11th Annual CUE Conference

Engaging for Impact
CUNY as a Catalyst for Change

Concurrent Sessions Schedule

10.15am-11.15am

Shepard Hall (SH)

► Track: ACTION Global CUNY: Curricula, Study Abroad, and International Partnerships
  Location: SH 378
  Joint Session (30 minutes per presentation)
  Transcultural Learning and Global Health Sciences: Study Abroad in San José, Costa Rica
  Presenters will discuss program creation and management by highlighting efforts that have led to success (securing external funding, working with faculty, etc.) Participants will leave with an understanding of the ways to push forward with innovative study abroad ideas. College of Staten Island: Stephen Ferst, Renee Cassidy, Regina Gonzalez-Lama
  +
  Integrating International Education Opportunities with Departmental and College Curricula
  Presenters will explain methods of linking international opportunities to degree programs through the creation of strategic international partners, major advising pages, and innovative programs. Queens College: Alice Gail Bier; Brooklyn College: Richard Mitten; Baruch College: Helen Gaudette

► Track: ACTION Project-based Learning: Internships, Service Learning, and Undergraduate Research
  Location: SH 379
  Joint Session (30 minutes per presentation)
  The Business of Entertainment: A High Impact Service Learning Project
  Through a service learning project in collaboration with the Queensborough Performing Arts Center, students prepare a projection of the income statement of a show; attend the performance; and perform vertical analysis and profitability ratios on the income statement. Queensborough Community College: Sebastian Murolo
  +
  Entrepreneur Space: Community Service Learning Collaboration with High Impact Practices
  A business class was used as a service-learning project partnership between the college and a non-profit business incubator. Affinity cohorts with self-selected skill-sets completed marketing projects in combination with writing intensive instruction to create lasting impact for the non-profit. Queensborough Community College: Cheryl Tokke, Cristina Di Meo

► Track: COLLABORATION Interdisciplinary Collaborations Across Campus and the CUNY System
  Location: SH 210
  Joint Session (30 minutes per presentation)
  The Multicultural Lab: An Interactive Workshop on Ancestral Origins, Race and Mitochondrial DNA
  This workshop is designed to address the misperceptions about race and genetics while drawing on the strengths and opportunities of Queensborough’s multicultural experience. The integration of the knowledge and methodologies from biology and cultural anthropology are key elements of the workshop. Queensborough Community College: Sara Danzi Engoron, Larisa Honey
  +
  Collaborations, the Key for Success at Queensborough Biology Department
  This proposal describes the strategies used by the Biological Sciences and Geology Department at QCC to promote collaborations across the CUNY system. The current and upcoming partnerships are described and the benefits for both students and faculty are highlighted. Queensborough Community College: Monica Trujillo
Track: INNOVATION Blended Learning Opportunities / Teaching Undergraduates in the 21st Century
Location: SH 208
Joint Session (30 minutes per presentation)

Small Changes–Big Impact: Improving Students’ Performance by Formative Assessment Using Student Response System
In fall 2014, changing the Oral Anatomy course structure to include formative assessment (daily quizzes/homework) resulted in increased course passing rates and improved students’ performance compared to previous years. Most quizzes were conducted with new interactive digital Student Response System. New York City College of Technology: Anna Matthews

+ Texting as a Teaching Tool
An experiment using the effects of “texting” was conducted in the spring 2014 and fall 2014 in two mathematics courses, one in elementary algebra and one in Calculus I. It was found that the rate of on-time homework submission almost tripled in the elementary algebra class and doubled in the calculus class, as compared to a regular class where this technique was not used. Hostos Community College: Tanvir Prince

Track: INNOVATION Blended Learning Opportunities / Teaching Undergraduates in the 21st Century
Location: SH 202
Joint Session (30 minutes per presentation)

Using Mobile Apps to Enhance Active Learning in Anatomy & Physiology Labs
A two-year pilot project in Anatomy and Physiology 1 laboratory classes found that the use of tablets with mobile apps to study anatomy increased student enthusiasm and engagement, promoted active learning, and augmented the retention of material. Hostos Community College: Zvi Ostrin, Vyacheslav Dushenkov

+ Should We Teach or Facilitate? Measuring the Effectiveness of Active Learning
This project assessed the effectiveness of active learning in two sessions of Introductory Microeconomics. A teacher-centered or an active learning version of the same lesson is assigned to each session. A pre- and post-evaluation was conducted. LaGuardia Community College: Choon Shan Lai

Track: INNOVATION Teaching Undergraduates in the 21st Century
Location: SH 22
Joint Session (30 minutes per presentation)

The CREATE Strategy: CCNY’s National Model for Demystifying and Humanizing Science Through Intensive Analyses of Scientific Literature
The presenters will describe the CREATE (Consider, Read, Elucidate hypotheses, Analyze and interpret data, Think of the next Experiment) strategy for teaching science through intensive analyses of primary literature, including evidence for student critical thinking, attitude, and understanding gains. A CCNY CREATE student panel will discuss reactions to this unconventional approach to teaching and learning in STEM. The City College of New York: Sally G. Hoskins, CCNY CREATE students

+ Hostos IGNITE: An Innovative Program Supporting Repeat Developmental Students
The Hostos IGNITE program is designed to support developmental reading and writing students who have not met the basic skills requirement after several attempts. The program takes a three-faceted approach: incorporating small-group tutoring, innovative software, and non-academic skill development. Hostos Community College: Mathew Moses, Sylvia Reyes, Kaitlin Moore

Track: INNOVATION The First-Year, Sophomore, and Transfer Experiences
Location: SH 21
Joint Session (30 minutes per presentation)

The Transformative Impact of the First-Year Seminar for Business
Presenters will share a description of the First-Year Seminar for Business, along with their reflections on how the seminar has been—and can be—a catalyst for change in teaching, learning, and ultimately, student success. LaGuardia Community College: Rajendra Bhika, Andrea Francis, Pablo Avila

+ Culinary Arts, Baking, and Art History: A Sophomore Year Learning Community between Hospitality Management and Humanities
To help increase retention and student engagement in City Tech’s Hospitality program, The Art of Food, is a sophomore-year learning community that brings together students in vocational culinary courses and an art history class. New York City College of Technology: Sandra Cheng, Kylie Garcelon, Joanne Jacus
Student Entrepreneurship: A Catalyst for Change
This session will present and celebrate the successes of CUNY-wide efforts to foster student entrepreneurship as a catalyst for experiential learning and workforce development. Examples of CUNY-wide and campus-based incubators/programs will be presented. Central Office: John B. Clark, Lou Anne Flanders-Stec; Queensborough Community College: Christine Mooney; Medgar Evers College: JoAnn D. Rolle; The City College of New York: Lindsay Siegel

Research in the Classroom: A Tool for Student Success Based on Authentic Research Experiences
Research in the Classroom is a CUNY-wide program with the goal of broadening participation by undergraduates in authentic research experiences. The presenters will discuss how this is accomplished in the humanities and the sciences in one college and across the university. Central Office: Avrom Caplan; The City College of New York: Ethan Ham; Lehman College: Matthew Johnson; John Jay College of Criminal Justice: Carmen Kynardice; Brooklyn College: Theodore Muth; LaGuardia Community College: Holly Porter Morgan, Sunaina Singh; Baruch College: Cheryl Smith

Moving Forward in Reverse: Developing and Implementing a Reverse Transfer Program in the Bronx
Because cognizant students with associate degrees are more likely to earn baccalaureate degree, the Bronx CUNY colleges collaborated to develop the “Moving Forward in Reverse” program; a program allowing students to earn the associate degree en-route to the baccalaureate. Lehman College: Richard Finger, Yvette Rosario; Hostos Community College: Felix Cardona; Bronx Community College: Neal Phillip, Karen Thomas

Enrichment of Summer Research Experience for Community College Students
STEM undergraduate internships are developed for 4-year college students, but community college students are less prepared for summer internships and benefit less from them. A pre-internship program was developed and implemented by the Hostos faculty to improve internship experience for students. Hostos Community College: Olga Steinberg Neifach, Mohammad Sohel; Weil Cornell Medical College: Neal.F.Lue

Blended Learning Outcomes in the Community College
Mathematics in Contemporary Society is a liberal arts mathematics course focusing on real-world applications. Since 2001, Dr. Wallach has taught hybrid, fully online, and classroom versions of this course, gathering years of data. How have students performed with different formats? Queensborough Community College: Patrick J. Wallach

Innovative Approaches to Integrating Quantitative Literacy Across the Curriculum
The ability to evaluate quantitative information will become increasingly important in the 21st century workforce. This workshop proposes in-class activities that harness quantitative reasoning skills across the curriculum. Workshop participants will learn QR strategies for immediate implementation in their courses. Brooklyn College: Alla Chavarga, Nicholas Nelson, Briana Young
Track: **ACTION** Global CUNY: Curricula, Study Abroad, and International Partnerships  
**Location:** SH 379  
**Joint Session** (30 minutes per presentation)

**High Impact Education: Study Abroad, Service Learning and Performance Studies in Ghana, Insights from the Brooklyn College Experience**
Study Abroad programs can provide the high impact learning experiences that have long-lasting outcomes for college students. The Brooklyn College Study Abroad to Ghana program has been developing best practices in international study abroad including service learning and performance studies since 2002. **Brooklyn College:** Lynda R. Day, Dale Byam, Dane Peters

+ **The Movable Classroom: Study Abroad, General Education, and Documentary Filmmaking in the Field**
Lehman College’s interdisciplinary team discusses strategies for film production, traditional field research, and open, organic roles for a student film crew in Puebla, Mexico during a recent ten-day, study abroad program. **Lehman College:** Lynne Van Voorhis, Alyshia Gálvez, David Schwittek

Track: **ACTION** Project-based Learning: Internships, Service Learning, and Undergraduate Research  
**Location:** SH 378  
**Joint Session** (30 minutes per presentation)

**Academic Service Learning and Place-Based Learning at City Tech**
In 2013-2014, an interdisciplinary faculty group developed and successfully implemented Academic Service Learning and place-based learning projects/assignments in their courses. The authors evaluated outcomes of these high-impact educational practices by reviewing faculty and students’ reflections/feedback, and provided recommendations to the college. **New York City College of Technology:** Anna Matthews, Jason Montgomery, Andleeb Zameer

+ **Preparing CUNY Students for the 21st Century Workplace Through Academic Service-Learning**
Academic Service-Learning (ASL) is a means to provide all college students with acquisition of workplace skills. This presentation will provide research results and measurement methodologies as well as discussion on how to implement service-learning across academic disciplines. **Queensborough Community College:** Sharon Ellerton, Cristina Di Meo, Arlene Kemmerer, Mary Bandziukas, Michael Bradley, Josephine Pantaleo

Track: **ACTION** Project-based Learning: Internships, Service Learning, and Undergraduate Research  
**Location:** SH 210  
**Joint Session** (30 minutes per presentation)

**Queensborough MSEIP: Using Traditional Research Internships and Curriculum Based Research to Engage, Retain, and Graduate Students**
Through a US Department of Education-Queensborough MSEIP grant, undergraduate research is used to engage, retain, and graduate Queensborough students using a sustainable, scalable, and multi-tiered research model. **Queensborough Community College:** Nidhi Gadura, Paris Svoronos

+ **Introducing Community College Students to Space Weather Research**
The project is a year-long research experience in space weather at CUNY Queensborough Community College (QCC) with two components: 1) a course-based introductory research (CURE) in which students will conduct research on real-world problems; and 2) a summer internship. **Queensborough Community College:** M. Chantale Damas, Tak Cheung

Track: **INNOVATION** Teaching Undergraduates in the 21st Century  
**Location:** SH 208

**Flipping and Grouping the Classroom for High-Impact Learning: A Look at Team-Based Learning**
Team-Based Learning (TBL), a type of flipped classroom, shifts instruction from transmitting content knowledge primarily via lectures to fostering high-impact learning, problem-solving, and decision-making using course concepts. Participants will explore TBL techniques that they can immediately adapt to their classrooms. **Brooklyn College:** Graciela Elizalde-Utnick, Sharona
Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System  
**INNOVATION** Blended Learning Opportunities  
Location: SH 204  
**Joint Session** (30 minutes per presentation)

**Students Working in Interdisciplinary Groups at Queensborough Community College: Best Practices for Collaboration and Integrative Learning**

This panel presents the best practices of Queensborough’s Students Working in Interdisciplinary Groups (SWIG) initiative, including assignment development, collaborative and integrative learning, reflection, and sample SWIG projects. The challenges of synthesizing technology, High Impact Practices, and asynchronous learning also will be addressed. **Queensborough Community College: Trikaraningsih Byas, Alisa Cercone, Barbara Lynch, Benjamin L. Miller, Kathleen Wentrack**

+ **Digital Portfolios in First-Year Writing Classes**

This presentation describes the value of initiating a broad-based, digital portfolio platform across all sections of Freshman Composition (English 110) and the Freshman Inquiry Writing Seminar (FIQWS) composition course. Research shows that digital portfolios have a positive impact on students’ learning and retention. **The City College of New York: Thomas Peele**

Track: **INNOVATION** Blended Learning Opportunities  
Location: SH 202  
**Joint Session** (30 minutes per presentation)

**Podcasts: Process, Reflection, and Community-Building**

Podcasts can be a valuable performance-oriented tool in composition or writing-intensive classes, as both a process to reflect on and respond to writing, and as a platform for oral history and social advocacy projects. **LaGuardia Community College: Dominique Zino, Bethany Holmstrom**

+ **The Integration of Live Radio Programming and Real-time Blogging in the Macaulay Honors College Seminar III on Science and Technology in New York City**

The presenters will discuss the integration of live radio programming in a Macaulay Honors College Seminar. This is a promising approach that allows students not only to comprehend science but also to communicate it to general audiences. **The City College of New York: Angelo Lampousis; Macaulay Honors College: Aaron Christian Kendall, Chris Caruso**

Track: **INNOVATION** Teaching Undergraduates in the 21st Century  
Location: SH 22  
**Joint Session** (30 minutes per presentation)

**Using Case Studies in Microbiology to Help Students Develop Learning Competencies and Communication Skills**

Engaging students in science learning involves incorporating new pedagogies such as case studies. Deviating from traditional instruction helps students develop problem solving, integrative learning, and global learning competencies, as well as cultivates writing and digital communication skills. **LaGuardia Community College: Joby Jacob, Olga Calderón**

+ **Making Connections: Solving Real-life Cases in an Anatomy and Physiology Class**

Problem-Based Learning approach was implemented in an Anatomy and Physiology Course designated as writing-intensive. Students were asked to analyze and explain real life cases. This approach improved students’ problem solving and integrating competencies as well as their writing abilities. **LaGuardia Community College: A. Lucia Fuentes**

Track: **INNOVATION** The First-Year, Sophomore, and Transfer Experiences  
Location: SH 21

**The First-Year and Sophomore Year Partnerships: A Shared Responsibility for Student Persistence and Retention**

The Freshman Year Initiative and Sophomore Year Initiative provide students with a seamless transition from freshman to sophomore year, and they contribute to student success. Results: 83.4 percent (fall 2013) freshman-to-sophomore retention and 67.5 percent (fall 2012) sophomore-to-junior retention. **Lehman College: Steven Wyckoff, Brian Williams**
Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System
Location: SH 20
Joint Session (30 minutes per presentation)

**WHAP! The Women’s Health Action Project: An Interdisciplinary Collaboration in Participatory Action Research and Photovoice**
This presentation will discuss narrative photos and text from WHAP! (Women’s Health Action Project), an interdisciplinary, Participatory Action Research/Photovoice project that involves women students in researching and changing the conditions and health disparities they face in their lives. **Hostos Community College: Karen Winkler, Sarah Sandman**

+ **Integrating a Co-Curricular Wellness Model for Students in the Health Science Programs**
This session will outline LaGuardia Community College’s H.A.W.K.S Initiative and highlight how Health & Wellness Services and the Health Sciences Department are planning to educate students about making healthy life choices using the 8 Dimensions of Wellness developed by the Substance Abuse and Mental Health Services Administration (SAMSHA). **LaGuardia Community College: Jerrell Robinson, Regina Varin-Mignano, Philip Gimber, Natalya Fazylova**

Track: **INNOVATION** Blended Learning Opportunities / Teaching Undergraduates in the 21st Century
Location: SH 19
Joint Session (30 minutes per presentation)

**Adapting Google Apps for Education for Assessment**
The presenters designed an Artifact Collection System to collect and assess student work using the free Google Apps for Education infrastructure. Instructor assessments are automatically generated into graphs. There will be a demonstration of ACS and a discussion of other potential uses. **Queens College: Rachel Stern-Lockerman, Ja-Ying Teresa Wu**

+ **Scaling Up by Scaling Out: Rubric Design and Core Competency Integration at LaGuardia Community College**
LaGuardia Community College has had notable success transforming its new general education Core Competencies by scaling out the innovation process to broad faculty participation at key stages of rubric development, allowing numerous opportunities for ownership to take root. **LaGuardia Community College: Howard Wach, Patricia Sokolski, Justin Rogers-Cooper, Minerva Ahumada**

**12.30pm-1.45pm**
**Luncheon**
Faculty Dining Room (3rd floor), **North Academic Center** (NAC)

**1.15pm-1.50pm**
**Campus Walking Tours (optional)**
Meet at the North Academic Center’s Convent Avenue entrance for one of two campus walking tours:

**Tour 1**
CUNY’s Advanced Science Research Center (ASRC), which opened in 2014, facilitates cutting-edge interdisciplinary research in nanotechnology, photonics, structural biology, neuroscience, and environmental sciences.

Complementing the ASRC is City College’s Center for Discovery and Innovation (CDI), offering state-of-the-art facilities to interdisciplinary “clusters” in structural biology and physics, immunology and photonics, biology and model systems, and organic chemistry.

The shared ground floor of the ASRC and CDI is dedicated to cryo-physics imaging, NMR imaging, EM imaging, and the vivarium.

**Tour 2**
The Bernard and Anne Spitzer School of Architecture at The City College of New York is hosting a once-in-a-lifetime exhibition of La Sagrada Familia, the magnum opus of Antoni Gaudí, the father of Catalan Modernisme. Construction of the expiatory church was begun in 1882. At the end of 1883, Gaudí was commissioned to carry on the work, a task which he did not abandon until his death in 1926. Since then, several architects have continued the work, following Gaudí’s original idea.

The exhibit includes several architectural models and casts used in construction and showcases the 3D computer imaging software employed to analyze and draw precise tridimensional geometry.
2.00pm-3.00pm

Track: ACTION Global CUNY: Curricula, Study Abroad, and International Partnerships
Location: SH 379
Joint Session (30 minutes per presentation)

Teaching Global Politics in a Diverse College, City, and the World: Building Global Learning Networks Among Students, Practitioners, and Professors
The presenters will discuss their approach to teaching and learning Global Politics at LaGuardia by creating collaborative networks among students, practitioners, and faculty by: 1) drawing upon the diversity of the students’ and faculty's personal and professional experiences; 2) connecting students with diverse international and non-governmental organizations, such as the United Nations and American Women for International Understanding; and 3) providing students with opportunities to learn from and communicate with global politics professionals who work in countries such as Somalia, Afghanistan, and Rwanda. LaGuardia Community College: Bojana Blagojevic, Clark Soriano, Kennya Pesantez, Deepan Rajau

Global Citizen: The International Experience
The presenters will discuss how the NYC LSAMP model integrates an international research experience into the NYC LSAMP program operations, with a special focus on the six-year collaboration between the NYC Alliance and universities in Colombia. NYC Louis Stokes Alliance: Juliane Vernon; The City College of New York/NYC Louis Stokes Alliance: Claude Brathwaite

Track: ACTION Project-based Learning: Internships, Service Learning, and Undergraduate Research
Location: SH 378
Joint Session (30 minutes per presentation)

Creating Research Environments that Motivate and Inspire: A Hostos Faculty-Student Research Initiative
This scholarly, project-based, experience implemented at Hostos Community College highlights the cross section between advancing faculty research and providing motivational and inspiring opportunities to engage all students in authentic research assignments. Hostos Community College: Sarah Brennan, Sarah Holland, Ernest Ialongo, Kate Wolfe

Engaging for Impact: Making The Case for Undergraduate Research in Mathematics and Computer Science at a Community College
What type of research projects in Mathematics and Computer Science are appropriate for community college students? Who can benefit from these experiences? A panel of faculty mentors will talk about one department’s initiative and their individual experiences mentoring students engaged in undergraduate research. Queensborough Community College: Maria Mercedes Franco, Zeynep Akcay, Andrew Bulawa, Daniel Garbin, Kwang Hyun Kim, Whan Ki Lee, Kostas Stroumbakis

Track: ACTION Project-based Learning: Internships, Service Learning, and Undergraduate Research
Location: SH 376
Joint Session (30 minutes per presentation)

Engaging CUNY Students for Leadership Roles in Meeting 21st Century Needs
The presenters will discuss the goals of a Teagle-funded, national project for enhancing students’ commitment and responsibility in participating in a diverse and global society and in creating sustainable curriculum materials, quantitative pre- and post-surveys, and the process of scoring qualitative artifacts. Queensborough Community College: Josephine Pantaleo, Meg Tarafdar, Elisabeth Di Giorgio, Franca Ferrari, Isabella Lizzul

Another View of LaGuardia Community College’s First Year Seminar: Reflecting on the Role of Professional Development in the Implementation Process
The presentation will explore the role of professional development in the implementation of LaGuardia’s First Year Seminar in the Liberal Arts, reflecting on the collaborative process, adapting to the new core competencies, and thinking about how to move forward. LaGuardia Community College: Linda Chandler, Demetri Kapetanakos, Christine Marks

Track: ACTION Project-based Learning: Internships, Service Learning, and Undergraduate Research
Location: SH 250

Workshop: Innovation and Entrepreneurship in the Classroom
Participants will participate in an ideation session. Small groups of conference participants will work collaboratively to use human-centered design methodologies to solve problems. Participants will experience a creative thinking technique and discuss what it takes to build the mindset of an entrepreneur. The City College of New York: Lindsay Siegel; The Rise Group: Gareth Miles
Track: **COLLABORATION** External Partnerships with Public and Private Organizations and Institutions  
**Location:** SH 210  
**Joint Session** (30 minutes per presentation)

**A Multi-Faceted Approach to STEM: CMCE, Chemistry, CUNY Service Corps, and Daniel Hale**

Civil Engineering and Chemistry faculty at NYC College of Technology designed a CUNY Service Corps project to promote A Better Educated City by partnering with the Daniel Hale Williams Elementary School, which was recently designated as a Magnet School for STEM Studies. **New York City College of Technology:** Diana Samaroo, Melanie Villatoro

+ **BTECH (Business Technology Early College High School): Aligning NYC DOE and College Degrees with Industry Specifications**

BTECH, a six-year early college high school, is a collaboration among the NYC DOE, CUNY ECI, QCC, and software company, SAP. Students will earn both a high school diploma and A.A.S. college degree, as well as experience workplace programming, such as internships, apprenticeships, and job shadowing. After successful completion of the six year program, students will have opportunities for employment at SAP and other technology sector companies. To prepare students to be both college and career ready, a new model, called Indicators of Success and Readiness (ISRs), has been developed. **Queensborough Community College:** Denise Ward, Belle Birchfield, Margot Edlin

Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System  
**INNOVATION** Teaching Undergraduates in the 21st Century  
**Location:** SH 204  
**Joint Session** (30 minutes per presentation)

**Reaching the Potential of Collaborative Efforts in the Freshmen Inquiry Writing Seminar at City College: Preparing Students to be Active and Agentive Communicators**

Three writing teachers will discuss their strategies for fostering effective communication and teamwork when collaborating on the Freshmen Inquiry Writing Seminar (FIQWS). Sustaining these efforts is the panelists’ shared priority of preparing students to be critical communicators across diverse contexts. **The City College of New York:** Missy Watson, Nayanda Moore, Nick Magliato

+ **Technical Poetry: A Case Study of Teaching Poetry Writing to Engineering Students**

This project is an attempt to incorporate poetry writing in technical writing as an attempt to incorporate language art and creative writing in engineering curriculum, in order to foster creativity and develop technical communication skills among undergrad engineering students. **The City College of New York:** Maryam Alikhani

Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System  
**INNOVATION** Teaching Undergraduates in the 21st Century  
**Location:** SH 202  
**Joint Session** (30 minutes per presentation)

**Engaging for Academic Effectiveness: Internal Collaboration Between The Psychology Department and The Writing Center**

An internal collaboration between the Psychology Department and the Writing Center at CCNY is preparing the next generation of scholars by helping them write more effectively. This is a scalable interdisciplinary partnership that may be replicated by other departments. **The City College of New York:** Svetlana Bochman, Robert Melara

+ **Engagement: The First Year and Beyond**

The SEEK Department’s students are documented as one of the highest at-risk cohorts, yet for the first time in 50 years, the department’s fall 2011 cohort surpassed regularly admitted students in two critical variables—probation and attrition—thanks to the collaboration within and beyond the department. Reviewing data is required in the effort to engage students. **The City College of New York:** Hawai Kwok, Robert Melara
Blended Learning: A Model for a Hybrid Course in Chemistry
The presenter will describe a model for a hybrid course in chemistry geared to freshman students. She will explain the development of an online pedagogy and the identification of relevant technological tools, which ensures that both were linked to the needs of the students. **LaGuardia Community College: Dionne A. Miller**

+ Checking Ourselves Before We Wreck Ourselves! Overcoming Personal and Institutional Challenges to Digital Teaching in Introductory Psychology and Developmental Math
The presenters will share their pitfalls, lessons learned, best practices, and preemptive strategies to circumvent the individual and collective detours encountered in their first forays into teaching psychology and developmental math online. **Bronx Community College: Monique A. Guishard, Evangelia Antonakos**

Debriefing: Simulation and Beyond
Debriefing is an underused asset in education. Referred to as the last phase of simulated learning where learners evaluate performance through reflection. The value of debriefing goes beyond simulation and can be integrated into other areas of teaching and learning. **Queensborough Community College: Cheryl Spencer**

Incorporating High-fidelity Simulation Learning Experiences for 21st-century Nursing Students: Focus on Evaluation
The purpose of this project was to evaluate high-fidelity simulation learning experiences of undergraduate nursing students. A comparison of student feedback from three cohorts identified specific areas for improvement. The faculty redesigned simulation learning experiences incorporating these identified areas. **York College: Renée Wright, Lilly Mathew**

BC Bound: Giving High-School Equivalency Students a Chance Through a Structured Program at a Four-Year Institution
The BC Bound: High School Equivalency to Degree Program allows qualified and motivated HSE-certified students conditional admittance to Brooklyn College as first-time, full-time students in a specially-designed 12-credit learning community using best practices. If successful, they can continue at Brooklyn College. **Brooklyn College: Peter Collazo, Sharona Levy, Penelope Terry, Richard Vento**

Divided We Fall, United We Rise: Optimizing Chances for Black Male and Latino Success Through Academic Community Building
The presenters will describe a new Kingsborough initiative that addresses the issue of equity as it relates to the academic success and persistence of the college’s most underserved populations by creating a learning community targeting Black and Hispanic male students. Promising preliminary data are shared. **Kingsborough Community College: Marissa Schlesinger, Stephanie Akunvabey**

Tools for Clear Speech: A New Paradigm for ELL Success at CUNY
Baruch College’s innovative Tools for Clear Speech academic support program empowers ELL students through a suite of integrated, effective tutorial services, including a groundbreaking Oral Communication Video Assessment that utilizes Baruch’s Vocat software, providing online portfolios of student progress. **Baruch College: DJ Dolack, Coordinator, Nicole Gunn, Derek Santos, Tristan Thorne**

Embedded Tutoring: The Writing Center in the Classroom
Presenters will describe the design, reach and impact of the Embedded Tutoring program at Lehman College. It will be illustrated by a long-standing collaboration between the Academic Center for Excellence and a Professor in an upper-level Recreation Education research course. **Lehman College: Robin Kunstler, Dominick Gregory, Sarah Blazer**
3.15pm-4.15pm  Shepard Hall (SH)

➤ Track: **COLLABORATION**  External Partnerships with Public and Private Organizations and Institutions
Interdisciplinary Collaborations Across Campus and the CUNY System

Location: SH 379

**Joint Session** (30 minutes per presentation)

**CUNY Baccalaureate for Unique and Interdisciplinary Studies and the Bard Prison Initiative**

CUNY Baccalaureate’s partnership with the Bard Prison Initiative has proven to be extraordinarily successful, lending formerly incarcerated individuals an opportunity to complete bachelor degrees (and to continue into graduate programs) as productive citizens in their communities. **CUNY Baccalaureate for Unique and Interdisciplinary Studies:** Kim J. Hartswick, Jed Tucker, Richard Gamarra

+ **Luce World Pathways Heritage Scholars Initiative**

Presenters will discuss the LaGuardia Heritage Scholars Initiative demonstrating how collaborative efforts have facilitated student learning through a mix of curricular and co-curricular events, providing participants with a foundation in workplace etiquette, enhanced heritage language skills and cultural awareness. **LaGuardia Community College:** Angela Wu, Habiba Boumlik, Hector Fernandez

➤ Track: **ACTION**  Entrepreneurship: Start-ups, Social Impact Ventures, and Serendipitous Opportunities

Location: SH 250

**Student Entrepreneurs: Start up Showcase**

Conference participants will meet student entrepreneurs from various CUNY campuses to learn firsthand their perspectives on the impact of entrepreneurship activities on their education. Various student startups from the Zahn Center at the City College of New York, The Field Center at Baruch College, and the CUNY Center for Student Entrepreneurship

➤ Track: **ACTION**  Project-based Learning: Internships, Service Learning, and Undergraduate Research

Location: SH 378

**Joint Session** (30 minutes per presentation)

**Building Skills Through Neighborhood Research: A Place-Based Approach to Integrating Developmental and Credit-Bearing Work at Guttman Community College**

This presentation describes a three-part sequence of assignments from Guttman Community College's required first-semester course, City Seminar I. The sequence integrates developmental skills and credit-bearing work through place-based experiential learning. **Guttman Community College:** Nate Mickelson, Forest Fisher, Jan Green, Molly Makris

+ **Implementing Undergraduate Research as a High Impact Practice (HIP) in Biology Courses**

The faculty of the Biology Department are incorporating undergraduate research as a HIP in various biology classes. Student teams research a course-related topic and generate a report in scientific report format. These students exhibit independent thinking, enhanced analytical reasoning skills, team work, and scientific literacy. **Queensborough Community College:** Mangala Tawde

➤ Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System

Location: SH 376

**Joint Session** (30 minutes per presentation)

**Facilitating Inter-professional Collaboration through ePortfolio**

The Health Sciences Department at LaGuardia Community College developed an inter-professional ePortfolio that was used by students in Registered Nursing, Physical Therapy Assistant, Occupational Therapy Assistant, Food and Nutrition and Human Services as an electronic medical record. **LaGuardia Community College:** Deborah McMillan-Coddington, Regina Lehman, May Tom, Cindy Peirce, Les Gallo-Silver, Kathleen Karsten

+ **The Registered Nurse as Care Coordinator and Manager of the Interdisciplinary Transition Team**

The Nurse Care Coördinato role has emerged in recent years as an important means of achieving significant outcomes for patients, their families, and the larger health system. This presentation aids in defining the role of the RN as Care Coördinato and Transitions Team Leader. The presentation highlights the General Education skills needed for the RN to assume this emerging role effectively. **New York City College of Technology:** Elaine Z. Leinung, Aida Egues
Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System

**INNOVATION** Teaching Undergraduates in the 21st Century

Location: SH 210

**Joint Session** (30 minutes per presentation)

**From Classroom to Institutional Change: Multidisciplinary Collaboration in the Living Lab**

From planning and process to institutional change, session participants will learn how an urban, commuter college has developed a program to actively engage full- and part-time faculty in the college’s general education initiatives. **New York City College of Technology**: Sandra Cheng, Mary Sue Donsky, Karen Goodlad, Anna Matthews, Jonas Reitz, Laura Westengard

**High Impact, Low Stakes: Incorporating General Education into a Professionally Licensed-Driven Curriculum**

What techniques could be used to incorporate GenEd outcomes that provide a high impact at low stakes for professional degree programs? The New York City College of Technology initiated the college-wide theme “What Does Freedom Mean?” to promote GedEd. This presentation seeks to illustrate how four of CityTech’s professional programs utilized this theme to assess GenEd outcomes in their major courses. **New York City College of Technology**: Gerarda M. Shields, Lisette Santisteban, Kara Pasner, Gwen Cohen Brown

Track: **INNOVATION** Blended Learning Opportunities

Location: SH 208

**Joint Session** (30 minutes per presentation)

**EarthlingOS: A Complete Operating System for Active Reading, Writing, Programming, Chemistry, Statistics, Mathematics, and Image-processing That Boots from a USB-stick**

EarthlingOS is a bootable, Linux-based USB-stick featuring a complete set of open-source software for desktop work with words, images, chemical structures, and statistics. Anyone can download and try EarthlingOS without changing the setup of any computer. **Queensborough Community College**: Derek A. Bruzewicz

**Engaging a College Community Through Open Digital Technologies: City Tech’s OpenLab**

OpenLab is an open online space where members can work together, experiment, and innovate. The presenters will describe compelling uses of the platform and discuss the possibilities that such technologies create for teaching, learning, and collaboration in an open Digital CUNY. **New York City College of Technology**: Jill Belli, Konyca Francis, Scott Henkle, Andrew McKinney, Mandy Mei, Jody Rosen, Brianna Vasquez, Bree Zuckerman

Track: **INNOVATION** Teaching Undergraduates in the 21st Century

Location: SH 202

**Joint Session** (30 minutes per presentation)

**Flipping the Classroom in Introduction to Business at LaGuardia Community College**

“Flipping the Classroom” altered the introductory business course at LaGuardia Community College such that lectures are available online for out-of-class viewing while “homework”, critical thinking and real world activities are completed in class under the instructor’s tutelage. **LaGuardia Community College**: Leslie Gail Scamacca

**Fast Track to Calculus**

STEM students need to be at the calculus level before taking any science courses. Fast Track to Calculus allows students to complete a full year of pre-calculus coursework in just eight weeks during the summer, thus expediting their path to enrollment to calculus and other STEM coursework. **The City College of New York**: Jason Redman, Lydia Gerson

Track: **INNOVATION** The First-Year, Sophomore, and Transfer Experiences

Location: SH 22

**Joint Session** (30 minutes per presentation)

**Social Media: Enhancing the 21st Century Student Experience, One Post at a Time**

This presentation will focus on the effectiveness of innovative student engagement through Facebook, Instagram, and Twitter as used by the Academic Advisement and Transfer Center at the Borough of Manhattan Community College during the first-year and transfer experiences. **Borough of Manhattan Community College**: Bipasha Dey, Alexa Duque, Jonathan J. Matamoros

**Digital Engagement and Active Learning: A Student Life Guide to Experiential Learning**

Student Life and Leadership Development has taken experiential learning to the next level by engaging CCNY students who work and interact with the department. This initiative has helped them evolve using both technology and creative methodology to solve and surmount challenges. **The City College of New York**: O’Lanso Gabbidon
Track: **INNOVATION** Teaching Undergraduates in the 21st Century
Location: SH 204
Joint Session (30 minutes per presentation)

**CUNY CTLs: Innovation and Impact**

A panel of Center for Teaching and Learning (CTL) directors from CUNY senior and community colleges will reflect on their strategies for facilitating faculty's knowledge and use of innovative teaching practices, technology in and out of the classroom, the scholarship of teaching and learning, and other important initiatives. **Queensborough Community College:** Jane Hindman; **School of Professional Studies:** Susan Ko; **Hunter College:** Jeff Allred; **The City College of New York:** Bruce Rosenbloom; **LaGuardia Community College:** Howard Wach

+ **Teacher as Student: Shifting the Learning Paradigm at Bronx Community College**

The New Faculty Seminar at Bronx Community College helps newly hired faculty develop pedagogical, assessment and career planning strategies to help students overcome learning obstacles and facilitate the path to student success while developing in them a sense of ownership and empowerment as educators. **Bronx Community College:** Shylaja Akkaraju, Laura Broughton, Jordi Getman-Eraso

Track: **INNOVATION** Teaching Undergraduates in the 21st Century
Location: SH 21
Joint Session (30 minutes per presentation)

**Peer-led Team Learning in Introductory Computer Science Course**

The presenters will describe the result of their experimental Peer-led Team Learning in Introduction to Computing (CSc 102), an undergraduate-level course. The result shows a significant advantage over the traditional teaching. They also will discuss how they achieved high sustainability of the initiative. **The City College of New York:** Hannah Aizenman, Michael Grossberg, Akira Kawaguchi

+ **Evaluating Peer-led Team Learning Across Disciplines**

Peer-led Team Learning (PLTL) is a model of teaching in STEM disciplines that introduces student leadership as an integral part of the course. PLTL was piloted in introductory courses in three different departments: Computer Science, Mathematics, and Chemistry. The evaluation explored the process of change when adapting the model into different disciplines and the success of the PLTL model in increasing student success. **The City College of New York:** David K.Gosser; Teachers College, Columbia University: Dawn Horton

Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System

**INNOVATION Teaching Undergraduates in the 21st Century**
Location: SH 20
Joint Session (30 minutes per presentation)

**Innovation in the Instruction of Underprepared Math Students**

LaGuardia faculty will present innovations in the instruction of underprepared math students. By expanding the Academic Peer Instruction (API) program to include all students in weekly, all-day Friday problem solving and practice sessions, substantial and surprising improvements have occurred. **LaGuardia Community College:** Andi Toce, Reem Jaafar, Joyce Zaritsky, Edward Bagley

+ **The City College of New York Peer Mentoring Consortium**

The CCNY Peer Mentoring Consortium provides standardized training for peer mentors interested in working with first-year students across the campus. This presentation will discuss how the Consortium came together, the design of its peer mentoring training curriculum, and its assessment strategies. Participants will engage in a brief activity developed to train peer mentors. **The City College of New York:** Mara Washburn, Trevaughn Bynum, Evelyn Ortega, Nkem Stanley, Ana Zevallos

Track: **COLLABORATION** Interdisciplinary Collaborations Across Campus and the CUNY System

**INNOVATION Teaching Undergraduates in the 21st Century**
Location: SH 19
Joint Session (30 minutes per presentation)

**Growth and Professional Success (GPS) Program: A Model for Student Engagement**

The Growth and Professional Success model for student engagement will be discussed, along with the initial results from four semesters, proposals for scale up to include transfer students, second-year students, and collaborations with the STEM disciplines. **The City College of New York:** Evelyn Ortega, Focrun Nahar; **The City College of New York/NYC Louis Stokes Alliance:** Claude Brathwaite

+ **Two Evaluations of the Freshman Year Initiative at Queens College**

The presenters will offer an evaluation of a program supporting first-semester freshmen at Queens College. The information from the evaluations (a cohort study and a study of faculty development) is proving valuable in making administrative decisions about the future of the program. **Queens College:** Eva Fernández, Leigh McCallen, Michelle Fraboni, Clive Belfield, Dean Savage

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The City College of New York