Welcome from CTL!

“Creating better teachers to better serve our students.”

CTL Mission:
In keeping with Hostos tradition, the Center for Teaching and Learning promotes excellence in teaching and learning with innovative pedagogies and state-of-the-art technologies by fostering interdisciplinary and cross-divisional collaborations.

Goals and Objectives:
In order to fulfill its mission, the Center for Teaching and Learning strives to accomplish the following goals and objectives:

- Promote teaching innovation
- Provide faculty professional development activities
- Support Scholarship of Teaching and Learning (SoTL)
- Create and disseminate instructional resource materials, including a faculty handbook

- Support curriculum development and revision
- Promote and showcase faculty work and research through conferences such as CTL Professional Development Day (SPA Day), Bronx EdTech Showcase, CUE Conference, CUNY IT Conference and others.

Additional offerings by the Center for Teaching and Learning include:

- Support for student participation programs (honors programs, WAC, Study Abroad Program, etc.)
- Collaboration with the Grants office to:

  - Propose strategies to support faculty engagement in grantsmanship
  - Provide development support for faculty research initiatives (assistance locating funding sources, grant writing workshops, etc.)

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Many summers ago I sat next to Magda Vasillov in an NEH Institute designed by the American Social History Project (ASHP); it was a month-long journey of navigating the Web and incorporating the tools of technology in the curriculum. Magda patiently mentored me as we considered the integration of technology in my developmental reading and writing courses and her Arts and Civilization course; we were two of the professors within a program block.

At a recent AAC&U conference, Christy Price of Dalton State College presented “The 5 ‘R’s’ for Engaging Millennial or ‘Modern’ Learners,” which she outlined as research-based methods and pedagogy, relevance, rationale, relaxed, and rapport. According to Price, our teaching should be “active pedagogies of engagement.”

As I have crafted the curricula for my courses over the years, I always hold dear to my heart particular people and experiences such as Magda as we co-taught; America Trinidad as we co-directed an Honors Institute; attendance at Bard’s Institute for Writing and Thinking with Evelyn Silverman, Heather Rosario-Sievert, and Kathleen Kane; participation at AAC&U conferences; and facilitation leader at ASHP. My many years of collaboration have informed the way I teach AND learn.

So what is my vision as co-director of the Center for Teaching and Learning? It is a dream that I hope will not be deferred. It is a dream that during the upcoming 2018 – 2019 academic year, we will be actively engaged in collaborating to plan and implement activities that will incorporate our optimal selves toward an excellent education for all – students, faculty and staff.

Carlos Guevara as co-director guided the directors of CUNY’s other CTLs in shaping our mission: to share resources and promote best practices of the synergistic relationship between teaching and learning; advocate for sufficient resource allocation for teaching and learning; build and disseminate standards of excellence for faculty development; produce research and scholarship about our collective endeavors; promote best practices and models of SOTL; and endorse good models for the assessment of teaching and student learning.

We both are looking forward to providing opportunities for all to engage in continuous improvement as we strive for excellence.

—By: Prof. Cynthia Jones
& Mr. Carlos Guevara
Carlos Guevara
Director of EdTech
Co-Director of CTL
Carlos Guevara holds bachelor’s and master’s degrees in Computer Science from CUNY & NYU Poly and is currently pursuing a doctorate degree in Instructional Technology at Teachers College, Columbia University. With over 15 years of experience in Higher Education, Carlos currently works at Hostos Community College, CUNY, as Director of the Office of Educational Technology and Co-Director of the Center for Teaching and Learning. Carlos is also Chair of the CUNY Center for Teaching and Learning Advisory Council and Founder of the Ecuadorian Youth Organization and Ecuadorian Scholars Fund.

Cynthia Jones
Co-Director of CTL
Cynthia Jones began her tenure at Hostos Community College in 1977 as an adjunct in the English Department teaching ESL reading courses of beginning, intermediate, and advanced levels. She was appointed as a full-time Lecturer in 1981 and has taught the full range of English course offerings. Cynthia Jones earned a Master of Arts in Curriculum and Teaching from Teachers College, Columbia University and received a Bachelor of Arts in Early Childhood, Elementary Education, and Reading from Adelphi University. Cynthia has been called an “Hostos lover” because of her love for its mission; she proudly and passionately embraces that name.

Luz Rivera
Cordinator of CTL
Luz Rivera holds a B.S. degree in Computer Information Systems from Lehman College and an associate’s degree from Hostos Community College, CUNY. She joined CTL in 2014. Prior to joining the center, she worked in the Education department as a College Lab Technician. She supports all center initiatives and activities, and she participates in special projects to improve the center’s effectiveness. Committee member: CTL Advisory Council, & General Education.

Juberth Tueros
College Assistant
Juberth Tueros started working at the Center for Teaching and Learning as a College Assistant in 2017. Prior to joining the CTL he worked as Clerical Assistant and a Desktop Hardware Technician. He holds a certification as a PC Technician and he is also pursuing a Degree in Network Technology at BMCC.

Itzel Ortega Mendez
College Assistant
Itzel Ortega Mendez has been a College Assistant with The Center for Teaching and Learning, as well as a collaborator with The Office of Academic Affairs, since September 2014. Itzel started her career at Hostos Community College as an intern with the At Home in College program in 2013. She has completed her Associate’s Degree at Hostos Community College in Office Technology. She is currently attending Lehman College studying Health Services Administration.

Nana Mukbaniani
QR Fellow 2018 - 2019
Nana Mukbaniani holds MA and MS degrees in Economics and is a PhD student in Economics at CUNY Graduate Center. Her specializations are Macroeconomics, Econometrics and Human Resource Economics. Nana is interested in poverty reduction and wealth inequality and thus, her research is focused on these topics. In addition, Nana has served as a Budget Analyst in the State Audit Office of the Republic of Georgia and has been an instructor of Macroeconomics and Microeconomics at Brooklyn college and the University of Georgia. She is now joining the Hostos Community College as a QR Fellow and feels enthusiastic to work with the faculty to enhance quantitative reasoning skills of students in all fields.

www.hostos.cuny.edu/ctl/
This initiative represents another effort from the Office of Academic Affairs to address faculty recommendations from the COACHE survey conducted in 2014. This practice has been offered every spring. During this Spring 2018 edition, the CTL collaborated with the Diversity Fellow Prof. Nelson Nuñez-Rodríguez and Prof. Camilo Almocid, who serves as PSC CUNY liaison for adjunct faculty at Hostos. The session was held on February 13, 2018. Prof. Almocid facilitated a session based on opportunities brought by the adjunct new contract, new health benefits, as well as available professional development opportunities fostering adjunct application for promotion. The campus Diversity Officer Lauren Gretina illustrated adjunct faculty on issues related to diversity and cultural diversity and cultural sensitivity in the classroom today. Approximately 20 adjunct faculty members attended this informative session that continued with presentations explaining best ways to use Library and Educational Technology office resources. The program ended with an informal coffee break where all participants had the opportunity to further clarify questions with the presenters, as well as develop a networking among them.

Outcomes:

Participants found this initiative informative and helpful. Indeed, they recommended holding more presentations to further discuss ways to develop their professional credentials for promotion and for securing full time positions. Overall, the session was productive and emphasized the need to improve our service to adjunct faculty, including engaging them in conversations about diversity issues.
New Faculty, Welcome!

The Center for Teaching and Learning extends a warm welcome to our New Faculty.

Mayra Mojica Butler
Lecturer
Business

Víctor Torres-Vélez
Assistant Professor
Humanities

Simona Prives
Assistant Professor
Humanities

Norberto Michel Hernandez Valdes-Portela
Instructor
Behavioral & Social Sciences

Sande Chen
Assistant Professor
Humanities

Kattiria Rosario Gonzalez
Assistant Professor
Humanities

Stacey Cooper
Assistant Professor
Behavioral & Social Sciences

Humberto Ballesteros Capasso
Assistant Professor
Humanities

Kathleen Delgado
Instructor
Natural Sciences

Jung Hang Lee
Assistant Professor
Mathematics

Victoria M. Muñoz
Assistant Professor
English

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On May 8, 2018, Hostos Community College again joined with the nation to pay tribute to teaching and learning. Our 2nd Annual Teaching Day Program, “Hostos Stories from Faculty, Staff and Students,” entailed brief presentations by an impressive group of educators, students, staff, and alumni. Prof. Jones facilitated the proceedings by welcoming the assembled.

Nelson Nunez Rodriguez, Professor of Chemistry, Unit Coordinator in the Natural Sciences Department, and former Director of the Center for Teaching and Learning began the celebration providing a fond overview of his professional journey at Hostos. He reminded us of the importance of striving for excellence with passion. He shared a few anecdotes, which illustrated not only his love of teaching but his desire for learning. Professor Nunez Rodriguez delivered an inspirational talk that set a great tone for the day.

Denise Herrera, who shared that she is a 20 year-old Chicana, proud daughter of immigrant parents, an SGA Senator and the fall 2018 President of the SGA, gave an emotional reflection about her love of family and the family of Hostos. As an Honors student and student leader, she lives a student life of excellence that serves as a model to all; she is teaching all of us to be mindful of the importance of being the best self with resilience.

Mayra L. Mojica Butler, who has extensive experience in the accounting and finance fields, provided a snapshot of her experience teaching in the Business Department. It was apparent that she had respect and patience for students. Additionally, she exhibited the joy she derived from being in the classroom.

Joseph Kwame Gyan also teaches in the Business Department. Professor Gyan graduated with Honors and an A.S. in Accounting from Hostos Community College in 2010. He shared memorable moments from his student days and his teaching life. He is often seen walking the halls with a group of students.

Victor Pinnock shared his experiences as a former Hostos student, who received his A.A.S. in digital design and animation. He won an award for Best CUNY Animation in 2016. He is currently teaching in our College Now Program as an Adjunct Professor. It was clear that he is enjoying his teaching life.

Mercedes Moscat has served in various key positions in Hostos Community College since 1993. She has been involved with many initiatives throughout the college, which she detailed. As she shared her story, it was definitely obvious that she has and remains dedicated to the empowerment of students and co-workers. Her passion for excellence and love of the teaching and learning process was evident for all to see.

Our program was closed by our Chief Academic Officer, Vice President and Provost Christine Mangino. She ended by sharing her awe and appreciation of the shared Hostos stories.
Over the past half century, American higher education has expanded from an elite audience to the mass market. Audience demographics have changed dramatically, and institutions of higher education are recognizing a need for faculty who are not only successful researchers but are also effective educators. Most faculty in institutions of higher education obtain their positions having proven expertise in their respective disciplines. However, they are poorly prepared as educators and benefit greatly from institutional support in order to improve their teaching effectiveness.

A learning theory is a systematic statement of principles and generalizations that provide a coherent framework for understanding how and why people learn. It was through the work of psychologists and their understanding of human development during the first half of the twentieth century that learning theories emerged. The only thing that remains consistent about learning theories is their steady evolution, incorporating new observations, ideas and technologies as more information becomes available. More recently, learning theories have become specialized, taking into account the diversity of experiences and exposures which shape the human personality: andragogy (the method and practice of teaching adult learners) has expanded the field of pedagogy (the art and science of teaching); cultural influences which affect minorities; how learning disabilities challenge, but not handicap, those who are afflicted.

What follows in this paper is a brief introduction to the main theories of learning. It would be impossible to adequately cover all the theories in existence in one paper and the reader is encouraged to continue exploring the topic. At the end I have provided some sources which I have found reliable. However, there is no shortage of internet blogs, webpages and social media which provide very useful, easily accessible information. It can be overwhelming and time consuming but a fuller understanding of all the exciting advances in the field of education in general, and higher education in particular, will only come through sincere devotion to the task.

--- Behaviorism ---

For every individual at every age, from newborn to octogenarian, behaviorists describe natural laws that govern how simple actions and environmental responses shape complex competencies, such as reading a book or making a family dinner. Learning theorists believe that development occurs in small increments and that change is cumulative. The specific laws of learning apply to conditioning, the processes by which responses become linked to particular stimuli; it is sometimes called S-R (stimulus-response) conditioning and there are two types:

**Classical Conditioning** - More than a century ago, Ivan Pavlov began to study stimuli and their responses. He was primarily a physiologist, using dogs to study digestion (it bears nothing that Pavlov...
In contrast to behaviorists, cognitivists do not require an outward exhibition of learning (i.e. through behavior change). The focus of cognitivism are the internal processes and structures involved in learning. Discussions of cognitivism often utilize the metaphor of a computer and how it processes information. Data is acquired from outside, is then stored and retrieved when applicable to a particular cognitive task. Information, then, is transformed to produce new information; learning is an active, constructive, cumulative process.

One of the most influential cognitive theories, and one particularly germane to instructional design, is cognitive load theory (CLT). According to Sweller, it’s most prominent scholar, “Information processing properties of human cognition have evolved to mimic the information-processing properties of biological evolution. Just as an evolutionary system requires an enormous store of information to function, so does the human cognitive system. Virtually everything humans see, hear, or even think about is critically dependent on information stored in long-term memory.”

Long-term memory stores knowledge and skills permanently (more or less) and can store vast amounts of schemas, which are outlines or categories of information. Information becomes stored in long term memory after being processed by working memory (short term memory), which is extremely limited in capacity and duration. Information is held in working memory, rehearsed and then (sometimes) transferred to long term memory. CLT techniques reduce working memory load to ease changes in schemas stored in long term memory.

Operant Conditioning- If Pavlov is the father of classical conditioning then the father of operant conditioning is BF Skinner. Skinner acknowledged the veracity of Pavlov’s findings and built upon the theories proposed by other early psychologists such as Edward Thorndike and John Watson. Skinner was a true behaviorist, believing that the best way to understand behavior was to look at actions and consequences. Simply put, Skinner’s theory states that behavior which is reinforced tends to be repeated; behavior which is not reinforced will not be repeated or, at least, its tendency to occur is weakened. Rewards are consequences that make a behavior more likely and punishments are consequences that make a behavior less likely. However, humans are not quite so easily manipulated:

‘Pleasant consequences are sometimes called ‘rewards’ and unpleasant consequences are sometimes called ‘punishments’. For example, parents punish their children by withholding dessert, by spanking them, by not letting them play, by speaking harshly to them, and so on. But it is possible that a particular child might, for instance, dislike the dessert so that being deprived of it is no punishment. Another child might not mind a spanking, especially if that is the only time the parents pays attention to the child. In this case, the intended punishment is actually a reward. Once a behavior has been conditioned (learned), animals (including humans) continue to perform it even if pleasurable consequences occur only occasionally or continue to avoid it even if punishment is rare.’

Social Learning

“Of the numerous stimuli that influence how people will behave at any given moment, none is more ubiquitous or effective than the actions of others.” - Albert Bandura

That human beings are social creatures, craving and appreciating the warmth of touch, the affection of a hug, the pride of loved ones, should not surprise us. Social scientists have longed established the benefits of social interaction (relationships formed with family, community and work environments).
on human health and well-being, with some evidence suggesting the effect is stronger in men.\textsuperscript{4,5} Social isolation has serious negative mental (depression and cognitive decline) and physical impacts (higher rates of morbidity and mortality).\textsuperscript{6}

We learn by observing and imitating each other, and by observing the consequences of others’ behavior, not just through the influence of rewards and punishments. Proponents of social learning theory believe behaviorists undervalue the potential of individuals to influence their own behavior and emphasize the role of the individual and the environments in which they live. The environment provides models for behavior and \textit{modeling}, the process by which people copy the actions of others, is an integral part of social learning theory. Also important are the concepts of self-efficacy (“an individual’s belief in his or her capacity to execute behaviors necessary to produce specific performance attainments”)\textsuperscript{7} and self-confidence (firmness or strength of belief but does not specify a goal). Social learning theory is also referred to as social cognitive theory, building upon the premise from cognitivism that learning can occur without an immediate change in behavior; learning is an internal process which may or not produce new behaviors.

This theory of learning is robustly applied in dental and dental hygiene programs of education: students observe experienced, trained dentists and dental hygienists in clinic rotations and are encouraged to model the behavior. This includes not only the learning of clinical skills but learning about professional attitudes and interactions with patients and other members of the clinic staff, the so-called “hidden curriculum”.

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\textbf{A n d r a g o g y ---}

“Today’s average student is no longer the 18-year-old whose parents drive her up to “State U” in a minivan stuffed with boxes. Instead, the “new normal” student may be a 24-year-old returning veteran, a 36-year-old single mother, a part-time student juggling work and college, or the first-generation college student. The faces we picture as our college hopefuls can’t be limited by race, age, income, zip code, disability, or any other factor.” — Ted Mitchell, Under Secretary, U.S. Department of Education\textsuperscript{8}

While it has been argued that the ideology behind andragogy constitutes more of a technique than a theory,\textsuperscript{9} its relevance in higher education is considerable. According to the most recent data from the National Center for Education Statistics, the number of college students above the age of 25, often called non-traditional students, has been steadily increasing. The following tables (page 11) illustrate the percentages of part-time and full-time students below and above the age of 25.\textsuperscript{10}

It is tempting to use age as a qualifier for “adult”-ism. Adulthood can be defined biologically (the age at which an individual can reproduce), socially (when an individual begins to perform adult roles such as full-time worker, participating citizen, spouse, parent, etc.), psychologically (when an individual develops a self-concept of being responsible for their own life), spiritually and legally (the age that an individual can vote, drive, marry, etc.).

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\textbf{C o n s t r u c t i v i s m ---}

“Students should construct their own knowledge”

The constructivist theory of learning is very popular across all levels of education but is particularly favored by institutions of higher education. The learner is not a passive recipient of knowledge rather, an active participant in constructing the knowledge. Because of vast differences in the levels of knowledge (experience) which each student brings, the learning which occurs is highly individualized as the learner is building on his/her own pre-existing conceptual frameworks. Constructivists believe learning is driven by the learner’s attempts at finding a solution to a problem utilizing information they already know.
We think of an adult as a person that is fully grown and developed but what does that really mean? What are the dangers of making generalizations about adult learners especially taking into consideration our own personal beliefs as educators? Whose concept of an adult learner will we use?

Andragogy is the art and science of helping adults learn and it was studied and developed by Malcolm Knowles who noticed key differences in the characteristics of young and older learners. As people mature:

- they become increasingly independent and self-directed (self-concept).
- they have accumulated experiences that provide a fertile resource for learning (experience).
- they are more interested in learning subjects that have immediate relevance to their jobs or personal lives (readiness to learn, relevance).
- they become more problem-centered rather than subject-centered (orientation to learning).
- they become more motivated by various internal incentives, such as need for self-esteem, curiosity, desire to achieve, and satisfaction of accomplishment (motivation to learn).

Knowles postulated that learning was lifelong and completed at specific stages. Because adults manage other aspects of their lives, they are capable of directing or, at least, assisting in the planning and implementation of their own learning. “Non-traditional learner” is the more recent moniker attributed to those in this group. Key characteristics distinguishing them from other college students is the “high likelihood that they are juggling other life roles while attending school, including those of worker, spouse or partner, parent, caregiver, and community member.”

From andragogy other methodologies (self-directed learning, experiential learning and transformational learning) emerged which capitalize on the strengths of adult learners.

Within the last decade, due in no small part to technological advances allowing for broader dissemination, institutions and programs geared toward serving adult students have proliferated. Programs that accommodate adult students’ preferences for “active learning strategies that support cognitive growth and transformational learning” and “their frequent desire for highly structured learning experiences that provide a clear roadmap of teacher expectations” are the most successful.

Only after many years of teaching to our diverse student population would a professor at Hostos be able to make any definitive claims regarding the effectiveness of any of these theories. But with the support of senior faculty, college administrators and the vast resources available through the Center for Teaching and Learning, Hostos faculty can make the journey through teaching and learning a great success.

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Sources


About the Author

Diana Macri is an Assistant Professor in the Dental Hygiene Unit of the Allied Health Department. Primarily trained as a dental hygienist, she earned a Master of Education degree from Baruch College in 2012 and now considers higher education her passion. An avid writer and reader, she teaches a Writing Intensive course titled “Ethics Jurisprudence and Practice Management” in addition to two other core dental hygiene courses. She believes strongly in advocacy for Hispanic and Latino populations, both in the oral health professions and in education. Through her work as Trustee of the Hispanic Dental Association, Governing Council member of the American Academy of Dental Hygiene and member of the Minority Affairs Advisory Committee of the American Dental Education Association, she is able to use her voice to advance these priorities. She is deeply committed to utilizing evidence based technologies and teaching methodologies which promote student success and is invigorated by working alongside the many faculty and staff at Hostos who are equally dedicated.
This article is about my own personal experience as an educator. When I finished high school, I was hired as a fifth grade teacher in an elementary school located in one of the most neglected neighborhoods in the capital city of Colombia. On the first day of classes I met 35 students, between 10-16 years of age who came to the school hungry and without even a pen or pencil, unprotected from the cold weather of Bogotá and with little or no enthusiasm to learn. The first priority for these kids was to survive the day and particularly to put something warm in their stomachs. From the first day of classes it was very clear to me that the first thing I needed to provide these kids was food. Then, I could feed them with my knowledge and dreams. So, I decided to start our day with bread and milk. A week later our breakfast menu was expanded as the kids brought “something else” to share with the class.

Through this simple act we were able to develop an experiential community reality that allowed us to feel as one.

The building of this community gave us an implicit understanding of acceptance, sharedness, inclusiveness and collaboration to serve a common goal or ideal. This goal or ideal was not explained or obvious, not even for me as the instructor of the class. But it was a tangible reality in our physical environment and in our minds. It was great to be together. If someone could not come to school for any reason, he/she was missed and he or she missed us at the same time. Everybody was looking forward to being at the school every day.

My first monthly payment was invested in buying pieces of chalk of different colors and for every child, a pen, color pencils, an eraser and a poster board. With these tools at hand I felt ready to conquer the minds and the hearts of my students. As a teacher in this school I taught all subjects: history, mathematics, geography, biology, Spanish reading and composition. I decided to make the school experience for these children a unique and unforgettable one. The poster boards were used to draw the Colombian map and its political divisions. I then asked the children to cut off all the political states on the 23 departments (states), so the map was transformed into a big puzzle. Every morning when we arrived at the classroom, students used the first ten minutes in competing among themselves as to how fast they could put together all these pieces of the Colombian map. In this simple way they were learning the name of the states and their location within the territory. Learning has to be fun and engaging. As we were covering Colombian geography, the students were adding the mountains, snow peaks, valleys, rivers and everything of interest to the puzzle, exactly where they belonged. So as the academic year advanced, the puzzles were transformed into beautiful holograms. In addition, I was teaching math through history or history through math. I explained to the students the fights between Indians and conquistadors with
as much realism as I was able to show. In other words, I transformed myself into a story teller. I always finished the story in suspense mode, so when the students started begging me to continue the story, my answer was always the same: tomorrow at the same time, in the same room. I connected geography to history by explaining to my students all the difficulties the Spaniards faced during the time of the conquest: fighting in completely unknown territories against the indigenous people who didn't have the same fighting tools but who knew very well the caves, mountains, and hills of their land and therefore, were able to find refuge in the high altitudes and snow peaks of the many mountains, or by crossing rivers and valleys. Explaining math by using proportions, percentages and the number of men in the army of the conquistadors fighting against a group of Indians of half their number.

At the end of the class we had a lot of information to integrate. The integration of ideas and concepts became eloquent when the students needed to identify and illustrate in words, diagrams, or drawings what happened in each state as they had learned in their history class, explaining proportions, ratios, percentages of Spaniards, peasants or indigenous people dying or surviving on each side of the rival sides, on the maps they had as puzzles. Just in picking one state, the students were able to identify the connections among ideas and fields of knowledge from different disciplines. As an educator I learned the importance of creating interdisciplinary assignments connecting rich content with development of mastering essential skills and capabilities.

Later on, the kids came up with another beautiful idea: to draw on the classroom floor a permanent outline of the Colombian map at a higher scale and with wood dust in different colors to represent the cordilleras, rivers, valleys and of course, the scenes of the battlefields. Groups of 4-5 children worked during the class recess, dressing the map on the floor with the wood dust that we had to remove and put back every day, preparing the scenario for the interdisciplinary studies as we called the teaching of math and geography through history. Every day, there was a different team, one more creative than the other. I used this creativity for grades as practical exams. Team effort was highly appreciated and quite effective.

This type of assignment brought great amounts of energy and enthusiasm, especially because it was suggested by the same students and was fun to work on in groups. Bonds among students became very strong, developing peer-mentoring that in some cases lasted after the school year. As the months passed by, the enthusiasm for attending school started growing and becoming quite evident to the school director, parents and the teachers, including myself. Everybody was quite impressed by the teaching and learning results, by the self-discipline the students developed by supporting each other and forming an impressive and inspirational learning community. Parents talked to the community about how eager and disciplined their children had become toward their school and their own learning. Our classroom became a class model for faculty development workshops with the participation of students, parents and colleagues, not only within our school but from other schools in the city. Many years after this experience, my first students kept communicating with me, sharing stories of success and major events in their lives.

Years later, I became a full-time faculty member at Hostos Community College where I became the co-founder of the Center for Teaching and Learning and the Honors Program. Working with dedicated colleagues such as Robert Cohen, Kim Sanabria, Carlos Sanabria, John Gillen, Humberto Cañate, Zvi Ostrin, and the Serrano Scholars, we established the quite transformational experience of the Honors Institute, where we got together for a month from 8:00 a.m. to 3:30 p.m. as a group of individuals trying to answer What Does It Mean to Be Human? This was a journey of transformation for all of us who were part of this sacred journey in higher education. The Hostos Honors Institute was offered on a completely voluntary basis during its first year, as our Office of Academic Affairs was concerned that funding it might prove expensive; for the remaining years of the Institute, it did receive funding. This Hostos Honors Institute made history at our college, transforming the lives of several
Dr. Bernal is a full Professor at the Natural Sciences Department at Hostos Community College of the City University of New York where she has worked as the Chair of the Department and Associate Dean of the Office of Academic Affairs. She worked on the creation of several initiatives at the college including the Honors Program for Liberal Arts students, the Summer Honors Institute, and the Center for Teaching and Learning. For 12 years she was the Chair of the College-Wide Curriculum Committee. Prof. Bernal-Carlo received the International Exemplary Leadership award from the Chair Academy as well as the Exemplary Initiatives award for Curriculum Innovation from the Instructional Leadership Academy.

Prof. Bernal-Carlo is a Colombian of indigenous descent. She works with the tribes of the Sierra Nevada de Santa Marta (SNSM): Wiwa, Kogui and Arhuaco, on a variety of sustainable projects.

Of our students as they discovered their personal values and talents, enhanced their own self-esteem, and created faculty-student and student-student bonds lasting years beyond their Hostos experience and helping them to succeed at Columbia University as well as in other aspects of life.
The Center for Teaching and Learning hosted its annual Professional Development Day, better known as SPA Day, on May 29, 2018. Building upon the success of last year’s SPA day, the Center for Teaching and Learning, with the help of the CTL Advisory Council, sought to create a program which highlighted the work of Hostos faculty, staff, students and administrators and afforded all the opportunity to enjoy a successful academic year in the company of friends. This year’s theme was “Change in a Changing World”, a nod to the significant changes many have committed to making this past year to improve teaching and learning at Hostos.

Institutions of higher education are increasingly cognizant of their responsibility to not only be more representative, but also more inclusive of people from marginalized groups. The day’s program began with an engaging discussion on classroom inclusivity (“Is the Hostos Classroom Really Inclusive?”, Prof. Nelson Nunez-Rodriguez, Prof. Hector Soto, Dean Ann Mester and Lauren Gretina, Esq.), and attendees openly shared their experiences and ideas. In “Limbo”, Prof. Andy London’s students shared the wonderful films they created as part of their coursework which were inspired by Hostos DACA student, Dismary Hernandez. Departmental chairs (Prof. Sara Church, Prof. Madeline Ford, Prof. Nieves Angulo, Prof. Gregory Marks, Prof. Alisa Roost, Prof. Karin Lundberg) participated in a panel discussion regarding the changes which have impacted their departments and, subsequently, the college.

Break-out sessions led by faculty and administrators covered some of the initiatives currently underway, or soon-to-be underway, at Hostos including Hostos Reads! (Silvia Reyes, Title V Director, Prof. Lisa Tappeiner), service learning (Prof. Sandy Figueroa, Prof. Eunice Flemeister), intellectual diversity (Prof. Nelson Nunez-Rodriguez), open educational resources (Profs. Madeline Ford, Jacqueline DiSanto, Denise Cummings-Clay, Linda Miles) and an intriguing conversation regarding skin color led by Prof. Damaris Lois-Lang (more on this to follow in the fall!). The final session of the day brought entertainment to the attendees as they were treated to more student work from Prof. London’s students, both from Hostos and Harvard University.
Hostos Reads! Americanah

BY CHIMAMANDA NGOZI ADICHIE

Hostos Reads!, an initiative coordinated by the Center for Teaching and Learning, is dedicated to promoting a culture of reading across campus. It aims to bring students, faculty, and staff together in a shared intellectual experience by providing opportunities to read together and discuss books that expand and deepen our views of the world through fiction and non-fiction.

The campus-wide common book for the 2017-2018 academic year addresses themes that are common experiences to many in the Hostos community: immigration, sexism, coming of age, tasking risks, and falling in and out of love. Americanah examines these issues through the eyes of a strong-willed young woman as she navigates between adolescence and adulthood, Nigeria and the United States, and professional identities. The novel’s author, Chimamanda Ngozi Adichie, is an engaging public intellectual whose 2009 TED Talk, “The Danger of a Single Story,” has been viewed over 15 million times.

This year, over 1,300 copies of the book were distributed to students, faculty and staff across campus. Hostos Reads! activities included reading groups, mindful conversations, a writing wall, and an essay contest. The novel or excerpts of the novel were integrated into the curricula of the First-Year Seminar, and English and Community Health classes, among others. As the initiative continues with new titles chosen by the campus community each spring, we invite the campus community to find ways to integrate Hostos Reads! books into teaching or other student activities, take time out to participate in a discussion group, and be part of deepening the culture of reading on campus.

AMERICANAH ESSAY CONTEST WINNERS

1st Place: Helen Mantuano
2nd Place: Mohamed Seyni
3rd Place: Christiana Burton

www.hostos.cuny.edu/ctl/
This past year Touchstone has continued its mission of documenting and sharing the work and the ideas of the Hostos community. Touchstone accepts essays from faculty and staff on any aspect of academic life. Not only does publication in Touchstone help faculty move a project closer to publication in peer-reviewed journals, but it also helps faculty share their work with the rest of the community at Hostos.

The upcoming issue, for instance, represents a range of topics, from the use of language by native speakers to a lesson plan that uses the New York Times application. Along with the help of the entire Center for Teaching and Learning Council, Touchstone is grateful to its editorial board whose hard work has helped the upcoming issue come together.

In linking the power of teaching to a broadening of our vision, Eugenio María de Hostos affirmed the power of education. In honor of our namesake’s belief, Touchstone, a journal devoted to the scholarship produced by the community of Hostos, was created. The journal is published yearly by the Magda Vasillov Center for Teaching and Learning.

The goals of Touchstone are to increase awareness of the scholarly and creative work of the faculty at Hostos and provide an outlet for work that is on its way to external publication. In accordance to these goals, Touchstone publishes a diverse range of scholarship from the Hostos Community. This diversity of imaginative and creative work represents the many talents of the faculty here at Hostos.

Touchstone accepts works in English or Spanish on any of the following:

- Original scholarship on teaching and learning
- Scholarly articles from any discipline
- Best practices
- Conference presentations or reports
- Classroom-based research
- Teaching challenges
- Personal essays or editorials
- WAC and beyond
- Book reviews
- Creative works

In addition to the above criteria, Touchstone would be interested in scholarship, essays, or pedagogical material connected to the Book of the Year: How To Think.

Send your articles using discipline appropriate citation to Dr. Jason Buchanan (jbuchanan@hostos.cuny.edu) by December 31, 2018.
I embarked on my sabbatical leave during the fall of 2016 after earning my tenure in 2014. I had the privilege to receive a 2016 – 2017 U.S. Fulbright Scholar Award to the Slovak Republic. My sabbatical leave together with my Fulbright award provided me firstly with the opportunity to enhance my research spectrum by working with Dr. Magdaléna Májeková at the Institute of Experimental Pharmacology and Toxicology (IEPT) of the Slovak Academy of Sciences (SAS) in Bratislava, the Slovak Republic. Dr. Májeková is an expert in biophysics and medicinal chemistry. My sabbatical leave and Fulbright research focused on sarco/endoplasmic reticulum Ca\(^{2+}\)-ATPase (SERCA), which is a transmembrane enzyme that plays a central role in regulating cytosolic Ca\(^{2+}\) concentration and maintaining calcium homeostasis within the cells (Figure 1). This enzyme is involved in Ca\(^{2+}\) signaling mechanisms in many biological functions, including muscle contraction, gene expression, cell motility and apoptosis. SERCA dysfunction has been associated with age-related diseases and various pathophysiological conditions such as cardiovascular diseases, neurodegenerative disorders, muscular diseases, inflammation and cancer. Dr. Májeková’s group (Figure 2) has observed and proposed several conformational states for the catalytic cycle of SERCA. Some of them are unstable and therefore not suitable for crystallization and labeled conformational study. In their studies they found that flavonoid rutin, a powerful antioxidant, stimulates SERCA activity and efficiently protected SERCA from oxidative damage. In addition, they have also found some interesting facts dealing with flavonoid rutin, its lipophilic derivatives acylated with fatty acids and original fatty acids, which resulted in different effects on the activity of SERCA. Thus, we aim at studying these effects by means of computational biophysics approaches using Molecular Dynamics simulations. The results of this study will help to better understand which conformation of SERCA is responsible for the interaction with these rutin derivatives and to determine key ligand-protein interactions. This research will ultimately contribute to the finding of therapeutic approaches with the potential to target neurodegenerative, muscle, cancer, cardiovascular and heart diseases. We have established a good collaboration that we hope will keep bringing fruitful
scientific outcomes. An article about our research has recently been published in the Computing Center of the Slovak Academy of Sciences HPC Focus. In addition, during my sabbatical leave, I was able to disseminate my research as a guest speaker at the Slovak Academy of Sciences, attend a conference in Verona, Italy, and meet with my collaborators at the Consejo Superior de Investigaciones Científicas in Madrid, Spain with whom we recently published a peer-reviewed article in the *Journal of Medicinal Chemistry*.

Secondly, my sabbatical leave also played a key role in letting me get to know the Slovak culture. The cultural exchange was very enriching (Figures 2 and 3). I was introduced to folk dancing, yoga, and drumming. Thirdly, my sabbatical leave also allowed me to travel and expand my horizons in new worlds, new cultures and new people. The sabbatical leave gave me time to reflect personally and professionally. It was a period to reflect about what to do next, how to become a better person, a better colleague, a better scholar, and to place things in perspective. I feel truly humbled and honored and I am thankful for this opportunity. My current and future students will benefit from this experience as I will increase their research visions as well as instill in them the determination and passion to remain in Science, Technology, Engineering and Mathematics (STEM) fields. I am very thankful to Hostos and my colleagues at the Icahn School of Medicine at Mount Sinai in New York who have supported and helped me through my scholarly and professional growth during my tenure at CUNY.

Overall my sabbatical leave together with my Fulbright experience was truly rewarding and inspirational, both professionally and personally. I encourage everyone to work toward taking a sabbatical and to use it to expand professional horizons. This experience has reinforced my passion for teaching and research. The many great moments and recollections from my stay in Slovakia that are now vivid in my memory will definitely all be with me for the rest of my life. I thank Fulbright, Slovakia, Hostos and the CUNY family very much for having given me this incredible opportunity.
Dr. Yoel Rodríguez is Theoretical Biophysicist and Professor of Physics and Chemistry in the Natural Sciences Department of Hostos Community College (HCC) of The City University of New York (CUNY), and the Coordinator of the HCC Joint Dual Engineering Degree Program with The City College of New York’s (CCNY) Grove School of Engineering (GSoE) of CUNY. He received his B.S. degree in Chemistry (Physical Chemistry field; Summa Cum Laude) from Havana University in July 1995, and his Ph.D. in Theoretical Biophysics (Summa Cum Laude) at Complutense University of Madrid, Spain in October 2002. He came to New York to do his postdoctoral training at Icahn School of Medicine at Mount Sinai (ISMMS) in Computational Biophysics from 2003 to 2007. He is a Visiting Professor at ISMMS in the Pharmacological Sciences Department. He has published several peer-reviewed research articles and presented at several conferences. Dr. Rodríguez’s research interest is directed toward applying Computational Theoretical Biophysics approaches to better understanding of fundamental molecular mechanisms in biological processes with implications in cancer and cardiovascular diseases. Dr. Rodríguez is also captivated by STEM pedagogical research. He has received multiple educational and research grants, including research supplements from the National Institute of Health, CUNY Professional Staff Conference research grants, a CUNY Chancellor’s Research Fellowship, Fulbright Scholar award, and recently a CUNY Community College Research Grant. Dr. Rodríguez has mentored many undergraduate students in research. One of his students, Dane Christie, B.E. in Chemical Engineering, is currently pursuing his Ph.D. degree at Princeton University. A second one, Ms. Wendy Fernández, currently at CCNY’s GSoE in Electrical Engineering, is recipient of two national awards for her outstanding research work in the 2015 Annual Biomedical Research Conference for Minority Students (ABRCMS) and in the 2016 Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS). In addition, Dr. Rodríguez was invited to deliver a plenary presentation about the HCC Engineering Program with CCNY’s GSoE at the 2015 Understanding Interventions Conference in San Diego.
As a part of the Hostos 50th Anniversary Celebration, and in conjunction with National Libraries Week 2018, the Hostos Library and the Center for Teaching and Learning honored all faculty who have authored or edited published books with a reception and meet-n-greet event held in the Hostos Art Gallery on April 10, 2018. Chief Librarian Madeline Ford gave welcoming remarks, Provost Christine Mangino announced the honorees, President Gomez gave brief remarks, and then three faculty poets read from their works: Carolyn Steinhoff, Walter Rada Herrera, and Anne Lovering Rounds. A meet-n-greet followed, as attendees circulated to view and discuss published works with the faculty authors and editors.

Following up on the event, the Hostos Library hopes to produce a publication listing faculty-authored and -edited books published during the fifty year history of the College, and will work to acquire a copy of each publication for deposit in the Hostos Community College Archives. If you are a faculty member who has authored or edited a book published during your time at Hostos, we would love to include your work in this initiative. Please provide information using this online form: https://tinyurl.com/facultyauthors.

We plan to convene a similar celebration in 2019, to honor all faculty-authored or -edited books published since the inaugural event. The Hostos Books! Celebration will run biennially after that, with events held during National Libraries Week in April of each odd numbered year. If you have questions about this initiative, please contact Professor Linda Miles at lmiles@hostos.cuny.edu.
A colloquium is an academic gathering that addresses a specific topic or series of topics. Loqui means “to talk” and the purpose of a colloquium is to bring in both “experts” as well as to engage the audience in meaningful dialogue. Hostos’ Center for Teaching and Learning Advisory Council decided to use a colloquium model to address issues related to classroom climate.

“Colloquium I: Keeping Your Classroom Climate Cool” on February 28th sought to highlight best practices for creating classroom climates that promote support, collaboration, and engagement and how to help students surpass the six-week threshold. Prof. Sarah Hoiland moderated as Hostos cool experts Lieutenant George London (Public Safety), Fabian Wander (Health and Wellness), Prof. Joyce Sage Sevilla (Behavioral Sciences), Laura McGowan (ASAP), Joey Snively (Title V), and Prof. Jacki DiSanto (Education Dept.) offered the audience a host of strategies from first day strategies such as a syllabus scavenger hunt or syllabus quiz to including a resource sheet with locations and contact numbers for various programs and resources. Prof. Sevilla establishes a “no screens” policy “once you cross this threshold” in her classes and emphasizes that SOC 101 is “Live from New York” and values listening, diversity, and reflection. She incorporates silence and says that in a quiet classroom, the fog lifts and students can move into discussions and then action. Fabian encouraged attendees to look for signs of changes in students and to begin with a mindfulness sequence. Similarly, Lt. London encouraged faculty to think, “What is normal? What has changed? Do I have a plan?” Sarcasm, lack of understanding, and unclear policies can lead to an “uncool” classroom climate. Supplemental Instruction (SI) strategies such as redirecting questions can ease any tension if a student feels like their question is not being answered. All of the panelists encouraged honesty and a deliberate attempt to help students create their own toolboxes to deal with relationships, problem solving, and bureaucracy. How do panelists deal with the stigma surrounding mental illness, an audience member queried? Fabian encouraged replacing the term mental illness with emotional wellness and Prof. Sevilla added, “Judgment is at the center. Humility is our work.” The colloquium closed with a general discussion related to the vicarious trauma faculty experiences when dealing with a plethora of student issues in addition to obstacles in their own lives. The importance of self-care for faculty, staff, and administrators, is an essential component to “keeping it cool.”

As part of Hostos’ Earth Day celebrations on April 18th, “Colloquium II: Creating Synergies to Keep Your Classroom Climate Cool” built upon the key question from the first colloquium and focused on collaborations by asking, “How do we develop synergies and support systems to motivate and engage students with their learning?” Hostos synergists Prof. Andy London, Prof. Sandy Figueroa, and Prof. Sarah Hoiland provided a number of examples from collaborations with faculty from other departments and institutions (inside CUNY and outside CUNY), Hostos students (Jose Munoz Garcia, Diego Reyes, and Steven Ramos) collaborating with Harvard students and Prof. London, and faculty collaborating with community-based organizations. Prof. Cynthia Jones, moderated the colloquium. The range of collaborations was vast. Professor London introduced Hostos students who had communicated with Harvard students on identical assignments for their animation foundation classes. The students expressed their excitement working with Harvard students and their awareness that collaborating with them long distance made for some lasting relationships. Prof. London further discussed the benefits his classes had espoused on the value of collaboration. He is continuing to think of ways to design activities and experiences for future collaborative initiatives. Prof. Figueroa gave a passionately robust presentation about the value of service learning and group work. She detailed various projects which warranted collaboration among students, and she discussed the positive outcomes of the assignments – increased quality of work, adoption of team-based skills, and heightened communicative abilities, just to name a few. Prof. Hoiland discussed several synergistic collaborations including an ongoing direct service-learning project at Patterson Senior Center and a recent cross-disciplinary project with theatre Professor Tere Martínez that involved improvisation and dialogue in several Hostos classrooms as well as at Patterson Senior Center.
The Center for Teaching and Learning is delighted to announce the launching of our new redesigned website.

The new site is a result of a lot of hard work performed by our college assistants. In addition to changing the design and layout, we’ve implemented new functions to provide our visitors with pertinent information that is easy to navigate.

Our goal is to maintain a site that is pleasant to use, as well as showcase what we do, how and why we do it, and how to get involved.

Some of our site improvements include:

• Links to follow all of our social media platforms
• Videos and PDF files of all presentations
• A collective events & conference calendar
• Our seasonal newsletters
• Updated pictures and contact information
• Comment/feedback system
• Scholarship opportunities
• Faculty Podcasts

We hope you view the site as easy to use, clean, and efficient and as an improved online presentation of The Center for Teaching Learning at Hostos Community College. Thank you for your visits and continued support.
The Building and Ground department in collaboration with Human Resources Department and the Center for Teaching and Learning hosted its annual Custodian Appreciation Day on Thursday, July 26, 2018 at the Faculty Dining Room. This initiative represents another effort to thank our custodians for their hard work and effort throughout the year. Building and Ground department would like to extend its thanks to all who made this event possible. We appreciate your hard work.

The appreciation celebration included raffle prizes. A huge congratulation to this year's winners.

Thursday, July 26, 2018
The 3rd Annual Mathematics Day @ Hostos Community College took place on Wednesday, March 14, 2018 at the Hostos Café. The theme of this year was “Demystifying Learning Mathematics - A Quest to Find Out How We All Can Excel at Mathematics.”

The Mathematics Day is a conference-like event that serves as a continuing demonstration project intended to raise awareness on the importance of mathematics, and as a collective exploration of mathematics outside the classroom from multidisciplinary and multicultural points of view. In its third year, faculty and all other presenters continued using their expertise and life experiences to carve out presentations and exhibits of substantial cognitive value while modeling how to connect personal interests to mathematics. The event was a great success and had an attendance of over 1,100, including students, faculty, staff and administrators. An event of this type is highly involved in content, funding, and logistics, and it would not have been possible without the impressive amount of support and collaboration from several departments, centers, programs, offices, committees, SGA, student clubs, faculty, peer leaders, and students at the college. All details about the event, awardees, presenters, sponsors, donors, and written contributions, can be found in the 2018 Official Technical Program of the event at: http://www.hostos.cuny.edu/Hostos/media/Office-of-Academic-Affairs/MAT/Third-Annual-Math-Day-Technical-Program.pdf

Thinking ahead:
The theme of the upcoming 4th Annual Mathematics Day @ Hostos Community College, projected for March 2019 is “The Mathematics in Diverse Disciplines.” Faculty, staff, and administrators are invited to submit short written contributions of a maximum of 3 pages where the author (1) shares what is the mathematics used in his/her discipline, (2) illustrates how mathematics is used in his/her discipline, and (3) offers a tip for success - with respect to mathematics- to aspiring candidates in a particular discipline. All detailed information on dates and guidelines for written contributions will be available in September 2018. We look forward to your participation. If you have any questions please contact me at cnieto-wire@hostos.cuny.edu.

As the event coordinator and chairperson of the Mathematics Day Organizing Committee, I would like to express enormous gratitude to all collaborators, sponsors, donors, volunteers, participants, and organizing committee members, whose commitment, hard work and support, help us bring an event of the highest caliber to our academic community. It has been an honor and a great pleasure working with all you on this endeavor.

Thanks again.

Sincerely,

Clara Nieto-Wire, Ph.D
Assistant Professor
Mathematics Department
Hostos Community College
The Center for Teaching and Learning collaborated with the Diversity Fellow Prof. Nelson Nuñez-Rodríguez to develop a faculty survey based on cultural competencies and organize a panel focused on diversity matters during the CTL annual professional development day aka Spa Day. The Office of Academic Affairs Associate Dean Ann Mester; Prof. Hector Soto, Chair, College-wide Senate Affirmative Action Committee; Lauren Gretina, Chief Diversity Officer/Title IX Coordinator; and Prof. Nelson Nuñez-Rodriguez facilitated this panel. This panel is twice too close. The second time can be substituted by “conversation”, these four Hostos family members shared outcomes from the 2018 AAC&U Conference on Diversity, Equity, and Inclusive Democracy: The Inconvenient Truths, which they attended, as a benchmark to open a faculty conversation on this topic. The held panel and faculty comments during Spa Day demonstrated the need to organize a sustained dialogue exploring functional definitions of diversity, plurality and inclusiveness in our Hostos classroom environment and brought to the surface different faculty visions on this regard. Faculty members mentioned the need to clarify rules of The need to have more resources to navigate difficult situations in the classroom related to the diversity was also pointed out. It was also mentioned that using case studies helps to develop student cultural competencies and that each discipline nature shapes the depth and breadth of diversity conversations. The session also shared the outcomes from above-mentioned survey. Prof. Nuñez-Rodriguez composed this survey with several faculty members and received feedback from the CTL directors and faculty council members. Seventy-two faculty members responded to the survey. A preliminary analysis showed that, according to faculty perceptions, racial and religious minority student groups are the most needed cohorts requiring a cultural competent teaching approach. The majority of the survey participants think that a conversation with a group of faculty sharing best practices and a panel with a diverse group of students can be effective practices to develop faculty cultural competencies. In this regard, the majority of survey participants also pointed out that major challenges to addressing these issues are related with the narrow understanding about diversity by the faculty community and the perception that they know enough about it. These survey and Spa Day presentation outcomes served to gather useful information to design upcoming professional development initiatives focused on inclusiveness and diversity. Below available online resources were also briefly presented during the panel and represent another source of information to conceptualize future diversity conversations.


Which group/s of Hostos students are you MOST likely to feel a heightened urgency to be culturally sensitive or exercise cultural competencies?

72 responses

Hostos is a diverse campus in a diverse city. What do you think is the biggest challenge related to diversity, cultural competency, and/or cultural sensitivity?

72 responses

What would/ does cultural sensitivity look like in your syllabus? (Check all that apply)

72 responses
If you were to attend a professional development initiative related to this topic, which ONE of the following would you be most interested in attending?

- A short (30 min. or less) online data-driven presentation
- A student panel comprised of a diverse group of Hostos students
- A mindful conversation w/faculty who share their best practices
- A "keynote"-style speaker who spec...
- A syllabus workshop focused on ret...
- None of the above
- Other

72 responses

Hostos is a diverse campus in a diverse city. What do you think is the biggest challenge related to diversity, cultural competency, and/or cultural sensitivity?

- Everyone thinks they know about these issues
- Diversity is understood too narrowly
- Not enough input from students to understand student perspectives
- Politics within units and departments prevents systemic campus change
- Lack of interest among faculty, staff,···
- None of the above
- Other

72 responses

Which of the following definitions is closest to how you think about cultural sensitivity?

- Awareness of difference but not assigning positive or negative value
- Respect for people’s strength, culture, and knowledge
- A set of skills that enables us to learn about people who are different from···
- Contextualizing teaching and curric···
- Political correctness or being careful...
- None of the above
- Other

72 responses
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**FALL PROFESSIONAL DEVELOPMENT ACTIVITIES**

Register at: www.hostos.cuny.edu/facultydevelopment

**Online Seminar**

- **10/3**: 2:30 p.m. - 3:30 p.m. Pickers (Goss)  
- **10/10**: 3:30 p.m. - 5:00 p.m. Supporting Student Academic Success Through the College (C-239)  
- **10/17**: 3:30 p.m. - 4:30 p.m. Thinking with Others (B-413)

**Hands On Tech**

- **10/4**: 3:30 p.m. - 4:30 p.m. Accessibility & Universal Design in Learning (Dos Santos, C-339)

**Focus on Technology**

- **10/10**: 3:30 p.m. - 5:00 p.m. Student Academic Success Through the College (C-239)

**Mindful Conversations**

- **10/15**: 3:30 p.m. A SoTL Event: Navigating the Pathways Peer-Reviewed Journal (Featured: Prof. Nunez, Rodriguez, PTIA)

**HTI**

- **10/22**: 4:45 p.m. Natural Science and Social Science: The Parallel Yet Unifying Lens Used in Viewing the Science of Skin Color (B-413)

www.hostos.cuny.edu/ctl/
FALL PROFESSIONAL DEVELOPMENT ACTIVITIES

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- **11/1**
  - 3:30 p.m. - 4:30 p.m.: Designing Thoughtfully (Penninger & Reyes) B-413
- **11/8**
  - 3:30 p.m. - 4:30 p.m.: Active Learning with NearPod (Wu) C-559
- **11/13**
  - 3:30 p.m. - 5:00 p.m.: Colloquium #1 (J. Weis & Holland) B-501
- **11/19**
  - 3:30 p.m. - 4:30 p.m.: Sharing Best Practices for Teaching in the Winter & Summer Session (D’Santo) B-413

- **11/23**
  - College Closed
  - #0 Back Friday

- **11/29**
  - 3:30 p.m. - 4:00 p.m.: Teaching Sympathetically in the Classroom (Ridley) B-413

**Register at**: www.hostos.cuny.edu/ctl
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