including the top four categories (Table 6).

Table 6. 2014-18 CTL Seminar Surveys: Impact on Curriculum & Pedagogy (grouped by categories)

Q2. How has taking part in this seminar affected your work? or Please briefly describe one or two things you've tried or will try in your course(s) based on what you've learned in the seminar.	n = 215	%
Redesigned assignments or activities for student engagement, critical thinking, and reflection	77	35.8
Improved teaching practice by self-reflection, learning from colleagues, or applying lesson learned from the seminar	44	20.5
Implemented ePortfolio or digital technology/platform/communication in teaching course	33	15.3
Student engagement; providing students feedback; developing connection to student	23	10.7

In 2017-18, we added a new question to the CTL Seminar Survey in order to more accurately assess the faculty implementation outcome, resulting in the indicated outcomes from 40 respondents:

Q3. As a result of your participation in the seminar, did you develop or revise an assignment for one of your courses? If yes, did you implement in the course this year?

- 65.0% (26) "Have developed or revised an assignment and then implemented"
- 22.5% (9) "Have developed or revised an assignment but not yet implemented"
- 12.5% (5) "Haven't developed or revised an assignment therefore not implemented"

We might also measure faculty learning in CTL activities by surveying students. For example, one of the College's Core Competencies is Integrative Learning—the capacity to connect learning across disciplines over time and experiences, and to reflect on one's growth as a learner. CTL activities that support teaching the First Year Seminar emphasize incorporating Integrative Learning in course activities, especially those connected to students creating and building an ePortfolio, an activity supported significantly by trained Student Success Mentors who facilitate a weekly Studio Hour. A comprehensive end-of-semester survey asks FYS students to reflect on their learning in the course. For example, asked to rate a range of experiences in the course on a 4-point scale, more than 80 percent indicated that they "combined ideas from different courses" or connected ideas to "prior experiences or knowledge" (Table 7). Outcomes like these reinforce our impression that many faculty are indeed implementing the practices they explore through CTL-supported seminars.

Table 7. Fall 2017 FYS and Capstone Studio Hour Surveys

Please answer the following using this scale: (1) Never, (2) Sometimes, (3) Often, (4) Very Often			
	Very Often or Often		**Rating Average**
	#	**% (n = 2,337)**	**1-4**
In this course, about how often have you combined ideas from different courses when completing assignments?	1,881	80.5	3.13
In this course, about how often have you connected ideas from your courses to your prior experiences and knowledge?	2,029	86.8	3.29

- Data Source: *In Transit*/The Carnegie Seminar Report (2013).

LaGuardia is a national leader in promoting and supporting faculty engaged in the Scholarship of Teaching and Learning (SoTL), a rigorous classroom inquiry process that supports effective pedagogical practices and reinforces LaGuardia's identity as a "learning college." While the learning environment, administrative processes, and advisement structures are proven factors that support a "Guided Pathway" for college success (Bailey et al., 2015), classroom learning is at the core of a community college and LaGuardia's mission. Karen Stout of Achieving the Dream argues that the structural shifts in higher education that have emerged to further the national completion agenda must be accompanied by "an explicit focus on improving teaching and learning" (2018).

LaGuardia SoTL research and publication are powerful evidence of faculty implementation of teaching practices honed through CTL seminars and mini-grants, and in 2013, Center staff surveyed published authors from our in-house journal. The CTL published the first volume of *In Transit: LaGuardia's Journal on the Scholarship of Teaching and Learning* (IT) in 2005. In its introduction, senior editors Professor Gail Green-Anderson (English) and then-director Bret Eynon identified the journal's framing perspective: "to represent LaGuardia's vibrant diversity of pedagogical approach and student demographics, strengthen recognition of teaching, and cultivate writers for in-house and external publication." In 2008, the journal began to change as a result of several forces, including the addition of in-house peer readers and then-VP Peter Katopes's emphasis on external publication. Since then, *In Transit* articles have aimed for peer-reviewed publication, and we have seen increases. Writers surveyed for the 2013 report cited publication in *In Transit* as the foundation for external presentations and publications.

Outcomes from a survey of 44 authors[1] published in IT from 2008 to 2012 include the following:

- 17 articles by 18 faculty authors were published in peer reviewed journals, representing 74% of all articles submitted for external publication and 41% of the authors of *IT* chapters.
- 61% of those who published in peer reviewed journals were either assistant professors or in the lecturer series when we published their article in *In Transit*, indicative of the support provided to faculty in the initial stages of scholarly work and advancement towards promotion and tenure.
- 67% of those surveyed included their *In Transit* article in their annual evaluations. The remaining 33% either did not respond or noted that the question was not applicable for them (they already had tenure, were not seeking promotion, or were no longer at LaGuardia).

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[1] 43 of 44 authors responded to the survey, a 98% response rate. The one who did not respond left LaGuardia.

Level 4 - Student Engagement: To what degree are students more motivated and engaged?
- Data Source: 2015-18 Student course surveys and LaGuardia CCSSE

Moving up the ACUE levels of evaluation, we turn to indirect measures as indicated by students' responses to questions that assess their engagement. Our work in first-year activities and the alignment of Academic and Student Affairs have been significant LaGuardia priorities over the past four years, as evidenced in the Strategic Plan and supported with significant federal grant-funding.

For many years, CUNY Central administered the Community College Survey of Student Engagement (CCSSE) in order to evaluate students' perceptions of their college experience. With approval from the CCSSE administrators at The University of Texas - Austin, we incorporated some of the questions that we felt were most relevant for students participating in First Year Seminar and Capstone Studio Hours. We asked students to reflect on the course considering several CCSSE questions, with the goal of comparing their responses to all LaGuardia student CCSSE responses.

CUNY had been administering CCSSE bi-annually, but discontinued its use in favor of a CUNY-designed tool. We report our CTL student engagement outcomes for the most recent three years here compared with LaGuardia data (2015-16 only) and national averages for the three academic years encompassing 2015-2018 (Table 8). Results indicate that 88.2% of students (11,635 of 13,189) in FYS and courses taught by the seminar participants responded that their work in the course has emphasized synthesizing and organizing ideas, information or experiences in new ways, compared with 73.4% (801 of 1,091) in 15/16 LAG CCSSE. 87.4% of students (11,520 or 13,186) in FYS and courses taught by the seminar participants responded that their experience in the course contributed to their knowledge, skills, and personal development in understanding themselves, compared with 66.9% (730 of 1091) in 15/16 LAG CCSSE. A comparison with data reported on the CCSSE website for these questions reveals that student responses are higher for both CTL sub-groups and All LaGuardia students than the national averages.

Table 8. "CTL" and All LaGuardia comparisons of CC Survey of Student Engagement

CCSSE Questions	AY	All LaGuardia Students			FYS + CAP + All Seminars		
		Relative Frequency	# of responses	total responses	Relative Frequency	# of responses	total responses
How much has your work in this course emphasized synthesizing and organizing ideas, information, or experiences in new ways?	15/16	73.4%	801	1,091	87.2%	3,957	4,537
	16/17	Not Available			89.4%	3,860	4,318
	17/18	Not Available			88.1%	3,818	4,334
Average % & Total n for All 3 AYs			801		88.2%	11,635	13,189

CCSSE Questions	AY	All LaGuardia Students			FYS + CAP + All Seminars		
How much has your experience in this course contributed to your knowledge, skills, and personal development in understanding yourself?	15/16	66.9%	730	1,091	86.4%	3,921	4,537
	16/17	Not Available			89.2%	3,848	4,316
	17/18	Not Available			86.6%	3,751	4,333
Average % & Total n for All 3 AYs			730		87.4%	11,520	13,186

- Data Source: Fall 2016 FYS Student course surveys

An additional measure of student engagement with ePortfolio demonstrates the impact on students' growth as learners. The Fall 2016 cohort of FYS students who completed the course survey indicated the following: 81.7% "Strongly Agreed" or "Agreed" that "Building my ePortfolio helped me to make connections between ideas. 83.0% responded similarly to the statement, "As I built my ePortfolio, I saw that the skills and knowledge I developed in one course helps me succeed in other courses." In addition, presented with the statements, "Using ePortfolio has allowed me to be more aware of my growth and development as a learner," and "Building my ePortfolio helped me succeed as a student," 84.4% and 77.3% of respondents, respectively, chose "Strongly Agree" or "Agree."

Level 5 - Student Outcomes**:** To what degree students are completing more courses, earning better grades, and demonstrating authentic indicators of learning?
- Data Source: 2015-16 and 2016-17 USDOE Perkins grant (VTEA/CTEA)

Absent the aid of experimental methodologies, it is challenging to demonstrate causal relationships between educational programming support and student outcomes. Many internal and external factors contribute to a student's capabilities and capacities to learn. However, given the scale of our efforts at LaGuardia—our significant student success initiatives are often college-wide undertakings—and the opportunities afforded our work by the College's investment in closing opportunity gaps, the CTL has worked with Institutional Research staff to implement an evaluation model that compares student outcomes in courses taught by CTL participants with outcomes from students whose instructors did not participate. The correlation has been impressive. For example, reporting on the **2016–2017** Carl D. Perkins (VTEA) grant, the Office of Institutional Research found that students in courses taught by faculty participating in the Connected Learning seminar had **pass rates and next-semester retention rates that were 19.6 and 7.1 percentage points higher**, respectively, than students in other sections of the same courses. Students in courses taught by faculty participating in the CTL seminars in Academic Year of 2015-16 and 2016-17 combined had **course completion rate 7.6 percentage points higher**, **pass rates with grade C or above 3.9 percentage points higher, and next-semester retention rates 1.6 percentage points higher** than students in other sections of the same courses.

In order to investigate these outcomes more carefully, we would look to employ quasi-experimental design (QED) methodologies to compare students with similar measurable characteristics, such as previous academic achievement, family income, age, gender, etc. Qualitative studies would also help us identify the relationship between CTL-supported activities and classroom implementation.

Level 6 - Institutional Outcomes**:** To what degree are retention and graduation improved?
- Data Source: 2016-17 *Project Completa* (USDOE First in the World grant)

In spring of 2019, CUNY reported recent graduation results as part of the University's performance management process (PMP). LaGuardia showed great gains in three-year graduation rates over five cohorts (Table 9). According to the executive summary shared with the College community, "[t]he report shows that LaGuardia is outperforming all other CUNY community colleges in many significant categories. This can be directly attributed to the effort, commitment and transformative work performed on a daily basis by LaGuardia's dedicated faculty and staff in our College-wide strategic initiatives and much more, i.e., Advisement 2.0, First Year Experience and 30 Credit Momentum." CTL

has supported many of these college-wide student success initiatives in significant ways, including accelerated math courses, tiered advisement, learning communities, and outcomes assessment.

Table 9. Earning a Degree: Three-year graduation rate of
associate full-time first-time freshmen (completed at college of entry)

LaGuardia	16.3	20.0	22.0	22.8	26.9
CUNY Community College Average	16.8	21.0	21.9	22.4	25.3

LaGuardia's First Year Seminars (FYS) are a recent initiative designed and implemented at scale. Taking a credit-bearing courses in ten disciplines, FYS students use ePortfolios to engage in self-assessment, educational planning and career exploration, considering their values and building purposeful identity as learners and professionals. As they progress, their ePortfolios make the Guided Pathway visible to faculty, advising staff, and, most importantly, to students themselves.

The design and scaling of FYS is funded by a First in the World grant from the U.S. Department of Education. A quasi-experimental design study has evaluated the impact of the model on student success. In 2017, our outside evaluator shared the following outcomes in her annual report:

> FYS students exhibited higher means on outcomes than their non-FYS peers in the same majors across retention, cumulative GPA, and cumulative credits. Gains in retention for FYS students were particularly striking: a 15 percentage point gain in next-semester retention, and a 12 percentage point gain in one-year retention, both with high significance (p <.001) and strong effect size. Across all measures, differences persisted over time, up to three semesters after the initial FYS semester (i.e., treatment semester). This suggests that the connections students are making in the FYS course through development of ePortfolios, introduction to their chosen major, team-based and peer advising, development of an education plan, and co-curricular experiences are profound, and persist across multiple semesters.

Outcomes Assessment
- Data Source: 2017-18 Benchmark Reading Scores

Learning assessment is a significant focus at the College, and LaGuardia has drawn accolades from NILOA and the American Association of Colleges and Universities (AAC&U) for its demonstrated ability to use ePortfolio-based outcomes assessment to help faculty make changes that improve student learning (Provezis, 2012). Since 2002, LaGuardia has steadily built broad faculty engagement with an assessment process centered on a common set of outcomes addressed in both General Education courses and key courses in the majors. Assessing authentic student artifacts deposited in the Digication platform, faculty engage in an inquiry process shown to support effective changes in curriculum and pedagogy (Arcario, Eynon, et al., 2013). In 2012, the Middle States Commission on Higher Education commended LaGuardia for exemplary work in building broad faculty engagement in outcomes assessment.

In 2013-15, LaGuardia built on this work by engaging more than 200 faculty, staff and students in developing an updated set of *Core Competencies and Communication Abilities*, designed to fit with CUNY Gen Ed standards, advance higher order thinking, and promote life-long learning and job-readiness. Building on the AAC&U's VALUE rubrics, nearly 100 faculty helped to develop and test rubrics for this

Competency framework. LaGuardia's new Competencies and Abilities are embedded in the curriculum of all required core Gen Ed courses and crucial courses in every major. They serve as touchstones in our college-wide effort to addresses major, interlocking goals:
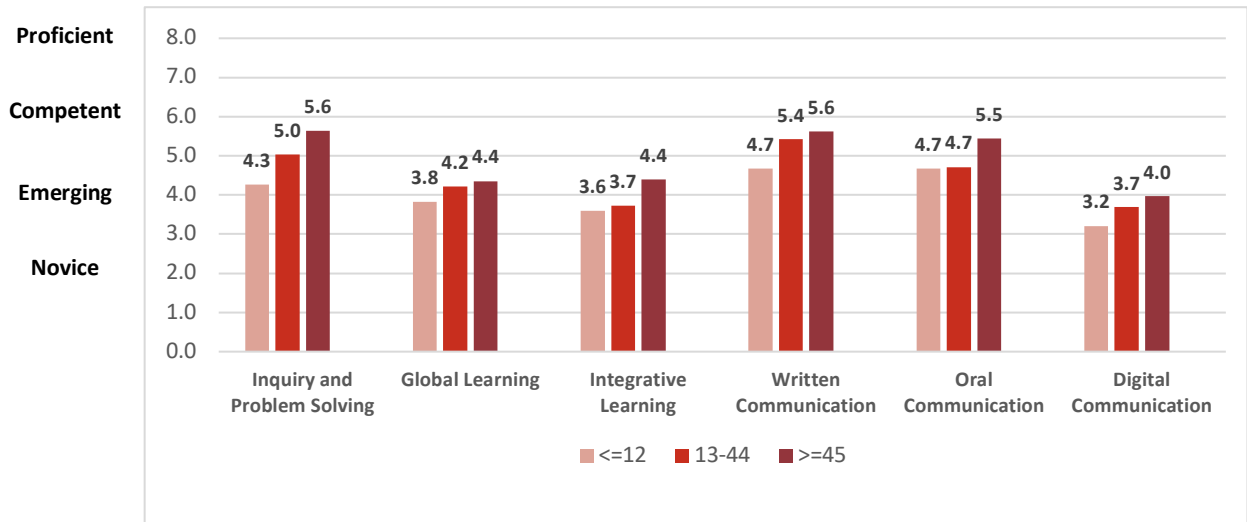
1. Actively engage faculty and staff in continuous improvement efforts focused on student learning.
2. Strengthen teaching and learning practice, helping to better prepare students with 21st century skills for success in advanced education and careers.
3. Strengthen Periodic Program Review (PPR) and the assessment of General Education, supporting the accreditation of the College and professional programs.

As reported in the University in LaGuardia's 2017-18 Strategic Plan Focus Area Goals, "LaGuardia's Assessment Leadership Team (ALT) led efforts by hundreds of faculty to strengthen assessment of student learning outcomes, positioning LaGuardia as the CUNY leader and a national model in assessment that 'closes the loop.'" The CTL plays a central role in supporting program efforts to design assignments that scaffold students' development of the Core Competencies and Communication Abilities our faculty choose to shape general education outcomes and connect and guide student learning across key courses in all majors. Through mini-grants, CTL seminars, and assignment charrettes, CTL staff support the assignment design, implementation, and reflection process. Our team also supports our ePortfolio-based assessment process, guiding the deposit and scoring of thousands of student artifacts that represent their authentic learning across our three Core Competencies (Inquiry & Problem Solving, Global Learning, Integrative Learning) and the three Communication Abilities (Written, Oral, and Digital). In 2017-18, CTL supported work by 63 faculty on 15 mini-grant teams, who used "assignment charrettes" to develop and then pilot redesigned curriculum aligned with the Core Competencies and Abilities. Forty-five additional faculty participated in Global Learning seminars; 26 participated in seminars related to Integrative Learning and Digital Communication.

Working with IT, IR, the ePortfolio team and faculty college-wide, CTL staff—as part of the College's Assessment Leadership Team—gathered more student artifacts than ever before: student deposits for assessment increased by 17.7%, from 26,580 (Fall 2016) to 31,287 (Fall 2017). We drew from this large body of data to sample 3,319 artifacts for Benchmark readings, and helped design and lead norming and reading processes that engaged more than 110 faculty and staff in careful review and discussion. This allowed ALT to provide program-specific data for any program that requested it, a breakthrough in making assessment data useful to faculty leading our programs—and in preparing for Middle States. 2017-18 Benchmark Reading scores revealed several notable trends. First, artifacts identified as "not scorable" because of a lack of alignment with the relevant rubric (an "88") dropped 10 percentage points to 20%. This suggests that mini-grants and seminars are helping faculty become more familiar with the Core Competencies and Abilities, increasing their ability to design relevant and effective assignments to build student learning.
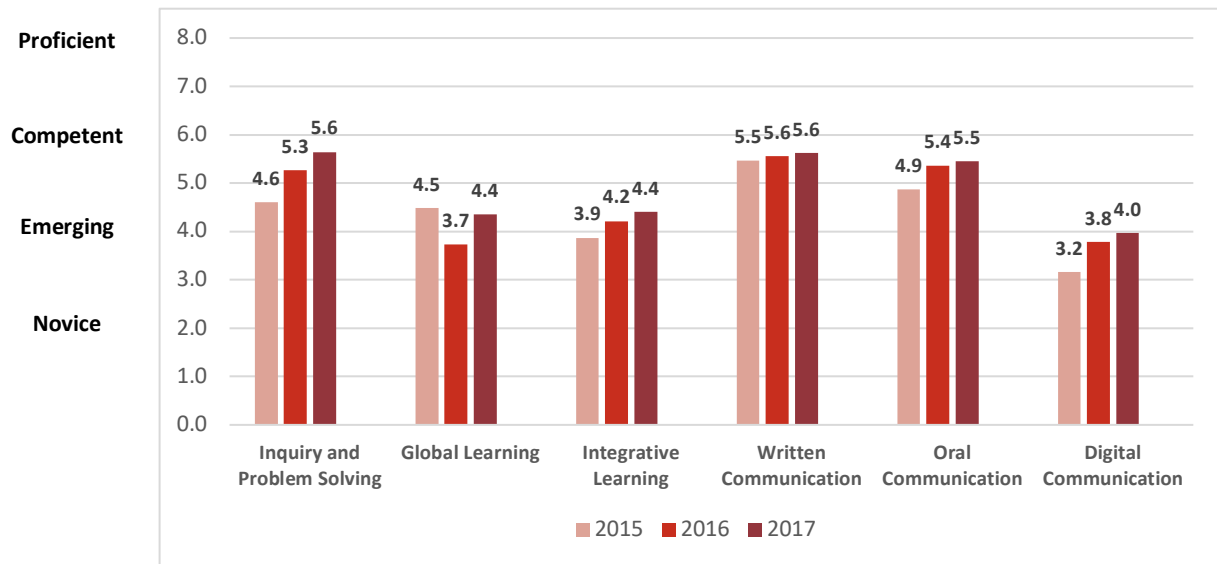
Of equal importance, the data show that, across the College, students make measureable progress in learning as they advance through their coursework, scoring progressively higher on all the College's Gen Ed Core Competencies and Abilities. For example, the mean score for artifacts submitted for Inquiry and Problem Solving rose from 4.27 for students with under 12 credits to 5.04 for students with between 13 and 44 credits, and 5.64 for students with over 45 credits (Table 10). As the College has designated a college-wide mean score of 6 as its goal, this score suggests steady growth approaching the goal.

Table 10. 2017-18 Benchmark Reading Scores by Credits Completed

The data also reveal measurable college-wide improvement on all Competencies and Abilities when compared to 2015-16 and 2016-17 data, when faculty were just starting to work with the new competencies and abilities. We represent this here as further evidence of increased faculty familiarity and skill in addressing these 21st Century learning goals (Table 11).

**Table 11. Benchmark Reading 3-year Trends for 45+ Credits Buckets
2015-16, 2016-17, 2017-18**

The most important use of learning outcomes data is formative in nature. Three years into the implementation of the new Competencies and Abilities, programs are using these data to inform their Periodic Program Reports, Program Learning Outcomes, and mini-grant activities. CTL used these data to plan the 2018-19 seminars and mini-grants, designed to further advance student learning and success college-wide, especially in the areas of Global and Integrative Learning, and Digital Communication.

Peer Programs

The CTL oversees several large peer mentoring programs that employ more than 130 LaGuardia students and alumni now enrolled at four-year CUNYs. These programs—Peer Advisor Academy (PAs), Student Success Mentors (SSMs), Student Technology Mentors (STMs)—have different structures and goals, as well as diverse histories, but each is predicated on the understanding that near-peers provide valuable insights and guidance for students that full-time staff cannot. They are more nimble and adept at connecting with students in ways that promote engagement and support students in mastering key components of a LaGuardia academic experience, e.g. digital tools, the college environment, resources.

We design training in CTL peer mentor programs around a leadership and professional development agenda that strives to develop this unique part-time staff into strong student leaders. Their own academic success is a primary priority, and we assess peer mentors' outcomes in order to improve our operations. To that end, we look at their own successes, setting a benchmark that demonstrates retention and graduation rates above 90% for students who complete at least one semester of employment in a CTL peer mentor position.

For the cohort of peers (STMs, SSMs, PAs) who started in one of these three peer mentor roles in Fall 2016, we saw high retention and graduation rates: 92.8% retention/graduation rate for SSMs & 100% for PAs starting in role in Fall 2016 (through Spring 2018). A 93.3% retention/graduation rate for STMs starting in role in Fall 2016 (through Spring 2018).

Discussion

Given the scope and scale of College activity supported by staff in the Center for Teaching and Learning, it is difficult to emphasize the collective impact of these efforts. But the indications here are helpful for considering how CTL might implement a strong evaluation plan that creates uniformity across processes and that, ultimately, helps us gauge our progress on the goals of individual projects and activities as they relate to LaGuardia's Strategic Goals and priorities. Moreover, given the extraordinary pace of activities CTL supports, great effort goes into ensuring that effective systems and processes are in place to coordinate, communicate, and document what we do, how we do it, and why this work is important to the College's goals. To be clear, the Center is not always the lead organization for the programs and activities indicated herein; however, the balance of administrative, pedagogical, and scholarly knowledge the staff brings to these efforts is a significant factor toward achieving positive outcomes.

By multiple measures, the Center is fulfilling its mission to improve student and institutional outcomes. It benefits the faculty who participate in seminars, who assume leadership roles in Center-supported programs and initiatives, and who present at conferences and publish about their CTL activities as scholars. Averaging approximately 400 "unduplicated" participants each year, CTL-supported activities contribute broadly to professional learning across the College, learning that translates, as indicated here, to student growth and success. As the field of faculty development pushes to find new ways to document the impact of its work, we must also consider qualitative methods that help explain the impact of these efforts. To that end, a recent dissertation (Krug, 2018) from a doctoral candidate at The University of California – Los Angeles, presented a case study conducted with LaGuardia faculty and administrators about the role of the CTL at the College. The author chose LaGuardia because of the impact the College has made on narrowing gaps in educational attainment for students of color. Notable take-aways included the perception of faculty interviewed (participants and non-participants in CTL activities) that the CTL aligned well with the mission and provided opportunities to develop pedagogy,

interact with colleagues across departments, and engage in leadership activities when asked. The Center was considered an asset to the institution and closely-aligned with the College's mission. At the same time, participants suggested areas for improvement, which are included in the section that follows.

Next Steps

We're looking back and referencing data collected for a variety of purposes. Going forward, we will link some of the ACUE levels of data collection with specific Strategic Plan goals to create better alignment. We must also consider that resources that have supported some of our most sophisticated analyses, such as the quasi-experimental study funded through *Project Completa*, will not be available after the final year of that grant.

Our priorities over the next five years include the following:

- ✓ Improve data collection, especially seminar and mini-grant survey completion.
- ✓ Implement a CTL participants survey and Needs Assessment
- ✓ Consider incorporating the "Evaluating Centers for Teaching and Learning: A Field-Tested Model" (Hines, 2017) to strengthen seminar design, development, and implementation.
- ✓ Investigate if faculty participants in 2017-18 or 2018-19 CTL seminars are using or intend to use an assignment, activity, pedagogical practice or tool they developed or worked with in the indicated seminar.
- ✓ Write yearly reports for each CTL seminar to be posted on the revised CTL website.
- ✓ Implement strategies and processes to broaden the participation of more diverse faculty in CTL leadership roles.
- ✓ Complete the next *In Transit*/Carnegie Seminar report with updated publication information and feedback from participant surveys.

Citations

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Bringing Global Learning and Culturally Relevant Pedagogy to Your Classes

Participants explore how to utilize culturally relevant pedagogy to build upon the global knowledge students and faculty at "the world's community college" already possess. These explorations will enrich our understanding of what global learning means in different disciplines. Participants will build on these intertwined aspects to create and revise assignments that effectively address various dimensions of the Global Learning competency and rubric.

Carnegie Seminar on the Scholarship of Teaching and Learning

The Carnegie Seminar invites faculty from across the disciplines to participate in a community of dialogue and inquiry committed to evidence-based pedagogy. The three-semester seminar reflects LaGuardia's commitment to a scholarly approach to teaching and learning, supporting systematic investigation into disciplinary-specific teaching practices such as: What is it that I want learners to know about our discipline? How do I design for learning how to think like a scientist, an historian, a literary critic, a philosopher? What is my evidence for arguing the effectiveness of various teaching approaches? How do I know my students have learned?

Faculty Scholars Publication Workshop

In this year-long 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.

NEW! Flipped Learning by Design

By introducing students to course content outside of the classroom, and using class time to practice working with the concepts they are learning, flipped learning facilitates students learning actively. This will be a "flipped seminar," modeling the methodology we'll be using with our students. We'll use the flipped approach to design discipline-specific learning activities that deepen student engagement, help students to learn at their own pace, and provide instructors with feedback tools to address students' challenges responsively and effectively.

NEW! From Practitioner to Academician

The Practitioner to Academician seminar aims to assist "practice educators" gain an understanding of the pedagogical strategies of teaching and learning in the disciplines. Considered are factors that both support and hinder professionals as they transition to the professoriate. For example, topics may include collegiality, campus contributions, pedagogical strategies for at risk students, scholarship, and guides to publishing.

Inquiry and Problem-Solving in STEM

Course coordinators and other interested faculty from STEM disciplines will discuss ways to scaffold curricula to ensure that all students engage in active learning processes. We will review assignments and syllabi to ensure the incorporation of inquiry and problem solving activities across STEM departments, and consider implications for curricular revision, and modification or amplification of articulation agreements.

NEW! Inventing the Next Generation ePortfolio

LaGuardia faculty, students, and staff have begun working together to re-invent ePortfolio practice: rather than ask students to build a new ePortfolio in class after class, we invite students to build a primary, or core, ePortfolio they can use throughout their LaGuardia journey. We have begun the work in our First Year Seminar (FYS) courses. Through this shift, we hope to leverage the power of the ePortfolio more effectively to connect different parts of the student learning experience, as well as to collect rich artifacts of students' growth as learners over time.

NEW! Language across the Curriculum Mini-Seminar
Faculty who teach at LaGuardia, in all programs and departments, will inevitably have students in classes who do not speak English as their dominant language. Seminar participants will explore characteristics of academic language in various fields and be introduced to strategies to help students develop academic language proficiency.

Learning Matters Mini-Grants: Strengthening Assignment Development & Programmatic Benchmark Readings
The CTL is offering Mini-Grants of up to $7,500 to support program-led efforts to strengthen the integration of Core Competencies and Communication Abilities into courses and curricula. Program faculty (or teams of faculty teaching courses designated for depositing) who wish to apply should develop a year-long plan to design, test, and disseminate assignments that encourage the development of students' Core Competencies and Abilities.

NEW! Learning Matters: The Pedagogy of the Digital Communication Ability
How will students communicate with power and fluency using new and evolving media and genres? Grounded in the Digital Communications Ability, the seminar encourages new practices for assignment design and classroom activities that help students communicate with purpose using multi-media.

NEW! Liberal Arts and STEM Clusters and Pairs
Learning Communities (clusters and pairs) are a key component of the Liberal Arts curriculum. In this seminar, we provide a forum for faculty teaching in clusters and pairs to work with one another to develop themes, assignments, and activities to enhance integrative learning. As co-curriculars are an important component in the First Year Experience, this seminar will also support field trips.

Motivational Interviewing
MI is a communication approach that can be used to support students in getting motivated and focused on developing the skills they need to be successful in achieving their academic, career, and life goals. It 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 proposed mini-seminar will help faculty participants both learn about and practice 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.

New to College: Summer and Beyond
The first year of college has emerged as a critical juncture for building student success. To meet this challenge, LaGuardia has launched the First Year Seminar (FYS). Linking an introduction to the major with advisement and an orientation to college learning, the FYS cultivates an integrative pedagogy addressing not only cognitive academic abilities, but also co-curricular experience and affective dimensions of learning. ePortfolio practice is a central element in the course design as well, and while participants need not have extensive ePortfolio experience, willingness to learn about integrative ePortfolio practice will be critical to success.

New to College Mini-Seminars: Two Opportunities
To support ongoing learning and exchange among First Year Seminar faculty, the CTL offers two Mini-Seminars: (1) New to College Refresher (offered Fall I 2017) and (2) ePortfolio and Identity Development in the FYS and Beyond (offered Spring 1, 2018). Each Mini-Seminar will consist of three sessions. To be eligible, faculty must have successfully completed a New to College seminar. Faculty can apply to take part in one or more Mini-Seminars.

New Faculty Colloquium
In a year-long orientation to teaching and learning at LaGuardia, new full-time faculty work with CTL and senior colleagues to learn about their new professional environment. Participants learn from each other and colleagues about LaGuardia's students, college-wide initiatives, opportunities, and pedagogical strategies proven to be effective at LaGuardia. The Colloquium is a setting where new faculty can form friendships that carry into future endeavors. Colloquium activities include introductions to key processes, resources, and information that will help new faculty successfully navigate their first year at the college and set the stage for a successful LaGuardia career.

Teaching the City: Urban Studies at LaGuardia
Dedicated to experiential and global learning, Urban Studies is an interdisciplinary program that reaches every student at LaGuardia. Seminar participants will learn about the program and its mission while designing and refining syllabi and assignments that embody the goals of experiential learning that makes the city the classroom, and engage with global learning that draws on an understanding of comparisons, networks, and systems.

Transfer Advising Mini-Seminar and Workshop: Spring 2018
In conjunction with a day-long workshop introducing faculty to articulation, curriculum, and registration through the lens of transfer, faculty in this 3-session mini-seminar will develop teaching and mentoring strategies to support students as they prepare to graduate from LaGuardia. Participants will also use their knowledge to help design a program-specific tips sheet for colleagues and support staff involved with the transfer process - all with the goal of helping our students succeed.

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.

NEW! Faculty Grant Awards supported by CTL
Enriching Latin American Studies at LaGuardia (National Endowment for the Humanities: Fernandez, Fulton, Hernandez, Tally)
Latin America's contributions to global history and culture are rich and varied. This seminar will highlight those contributions and thus strengthen LaGuardia's commitment to global learning. Faculty who are interested in enhancing the teaching and learning of Latin American history and culture at LaGuardia are invited to apply to the first year of a project designed to increase awareness of this important region on campus. The seminar will focus on developing course syllabi and assignments that enhance awareness of Latin America's place in global culture and history. The seminar will explore diverse traditions in art, music, film, literature, and sociopolitical theory, as well as the historical events that shaped them. The interdisciplinary nature of the seminar will thus address two of our main institutional competencies (global and integrative learning).

Learning for a Connected World: Curricular Redesign in International Studies
LaGuardia's Global Learning competency aims to prepare students to become knowledgeable, empathetic, and ethically aware world citizens and to develop the skills necessary to excel in today's global economy. LaGuardia's interdisciplinary International Studies (IS) option includes coursework that pursues these learning goals in social science, language, and humanities areas. To deepen this curricular base for global learning, we invite applications for a two-semester professional development seminar from faculty teaching IS courses who want to help redesign, strengthen, and grow the IS program. The work carried out in this seminar will strengthen global learning and lay the foundation for converting the IS option into a stand-alone major while preparing students for transfer to CUNY baccalaureate programs in areas such as international relations, cultural studies, and others.

Meanings of War: Its Technologies and Aftermaths (National Endowment for the Humanities: Miller, Stubbs)
This seminar brings together Liberal Arts faculty with a view toward developing curricula in conversation with one another and in relation to readings and visiting speakers around the theme of war and conflict. Participants will consider questions surrounding perceptions of war and the relationship between technology and war, examine how war has been understood, explore the philosophical questions that war evokes, and discuss how evolving technologies of war shift these perceptions. The seminar will be supplemented by discussions with Chris Hedges (Pulitzer Prize winning journalist) and Dr. Lisa Stampnitzky (Department of Politics, Sheffield University).