

Making Connections

A CUNY
General Education
Conference
on
Integrative Learning

May 6, 2005

LaGuardia Community College



Acknowledgements

The Making Connections Conference at LaGuardia Community College would not have been possible without the contributions of many people. We would like to express our gratitude to:

- Selma Botman, CUNY Executive Vice Chancellor for Academic Affairs; Judith Summerfield, University Dean for Undergraduate Education; and The CUNY Task Force on General Education, the catalysts for a multi-year CUNY-wide project aimed at exploring and improving undergraduate education;
- President Gail Mellow; Vice President for Academic Affairs John Bihn; and Paul Arcario, Dean for Academic Affairs, for the support and leadership they provide at LaGuardia Community College;
- The leaders of the National Integrative Learning Project (Pat Hutchings and Mary Huber of the Carnegie Foundation for the Advancement of Teaching and Andrea Lesko of the Association of American Colleges and Universities) for their guidance; and all members of the national Project for their creativity and collegiality;
- Lee Knefelkamp and the conference presenters for their commitment to sharing with their colleagues the pleasures and challenges of learning; the participants of the CUNY Research Seminar on Integrative Learning for aiming high and shaping our knowledge and practice; and Crys Benedicks, Office of Undergraduate Education, for her ready response to the needs of the conference organizers;
- Support services at the Grad Center, and all of our colleagues at the College, with special thanks to Support Services, the Print Center, Media Services, the Registrar's Office, Student Life, Buildings and Grounds, IT, Security, Marketing and Communications, and College and Community Relations, for invaluable technical and logistical assistance;
- The staff of the Center for Teaching and Learning (particularly Michele Piso, Conference Coordinator, Ros Orgel, Assistant Director, and Priscilla Stadler, Instructional Designer) for practical support and demonstrating on a daily basis the camaraderie, spirited and smart, of humane collaboration.

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Friday May 6, 2005
LaGuardia Community College, CUNY
Little Theater, Main Building

Agenda

- 8:30 am - 9:00 am Registration and Coffee
Little Theater Lobby
- 9:00 am - 10:45 am Welcome
Dr. Gail Mellow, President
LaGuardia Community College
- Opening Remarks
Dr. Selma Botman, CUNY Executive Vice Chancellor for
Academic Affairs
- Dr. Mary Huber, Senior Scholar and Director of the Inte-
grative Learning Project, Carnegie Foundation
- Keynote Address
"Integrated Learning, Integrated Lives"
- Dr. Lee Knepfelkamp, Professor, Columbia University;
Senior Fellow, Association of American Colleges and
Universities
- 11:00am - 12:15pm Concurrent Workshops Session I
- 12:15pm - 1:15pm Lunch at the Poolside Café
E Building
- 1:30pm – 2:45pm Concurrent Workshops Session II
- 3:00 pm - 4:00 pm Reflective Conversation with Lee Knepfelkamp,
Judith Summerfield and Bret Eynon
E-500

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Workshop Session I 11:00 am - 12:15 pm

Presentation

Making the GenEd Connection: Managing the First Semester for Freshmen and Transfers at Lehman College

M-137

The premise of our workshop is that the first-semester challenges for both freshmen and transfer students that we face at Lehman are not unique, but are shared by other CUNY colleges. We will present this challenge as we have experienced it, and share our on-going and proposed solutions. We will invite participants at the workshop to share their own experience of the first-semester opportunities at their colleges, to describe their own approaches, and to comment on ours.

Robert Whittaker, Professor and General Education Coordinator; **Lynne Van Voorhis**, Assistant Dean for Transfer, Summer and Weekend Programs; **Steve Wyckoff**, Director of English Composition and the Freshman Year Initiative, -- all of Lehman College

Presentation

Exploring ePortfolios at LaGuardia Community College: Digital Tools for Student Learning and Educational Change

E-501

LaGuardia is in the third year of an ePortfolio project designed to help students deepen and integrate their learning and support new approaches to program assessment. Working this year with 80 faculty and 2,000 students, the program is drawing international attention and praise. This session will set LaGuardia's ePortfolio work in the context of emerging best practice nationwide and highlight reports from faculty and students on their experience with ePortfolio.

Max Rodriguez, Professor, Humanities; **Maureen Doyle**, Associate Professor, Natural and Applied Sciences; **Michael Rodriguez**, Assistant Professor, Humanities; **Nakiso Maodza**, ePortfolio Director; and **Sandra Rios Montoya**, New Media Studies Major, -- all of LaGuardia Community College

Panel Discussion

The Shared Assignment: Faculty Collaboration in Freshman Year Learning Communities at Kingsborough Community College

E-353

This session will provide an overview of the structure of the various learning communities at KCC and a brief account of factors that work against achieving the goal of intellectual integration -- and ways we've tried to address them. We will then share the text of our "intervention" in the Summer/Winter Collaboration Project and the policies of its implementation. After this framing, a faculty pair that participated in the project will present both an account of

the evolution of their jointly developed course and the fruit of their collaboration: an introduction to sociology course based on utopias/dystopias both fictional and real.

Marcia Babbitt, **Ann Del Principe**, **Kate Garretson**, **Susan Lachman**, **Rebecca Mlynarczyk**, Learning Community Coordinators and Faculty, -- all of Kingsborough Community College

Panel Discussion

The Feit Interdisciplinary Seminars in the Humanities, Baruch College

M-161

Baruch's team-taught Feit Seminars focus on integrative themes not available in the standard college curriculum. The panelists will reflect on the challenges and rewards of interdisciplinary teaching and learning.

Paula Berggren, Professor, English, Director of the Feit Interdisciplinary Seminar Program; **Myrna Chase**, Dean of the Weissman School of Arts and Sciences; **Carol Berkin**, Professor, History; **John Wahlert**, Professor, Biology; **Dan Koifman**, Ad Hoc Liberal Arts Major, -- all of Baruch College

Presentation

Teaching Critical Thinking in the Disciplines, LaGuardia Community College

M-106

Teaching college students to think and use language in sophisticated ways has become a concern of national significance. This interactive session will explore the emerging field of Critical Thinking, and explain how teaching for critical thinking embodies a total approach to education that encourages faculty to re-conceptualize their approach to teaching in order to transform students from absorbers of information to active constructors of knowledge.

John Chaffee, Professor and Coordinator, Philosophy and Critical Thinking, LaGuardia Community College

Discussion Session

Making Meaning from Meaning Making: What We're Learning about Student Learning through Multimedia Projects across Disciplines, Borough of Manhattan Community College

E-229

Using a digital portfolio that documents our collaborative investigation of students' work in our English and Early Childhood Education classes, this session will explore how various disciplinary perspectives can inform our teaching and subsequently better enable students to integrate what they learn in a range of disciplines.

Joseph Ugoretz, Director of Teaching and Learning with Technology and Associate Professor of English; **Rachel Theilheimer**, Professor, Early Childhood Education and Chair of the Teacher Education Department, Borough of Manhattan Community College

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Panel Discussion

A Community of Learning Communities Part I: History and Theory, LaGuardia Community College

E-225

How do students learn best? In this session, learning community leaders at LaGuardia Community College discuss the history and effectiveness of learning communities at the college and the ways in which learning communities have shaped what learning means at LaGuardia. The session will also address the emerging First Year Academy structure, LaGuardia's current project for the Carnegie Foundation/AAC & U Integrated Learning Project. Finally, the session will show the way in which ePortfolios serve as a nexus for student integrated learning.

Nancy Gross, Lecturer, ESL; **Phyllis van Slyck**, Professor, English; **J. Elizabeth Clark**, Associate Professor, English; **C. Jason Smith**, Professor of English, -- all of LaGuardia Community College

Presentation

Reading, Learning and Thinking across the Disciplines, Bronx Community College

M-110

"The Reading, Learning, and Thinking Seminars" at Bronx Community College is a faculty development program that emphasizes using interactive reading and writing strategies in teaching across the curriculum. The goal is to help students become self-regulated learners. The faculty development program will be described, and three participants from different content areas will share their investigations into their own teaching and the effect of using new strategies on student learning.

Harriet Shenkman, Director, Center for Teaching Excellence; **Tracey Ryan**, Professor, Social Sciences; **Joseph Todaro**, Professor, Education and Reading; **Gilbert Marzan**, Professor, Social Sciences, -- all of Bronx Community College

Presentation

Towards a Helix Model of Integrative Learning: Collaborating with Career and Professional Programs to Create a Progressive/Recursive Cornerstone to Capstone Structure for the Queensborough General Education Curriculum

E-345

Articulation between two-year and four-year units of CUNY has from the first been an imperative of the CUNY Gen Ed Initiative. Queensborough and Queens early planned a program in which QCC students planning to transfer to Queens would take courses similar to those taken by Queens students. Faculty from across the curriculum participating in the QCC GenEd Initiative will present what has

become an effort to create a coherent cornerstone to capstone program for Liberal Arts students based on totally unexpected models.

Linda Stanley, Professor, English; **Margaret Reilly**, Associate Professor, Nursing; **Anita Ferdenzi**, Associate Professor, Education; **Paul Marchese**, Assistant Professor, Laser and Fiber Optics; **Michael Roggow**, CUE Director, -- all of Queensborough Community College

Discussion Session

Peers - Creating an Interactive Engaging Urban Campus, John Jay College of Criminal Justice

E-354

The challenge in the first year is to connect students with diverse learning skills to the institution in ways that support academic adjustment and promote socialization, scholarship and excellence. First year advisement and peer mentoring are important components of the freshman experience, strategic initiatives that guide students through the undergraduate experience and establish community on an urban campus where most students do not use student services or make connections to faculty, professional staff or other students.

Patricia Sinatra, Executive Director for Academic Support Services; **Lorraine Phillips**, Director of First Year Advisement and Peer Mentoring; **Michael Scaduto**, Assistant Director of First Year Advisement; **Ashli Hudacek** and **Somali Samuel**, Peer Mentors, -- all of Academic Affairs, John Jay College of Criminal Justice

Discussion Session

Visualizing Identity: How We Construct Meaning through Visual Images--An Interdisciplinary Course from the Exploring Transfer Program, LaGuardia Community College

E-255

This session will explore instructional strategies and course content in Visualizing Identity, team-taught in the Exploring Transfer program at Vassar. Included is a demonstration of the use of primary texts and images, integrating philosophy, literature, art, architecture, drama, film, and photography in a themed course focused on the nature of visual perception and knowledge. After a presentation of content and strategies, participants will be encouraged to create course outlines derived from the group's particular academic interests.

John Henry Davis, Professor of Media, Theater, Communications, Humanities, LaGuardia Community College, and **Andrew Bush**, Professor of Language Studies and Jewish Studies, Vassar College

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Discussion Session

Integrating Learning through Service at Medgar Evers College

E-252

Civic engagement is a theme that runs through the service learning courses in both English and Education. A major understanding to be developed in the courses is that service learning promotes civic responsibility and helps students fulfill their role as citizens in a democratic society. Also, academic learning is enhanced as theoretical ideas are connected to real life experiences in working with children and youth. In the service experience, with the community as classroom, students apply and clarify ideas while gaining new understandings and insights.

Louise Giddings, Professor, Education, and Co-Director, Center for Learning and Teaching Excellence; **Steven Nardi**, Assistant Professor, English Department; **Augustine Okereke**, Assistant Professor, English, -- all of Medgar Evers College

Presentation

Writing in the Disciplines (WID) at LaGuardia Community College: Three Examples

E-250

This workshop will reflect the synergy created between WID faculty, CUNY Graduate Writing Fellows, and WID Leaders.

Marian Arkin, Professor, English, and Co-Director of WID; **Jack Gantzer**, Professor, ESL, and Co-Director of WID; **James Wilson**, WID Leader and Professor, English; **Scott Sternbach**, Professor, Humanities; **Mary Beth Early**, WID Leader and Professor, Occupational Therapy; **Nurper Gokhan**, Professor, Psychology; **Brian Gallagher**, WID leader and Professor, English; **Diann Slade**, Assistant Professor, Nursing; **Ting Man Tsao**, Professor, English; **Dalia Basiouny**, Writing Fellow, Theatre; **Rebecca Tiger**, Writing Fellow, Sociology, -- all of LaGuardia Community College

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Workshop Session II 1:30 pm - 2:45 pm

Panel Discussion

The LaGuardia Center for Teaching and Learning: Faculty Collaboration, Student Learning and Institutional Transformation

E-501

Formed in 2001 as a focal point for professional collaboration, reflection and exchange, the award-winning LaGuardia Center for Teaching and Learning offers faculty seminars and workshops designed to advance innovative teaching and enrich student learning. Hosting programs on Critical Thinking, WID, learning communities, inquiry pedagogy, and ePortfolio, each year the Center involves more than 100 LaGuardia faculty in year-long programs. Spotlighting a few selected programs (Designed for Learning, the New Faculty Colloquium and the new LaGuardia Teaching Journal) this session will explore ways that a Teaching and Learning Center can help faculty engage in and guide sophisticated combinations of classroom and institutional change.

Bret Eynon, Assistant Dean for Academic Affairs and Director, LaGuardia Center for Teaching and Learning; **Max Rodriguez**, Professor, Humanities; **Gail Green-Anderson**, Professor, English; **Kamal Hajallie**, Chair and Professor, Mathematics; **Ana Maria Hernandez**, Professor, Humanities; **Bill Seto**, Assistant Director for Campus Professional Development, LaGuardia Center for Teaching and Learning, -- all of LaGuardia Community College

Presentation

The "Reacting to the Past" Teaching Pedagogy and Its Incorporation into Freshman Learning Communities, Queens College

E-347

"Reacting to the Past," a pedagogy developed by historian Mark Carnes at Barnard College, transports students back in time to play out turning points in history, relying on historical and literary texts, collaboration with their peers and, ultimately, their own ingenuity. Students might imaginatively become Confucian scholars, radical Jacobins, followers of Gandhi, or citizens of Athens. We have successfully adapted the "reacting to the past" pedagogy to serve the needs of a diverse, urban commuter college, incorporating reacting courses into our Freshman Learning Communities and our ESL program.

Ann Davison, Assistant Professor, English, and Project Coordinator of Freshman Year Initiative, and **Barbara Waldinger**, Adjunct Assistant Professor of Drama, Theater and Dance, Queens College

Presentation

Rubrics' Cube: Solving the Puzzle of Assessment, LaGuardia Community College

E-264

Combining practical suggestions and hands-on activities, this presentation will focus on crucial issues that have arisen during the process of implementing LaGuardia

Community College's outcomes assessment plan. Participants will experience first-hand the development of rubrics and their utilization in program assessment.

Paul Arcario, Dean for Academic Affairs; **Gordon Crandall**, Professor, Mathematics; **Michael Horwitz**, Counseling; **Marisa Klages**, English; **Charles Keyes**, Library; **Louis Lucca**, Associate Professor and Coordinator of Speech Communication and Media Studies, Humanities, -- all of LaGuardia Community College

Panel Discussion

Foundations of Excellence: Integrative Learning Begins in the First Year of College, Brooklyn and Medgar Evers College

M-161

Brooklyn College and Medgar Evers College were selected as two of twelve AASCU institutions in the Foundations of Excellence in the First College Year Project. The goal was to test an aspirational model that public colleges and universities may use to develop and refine an integrated institutional approach to educating new students. This presentation provides an overview of the integrative learning initiatives that grew out of campus-specific improvement plans that were the project's culminating activity.

Ellen Belton, Dean of Undergraduate Studies, Brooklyn College; **Phyllis Curtis-Tweed**, Director, Freshman Year Program, Medgar Evers College; **Gale Gibson-Ballah**, Student Advocacy, Support and Services, Medgar Evers College; **Kathleen Gover**, Associate Dean of Undergraduate Studies, Brooklyn College

Panel Discussion

A Community of Learning Communities Part II: Classrooms in Action, LaGuardia Community College

E-227

In this session, participants will discuss the benefits of curriculum integration and collaboration for faculty and students. This hands-on workshop will also offer participants the opportunity to engage in some cross-curricular design. Faculty planning and institutional support for integrated learning will also be addressed.

Nancy Gross, Lecturer, ESL; **Phyllis van Slyck**, Professor, English; **J. Elizabeth Clark**, Associate Professor, English, **William J. Koolsbergen**, Professor, Humanities; and LaGuardia Community College Learning Community Faculty

Discussion Session

Capstone Courses at Two-Year Schools: Why Are They Needed? Bronx Community College

E-348

Providing the quintessential integrative learning experience, capstone courses have become an essential part of successful GenEd programs throughout the country. This workshop will examine some of the issues that should be addressed if capstone courses are to be adopted at two-year schools. Issues to be explored include course design,

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faculty buy-in, administrative buy-in and support, as well as navigation of the curriculum approval process.

Debra Gonsler, Communication Arts and Sciences, and Humanities Division Coordinator, and **Kathy Williams**, Professor, History, Bronx Community College

Panel Discussion

Integrating Core Texts into Your Courses, New York City College of Technology

E-341

Members of the General Education Committee will discuss how they have integrated "core texts" into their syllabi with the aim of bringing to their students selections from great texts while at the same time strengthening basic critical thinking skills such as reading, writing and the analysis of primary sources.

Walter Brand, Assistant Professor, Social Science; **Mary Sue Donsky**, Associate Professor, Law and Paralegal Studies; **Jonathan Natov**, Associate Professor, Mathematics; **Annette Saddik**, Assistant Professor, English, -- all of New York City College of Technology

Panel Discussion

Promoting Integrative Learning Experiences through Research: A Social Science Team Approach, LaGuardia Community College

E-266

For most students, the opportunity to participate on a research team in the social sciences is typically part of an advanced graduate program. However, a faculty-led research team of students can engage in this inquiry-based activity allowing students to connect theory to practice and address real world issues at the two and four year levels of education.

Lisa V. Orbé, Assistant Professor, Cooperative Education; **Richard J. Austin**, Lecturer, Cooperative Education; **Valarie Badame**, Social Science and Humanities Major; **Catalina Balani**, Social Science and Humanities Major, -- all of LaGuardia Community College; **Gabriel Herbert**, Psychology Major, Hunter College

Presentation

Learning Communities at the College of Staten Island

M-106

This presentation describes the structure and history of the College of Staten Island's learning community program for non-remedial first-year students. The program is now three years old, and it is expanding rapidly. Along the way, we have faced several challenges and learned essential lessons about student recruitment and rationale. Now, as the program expands, the key challenge is faculty recruitment and development. One of the biggest questions is the relation of first year teaching to research and publications: How can we persuade full-time faculty that doing interdisciplinary first-year teaching will have benefits for

their research?

Matthew Greenfield, Assistant Professor, English Department, College of Staten Island

Discussion

Integrating Modern Art within the Social Context of the 20th and 21st Centuries, Hostos Community College and the Graduate Center

E-255

Modern Art in the City was designed as an interdisciplinary course that examines the visual arts of our epoch and puts them into their social context. The course is the joint effort of an art historian and an historian of comparative literatures. The co-creators will demonstrate innovative uses of digital technology in this course, which is offered online/asynchronously. They will demonstrate how online resources encourage students to integrate their interpretation of visual arts by placing them in the context of their own lives and the larger societal context.

Magda Vasillov, Humanities, Hostos Community College and John Sorrentino, CUNY Graduate Center

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Presenters' Biographies

Paul Arcario has been a member of LaGuardia's ESL faculty since 1988. He now serves as dean in the Academic Division. His current projects include outcomes assessment and general education, ePortfolios and first-year programs.

Marcia Babbitt is co-director of the Intensive ESL Program, a content-based, interdisciplinary learning community program for entering ESL students at Kingsborough Community College. She also co-directs Opening Doors, a learning community program for developmental and non-developmental entering students. Her publications include "Making Writing Count in an ESL Learning Community," in *TESOL Case Studies Volume on Academic Writing Programs*, ed. Ilona Leki, TESOL, 2001, and "Keys to Successful Content-Based ESL Programs: Administrative Perspectives," in *Content-Based College ESL Instruction*, ed. Loretta Kasper, Erlbaum, 2000.

Ellen Belton is Dean of Undergraduate Studies and Professor of English at Brooklyn College of the City University of New York. She has also served as Chair of the English Department and Chair of the Faculty Council. Her publications include poetry and articles on Shakespeare, John Webster, Thomas Heywood, and Jane Austen. Her most recent publication is "Reimagining Jane Austen: The 1940 and 1995 Screen Adaptations of *Pride and Prejudice*," which appeared in a collection of essays entitled *Jane Austen on Screen*. She has taught English composition, core literature courses, and graduate and undergraduate courses in Shakespeare and medieval and Renaissance drama. Dean Belton was the recipient of the Theodore M. Hesburgh Award for Faculty Development, the Noel-Levitz Retention Excellence Award, and the North American Association of Summer Sessions Award.

Walter Brand received his Ph.D. in Philosophy from the Graduate School and University Center of the City University of New York. He is the author of *Hume's Theory of Moral Judgment: A Study in the Unity of A Treatise of Human Nature* as well as other articles on the philosophy of David Hume and the history of modern moral philosophy. He is currently Chair of General Education at New York City College of Technology and teaches philosophy in the Department of Social Science.

Andrew Bush currently divides his teaching time evenly between Jewish Studies and Hispanic Studies at Vassar College, with ongoing research interests in both fields. Although the two areas of study have different histories in Mr. Bush's work, and have remained largely separate in his professional itinerary, he has begun to develop points of contact between them in his teaching (e.g. a course on Jews, Muslims and Christians of medieval Spain) and his writing, including consideration of the concept of diaspora in Jewish Studies and postcolonial theory. Andrew Bush's training in literary theory has provided the foundation for his work in Hispanic Studies, as well as for his participation as a teacher in various multidisciplinary programs at Vassar, including American Culture, Urban Studies and the College Courses Program. More recently Andrew Bush was among the faculty group that designed a Jewish Studies Program for the College and has served as the new program's first director.

John Chaffee, Ph.D., is the coordinator of a nationally recognized program in Philosophy and Critical Thinking that involves three thousand students and 25 faculty annually. He is the author of a number of textbooks: *Thinking Critically 8/e*; *The Philosopher's Way*; *Critical Thinking, Thoughtful Writing 3/e: The Thinker's Way*.

Dr. J. Elizabeth Clark teaches at LaGuardia Community College/CUNY. She works closely with the First Year Academies as a co-facilitator for the faculty professional development; she is part of the LaGuardia team for the AAC &U/Carnegie Foundation Integrated Learning Project. She also chairs the Common Reading program, part of the college's First Year Experience program. Her main areas of scholarly work are Political Literature, AIDS Poetry, Contemporary American Poetry and Latino/a Literature. She is the managing editor of *Radical Teacher*. Her scholarship has appeared in publications such as the *Journal of Medical Humanities*, *Women's Studies Quarterly*, and *The Minnesota Review*.

Gordon Crandall is Associate Professor of Mathematics at LaGuardia. He is a member of the College-wide Curriculum Committee and its sub-committee on Assessment of the Core Competencies. Currently, he is coordinating the development of quantitative literacy across the curriculum and working on a quantitative literacy assessment rubric.

Dr. Phyllis Curtis-Tweed is currently the Director of the Freshman Year Program at Medgar Evers College of the City University of New York, a Founding Institution of the Foundations of Excellence in the First Year of College project. She has presented at national and international conferences and published articles on issues in psychology and education, including the first year experience, agency, moral development, citizenship and social justice.

John Henry Davis is a Professor of Media, Theater, and Communications at LaGuardia Community College and an Adjunct Professor in the Early Transfer Program at Vassar College. He is also a director and producer of film, television and theatre. He directed the feature, *Ordinary Sinner*, Episode 5 of *Oz* for HBO and many documentaries and theatre off-Broadway and regionally.

Ann Davison is an Assistant Professor in the English Department at Queens College/CUNY, and Projects Coordinator of The Freshman Year Initiative, the College's Learning Communities program.

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Ann Del Principe is a full-time instructor of English at Kingsborough Community College, where she specializes in teaching Composition courses. Her research interests include intersections between social class and writing ability, and basic writing. Currently, she is completing her dissertation and working on an article on text-selection in basic writing courses.

Dr. Bret Eynon serves as LaGuardia's Assistant Dean for Academic Affairs and the Director of the LaGuardia Center for Teaching and Learning, guiding faculty seminars on issues ranging from inquiry learning to ePortfolio. With CUNY's American Social History Project from 1983-2000, he helped create acclaimed books and videos and led award-winning faculty programs. Eynon is national co-director of the Visible Knowledge Project, a network of faculty from 20 universities engaged in scholarship of teaching projects. His publications include: *Intentional Media: The Crossroads Conversations on Learning and Technology in Culture and History Classrooms*; *Who Built America?*; and *Freedom's Unfinished Revolution: An Inquiry Into the Civil War and Reconstruction*. At LaGuardia, Eynon teaches US History and a capstone seminar titled "Going Places: Immigration, Education & Change in New York City, 1900-2003."

Kate Garretson is an Associate Professor of English with a Ph.D. in applied linguistics (writing, ESL, comp/rhet, academic literacies) from NYU. She co-directed the KCC's Opening Doors and Career Link learning communities for two years and is also one of two coordinators of Kingsborough's Writing-Across-the-Curriculum program.

Dr. Gale Gibson-Ballah is the Associate Dean for Student Support Services (Student Advocacy and Support Services Center, Freshman Year and SEEK programs) at Medgar Evers College. She has served previously at Medgar as the Director of the Freshman Year Program and an Assistant Professor in the Department of Student Affairs. Her academic emphasis and research focuses on the development, retention, and graduation of underrepresented college students. She has received many honors and awards of recognition and accomplishment.

Louise R. Giddings, Ed.D. serves as Professor of Education and Co-Director of the Center for Learning and Teaching Excellence at Medgar Evers College, CUNY. She has incorporated service learning into teacher education courses for several years and is currently providing service learning workshops for faculty. Dr. Giddings has published in the areas of literacy development and teacher education. She is an associate with the National Network for Educational Renewal.

Debra Gonsler is a Professor in Communication Arts & Sciences and is the Humanities Division Coordinator at Bronx Community College.

Matthew Greenfield teaches English at the College of Staten Island. He co-edited an anthology called *Edmund Spenser: Essays on Culture and Allegory*, and he has published articles in *PMLA*, *Raritan*, *Shakespeare Quarterly*, *English Literary Renaissance*, and several anthologies.

Nancy Gross has been a faculty member in LaGuardia's Academic ESL program for over 25 years. She is also a faculty development leader with the Center for Teaching and Learning.

Michael Horwitz has been a faculty member of the Counseling Department at LaGuardia since 1986. He holds Masters degrees in Counseling and in Linguistics and is presently working on his dissertation in Linguistics. A long-standing member of the College-wide Curriculum committee, he has served on the Sub-committee on Assessment of the Core Competencies since its inception. One of his current projects is participation in the FYE Academies.

Mary Taylor Huber is a senior scholar at the Carnegie Foundation and director of the Integrative Learning Project. Huber has been involved in research at the Carnegie Foundation since 1985. She is co-author of the recent Foundation report, *Scholarship Assessed: Evaluation of the Professoriate* (1997), author of *Community College Faculty: Attitudes and Trends* (1998) and co-editor of *What Kind of University?: International Perspectives on Knowledge, Participation, and Governance* (1999). She co-edited a collection of essays titled *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground* (2002). Her newest book is *Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers* (2004). A cultural anthropologist, Huber also writes on colonial societies and is co-editor, most recently, of *Gendered Missions: Women and Men in Missionary Discourse and Practice* (1999) and *Irony in Action: Anthropology, Practice, and the Moral Imagination* (2001).

Ashli Hudacek is a senior majoring in forensic psychology. Ashli is the secretary for Phi Eta Sigma honor society, was selected for *Who's Who Among Students in American Universities and Colleges*, is a Dean's List recipient and has worked as a peer mentor for the past two years.

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Presenters' Biographies

Charles Keyes is Acting Coordinator of Library Instruction at LaGuardia. He has been active in promoting information literacy across the curriculum and developing the information literacy assessment rubric. Formerly, he was the Testing Coordinator at Mobil Oil's Pegasus Language Services (Tokyo) and taught EFL/ESL for 12 years.

Marisa A. Klages is a Lecturer in the English Department at LaGuardia. She is currently completing her Ph.D. in literature at West Virginia University. At LaGuardia, Marisa co-chairs the English Department's Basic Writing Committee and Women's Studies Committee. Since joining the College-wide Assessment Committee, she has worked on the development and testing of the information literacy assessment rubric.

Lee Kniefkamp is widely known as a speaker and scholar of higher education and has been a leader in several of AAC&U's recent national initiatives. She served on the national panel that authored AAC&U's recent monograph, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. She also served on the national panel of American Commitments: Diversity, Democracy, and Liberal Learning and contributed to its monographs, *The Drama of Diversity* and *Democracy and American Pluralism and the College Curriculum*. She has written widely on the study of college student intellectual and identity development, intercultural issues on the campus, multi-cultural curricular transformation, and moral and ethical development in the context of race, ethnicity, and sexual orientation. Several of her books, including *Applying New Developmental Findings* and *The Practice-to-Theory-to-Practice Model* are standard texts in graduate programs in counseling psychology and higher education. She also co-authored with AAC&U president Carol Schneider the article, "Education for a world lived in common with others" in the College Board anthology *Education and Democracy*. Kniefkamp received her B.A. from Macalester College and her M.A. and Ph.D. from the University of Minnesota. She is a former Peace Corps volunteer (Costa Rica) and spends part of every summer teaching in the Intercultural Communications Institute which brings individuals from around the world to study intercultural communications theory and methods from both a domestic and global perspective.

Susan Lachman is a member of the department of Behavioral Sciences and Human Services at Kingsborough Community College. She has a Ph.D. from New York University. She teaches Introductory Sociology, Social Problems and in addition to the "link" with English 12, she teaches a collaborative course in Contemporary Issues in Health Care (with nursing and business faculty). Prior to coming to Kingsborough, she was Director of Research and Planning at York College.

Louis Lucca is Coordinator of Speech Communication and Media Studies at LaGuardia. He was among the first faculty members to teach online courses and he has designed programs and curricula in Communication. He is currently developing the College's Internet radio station and is leading the effort to develop and test a rubric for the assessment of oral communication skills.

Rebecca Mlynarczyk has taught developmental reading and writing courses within the City University of New York since 1974. She is Professor of English and Co-Director of the ESL Program at Kingsborough Community College. Her publications include *Conversations of the Mind: The Uses of Journal Writing for Second-Language Learners* (Erlbaum, 1998) and *In Our Own Words: Student Writers at Work*, co-authored with Steven B. Haber (Cambridge University Press, 3rd ed., 2005). She is currently the Co-Editor, with Bonne August, of the *Journal of Basic Writing*.

Steven A. Nardi is an Assistant Professor at Medgar Evers College, CUNY. He earned his Ph.D. at Princeton University with a dissertation entitled *Automatic Aesthetics: Race, Technology, and Poetics in the Harlem Renaissance and American New Poetry*. His most recent article is appearing in *New Voices on the Harlem Renaissance* titled "By the pale dull parlor of the old gas light: Technology and poetry in Langston Hughes's 'The Weary Blues.'"

Dr. Jonathan Natov, of the Department of Mathematics, New York City College of Technology Applied Mathematics Program Coordinator, is Chair of Liberal Arts and Science Core Curriculum Committee.

Augustine Okereke is an Assistant Professor of English at Medgar Evers College and also coordinates the American Democracy Project. He teaches Introduction to Literature, World Literature, Children's Literature, and African Literature. In his Children's Literature course, Dr. Okereke integrates service learning in his instruction. He received his Ph.D. from the University of Bielefeld, Germany and has published a book and several articles.

Lorraine Phillips, M.A., is the Director of First Year Advisement and Peer Mentoring. She has worked in the office of First Year Programs for ten years. She began her affiliation with the office when she was a student, working as a tutor. Following graduation, she was hired as the Director of the Learning Center. In her present position, Ms. Phillips supervises a staff of 15 peer mentors and the Assistant Director. She is responsible for first year advisement and outreach services.

Making Connections

A CUNY General Education Conference on Integrative Learning

Presenters' Biographies

Margaret Reilly, MS, ANP, PNP, is an Associate Professor of Nursing MS in Community Nursing at Hunter College and an instructor for community nursing in clinical and didactic settings. She is the Coordinator for Community Nursing and the Senior Nursing semester and is responsible for the coordination of clinical placements in both hospital and community settings for 125 students per year.

Tracy Ryan, PhD, Developmental Psychology from Clark University in Worcester, Massachusetts in 2000. Her professional background includes administrative experience in human service agencies that support people who have autism, mental illness and mental retardation. She has been an adjunct Professor of Psychology at SUNY Purchase for the past 5 years. She has been full time Assistant Professor of Psychology at Bronx Community College since February, 2004. Her research interests include selected areas of health psychology as well as selected areas on educational psychology. She is actively engaged in a PSC-CUNY grant to study academic stress in urban community college students.

Somalia Samuel is a junior majoring in Justice Studies. Somalia entered the college as a transfer student from Hunter College. She was selected for *Who's Who Among Students in American Universities and Colleges* and has worked as a peer mentor this year.

Michael Scaduto, B.A. entered John Jay College as an undergraduate in fall 2000 as a Distinguished Freshman. He graduated with a Bachelor's Degree in Criminal Justice, cum laude in June 2004. As a student Michael served on a number of college wide committees, worked as a peer mentor and peer tutor. In his current capacity, Michael serves as Assistant Director of First Year Advisement and Peer Mentoring and coordinates the Freshman Orientation Program and email outreach program.

Harriet Shenkman is a Professor and Deputy Chair in the Department of Education and Reading at Bronx Community College and the Faculty Director of the Center for Teaching Excellence. She serves on the President's Coordinating Planning Council and is the campus representative to the AAC & U. She holds a Ph.D. in Curriculum and Instruction and her area of expertise and interest is learning theory and research and its application to teaching and student learning.

Patricia Sinatra, Ph.D. is Executive Director for Academic Support Services at John Jay College. Dr. Sinatra has designed and administered first year programs for thirty years. She is responsible for First Year Advisement and Peer Mentoring, the Learning Enhancement Center, USIP Program, CUE Initiatives and Scholarship Services. Until recently, Dr. Sinatra reported to the Vice President of Student Development; she now reports to the Provost and is responsible for supervising the Writing Center, ESL Resource Center, Tutoring Services, Weekend Program, Grants Program and College Now.

John Sorrentino is a Doctoral Candidate of French at the CUNY Graduate Center, currently working on Queer Theory and Religion in the works of André Gide. This is his second year as a CUNY Writing Fellow at Hostos Community College where he has worked in various disciplines including Art, Theater, Business, and ESL.

Rachel Theilheimer is Professor of Early Childhood Education and Chair of the Teacher Education Department at BMCC. She is a Visible Knowledge Project participant, which has encouraged her Scholarship of Teaching and Learning since 2002.

Joseph Ugoretz is Director of Teaching and Learning with Technology and Associate Professor of English at BMCC. He is the BMCC campus coordinator for the Visible Knowledge Project.

Phyllis van Slyck is a Professor in the English Department. She has been involved in design, implementation and coordination of learning communities at LaGuardia and nationally for the last 15 years. For publications and workshops related to learning communities see her website: <http://faculty.lagcc.cuny.edu/lc>

Lynne Van Voorhis teaches French at Lehman and is also Executive Producer of "Inside Lehman," a half-hour video magazine produced each semester by the department of Journalism, Communication & Theatre. Her current major responsibility at the college is to head the newly-created office of Transfer, Summer, Weekend & Study Abroad Programs.

Robert Whittaker teaches Russian language, literature and culture at Lehman; his current research focuses on Leo Tolstoy's relationship with America and Americans. His college responsibilities include directing parts of Lehman's General Education curriculum.

Kathleen Williams is a Professor of History at Bronx Community College.