



CTL SPA DAY

Self-Care During a Time of Transition in Teaching and Learning

Wednesday, May 27, 2020
11:00 am – 1:00 pm



AGENDA

WELCOMING

11:00 AM-11:05 AM

OPENING REMARKS

11:05 AM-11:15 AM

KEYNOTE SPEAKER

11:15 AM-12:00 PM

BREAKOUT SESSIONS

12:00 PM-12:45 PM

SESSION I:

PARENTING AND ACADEMIC LIFE IN A TIME OF
REMOTE LEARNING

SESSION II:

PRACTICE WHAT YOU PREACH: SELF-CARE DURING REMOTE TEACHING

SESSION III:

COPING WITH UNCERTAINTY: PREPARING FOR HIGHER LEARNING IN
THE MIDST OF THE PANDEMIC

SESSION IV:

HOW ARE YOU DOING? CHECKING-IN, NOT CHECKING OUT!

SESSION V:

HUMANIZING TEACHING: RECLAIMING THE ART OF LISTENING,
ENGAGEMENT, AND TOGETHERNESS

SHARE BACK SESSION

12:45 PM-1:05 PM

CLOSING REMARKS

1:05 PM

Introducing our New Logo



**CENTER FOR
TEACHING &
LEARNING**

SPA DAY PROGRAM

9:00-9:30AM

WELCOMING

Carlos Guevara, CTL Co-Director & EdTech Director

11:05 AM-11:15 AM

OPENING REMARKS

Christine Mangino, Provost & Vice President of Academic Affairs

11:15 AM-12:00 PM

KEYNOTE SPEAKER : YOUR DAY STARTS WITH SLEEP

Azizi Seixas, Assistant Professor, Department of Psychiatry, New York University

The session will describe the science of sleep health and how it affects your health, performance, and quality of life. The session will describe ways in which an individual can get better sleep and common sleep disturbances. Come learn how to sleep well and be well!

12:00 PM-12:45 PM

BREAKOUT SESSIONS

SESSION I:

PARENTING AND ACADEMIC LIFE IN A TIME OF REMOTE LEARNING

Stacey Cooper, Assistant Professor, Behavior & Social Sciences Department

Louis Bury, Assistant Professor, English Department

As if cobbling together enough time to complete academic work as a parent was not a challenge in itself. In light of recent world events, the obligations of parenting have become more pressing, while the responsibilities of academic work have increased. This discussion will unpack the myriad challenges of parenting during this transition to remote teaching and learning, and embrace ways to maintain meaningful relationships with our families. The goal is to provide a supportive space for exchanging experiences, concerns and advice on how to “make it all work.”

SESSION II:

PRACTICE WHAT YOU PREACH: SELF-CARE DURING REMOTE TEACHING

Gina Foster, Director, Center for Teaching and Learning, John Jay College

Dr. Foster’s discussion will support participants’ asking questions about self-care as supported by the four Resiliency Principles (Stability, Capacity, Flexibility, and Community) in order to discover and design their own approaches to self-care in a time of remote teaching amid the pandemic.

SESSION III:

COPING WITH UNCERTAINTY: PREPARING FOR HIGHER LEARNING IN THE MIDST OF THE PANDEMIC

Cynthia Jones, CTL Co-Director & Lecturer, English Department

Elizabeth Porter, Assistant Professor, English Department

It has been said long ago, “Everything has its time ... and a season for activity.” How are you caring for yourself, in addition to preparing for the fall 2020 semester? We, Cynthia Jones and Elizabeth Porter, will facilitate a conversation among attendees about their thoughts and published findings related to facing an uncertain future in higher learning.

SESSION IV:

HOW ARE YOU DOING? CHECKING-IN, NOT CHECKING OUT!

Eugena Griffin, Assistant Professor, Social Science Department

Discussing adaptive coping strategies to the current pandemic, along with its impact on self, family, and career platform. Being intentional to guard your thoughts...

SESSION V:

HUMANIZING TEACHING: RECLAIMING THE ART OF LISTENING, ENGAGEMENT, AND TOGETHERNESS

Nelson Nuñez Rodriguez, Professor, Natural Sciences Department

Chanh Van Phan, Assistant Professor, Natural Sciences Department

This conversation builds on a presenter’s question to himself: What pedagogical tools can be developed to foster listening, engagement, and human connection as we navigate new pedagogical landscapes? The upcoming teaching and learning scenarios, regardless of delivery modality, will require more than technical training for teaching remotely. Students and faculty, even if working in physical classrooms, will need to find opportunities to reconnect, heal, and reflect. Can we find room in our discipline’s pedagogy to listen, connect at a human level, and develop understanding and acceptance of new pedagogical realities? How can we identify opportunities to be better teachers regardless of delivery modality? Are we open to change? This presentation will share ideas and invite attendees to share lessons learned that, while grounded in each discipline’s identity, illuminate ways to preserve the magic of human connection in teaching and learning.

12:45 PM- 1:05 PM

SHARE BACK SESSION

Linda Miles, Assistant Professor, Library

What does all this mean for your work and life, now under COVID-19 restrictions and moving forward? This facilitated discussion provides an opportunity for faculty to learn from the experiences of colleagues as they share the most salient concepts and strategies discussed during the five breakout sessions.

1:05PM

CLOSING REMARKS

Special Thanks for Supporting this Event Goes to:

Presenters / Facilitators

Azizi Seixas, Assistant Professor, Department of Psychiatry, New York University
Carlos Guevara, CTL Co-Director & EdTech Director
Chanh Van Phan, Assistant Professor, Natural Sciences Department
Christine Mangino, Provost & Vice President of Academic Affairs
Elizabeth Porter, Assistant Professor, English Department
Eugena Griffin, Assistant Professor, Social Science Department
Gina Foster, Director, Center for Teaching and Learning, Jhon Jay College
Cynthia Jones, CTL Co-Director & Lecturer, English Department
Linda Miles, Assistant Professor, Library
Louis Bury, Assistant Professor, English Department
Nelson Nuñez Rodriguez, Professor, Natural Sciences Department
Stacey Cooper, Assistant Professor, Behavior & Social Sciences Department

CTL Advisory Council

CTL Team

Asrat Amnie	Mayra Mojica
Carlos Guevara	Rayola Chelladurai
Chanh Phan	Silvia Reyes
Cynthia Jones	Stacey Cooper
Elizabeth Porter	Linda Miles
Louis Bury	Joseph Carvalho
Luz Rivera	Terence Brenner

Carlos Guevara
Itzel Ortega
Juberth Tueros
Kevin Gonzalez
Luz Rivera

Division of Academic Affairs
Thank You for Attending!



CENTER FOR TEACHING & LEARNING

BIO

**Dr. Azizi Seixas, Assistant Professor
Dpt. of Population & Psychiatry
New York University**

Dr. Azizi Seixas is an Assistant Professor at NYU School of Medicine, in the Department of Population Health and the Center for Healthful Behavior Change. Dr. Seixas' research broadly focuses on three areas: 1) multi-level determinants of sleep and cardiovascular disease disparities, 2) long-term health consequences of cardiovascular disease (CVD) disparities, and 3) developing adaptive, group-tailored, and personalized behavior modification interventions, with the use of machine learning analytical tools, to improve health and well-being. In 2020, Dr. Seixas was chosen by Cell Press as one of a hundred most inspiring Black scientists in America.

First, Dr. Seixas previously funded NIH/NINDS Diversity Supplement Award to the parent project Center for Stroke Disparities Solutions (U54NS081765) investigates the impact neurocognitive and psychosocial impairments and sleep disturbance have on stroke disability among racial/ethnic minorities.

Second, Dr. Seixas' research addresses sociocultural and environmental determinants of chronic diseases (such as cardiovascular and cerebrovascular disease, and mental illness) and behaviors that prevent access to adequate care in disparity communities, which are disproportionately burdened by adverse cardiovascular outcomes. Third and more recently, his work identifies barriers hindering diagnosis and treatment of sleep disorders among racial/ethnic minorities and evaluates the efficacy of behavioral models aimed at improving adherence to sleep and CVD recommended therapies. He utilizes machine learning analytical tools and systems science approaches to answer these complex health questions and develops just-in-time (adaptive, group-tailored, and personalized) behavioral approaches to improve adherence to recommended sleep and cardiovascular disease treatment.

Dr. Seixas was recently awarded a NHLBI career award (K01HL135452-01) to investigate whether insufficient sleep and/or obesity, which are two to three times more prevalent among blacks compared to whites, might explain a significant proportion of CVD risk disparity between blacks and whites, through secondary data analysis of the Sleep Heart Health Study, a NHLBI-funded epidemiological study. Additionally, Dr. Seixas utilizes machine learning and simulation modeling such as Bayesian Network Modeling (graphical representations of Bayesian statistics) and Agent Based Modeling (a graphical simulation tool) to simulate what combinations of sleep duration and body mass index are associated with the lowest CVD risk for blacks, whites and all genders, and forecast what combination of health behaviors will reduce CVD risk disparity over time. In addition to his work that focuses on population health insights, he is also working on developing precise and personalized behavioral medicine solutions that uses artificial intelligence to optimize behavior change and adherence to pro-health behaviors.

BIO

Stacey Cooper, Assistant Professor Behavior & Social Sciences Department

Stacey J. Cooper holds a doctoral degree in Developmental Psychology from the CUNY- Graduate Center and she is an Assistant Professor of Psychology in the Department of Behavioral and Social Sciences at Hostos Community College. Dr. Cooper has been teaching at the college since 2009. In 2014, she started the Ethnic Minority Immigrant Student Research Project at Hostos. In 2016, she constructed the Shared Faculty Resource utilized by the department's psychology faculty. Her teaching and research interests include learning identity, ethnic identity, immigration, digital pedagogy and higher education.

BIO

Louis Bury, Assistant Professor English Department

Louis Bury is the author of *Exercises in Criticism* (Dalkey Archive) and Assistant Professor of English at Hostos. He writes regularly about visual art for *Hyperallergic* and *BOMB* magazines, and somehow managed, pre-covid, to coach both of his son's youth soccer teams on the weekends.

BIO

Cynthia Jones, CTL Co-Director & Lecturer, English Department

Taking a line from a Langston Hughes poem, Cynthia Jones affectionately states, “I’m still here.” Cynthia began her tenure at Hostos Community College in 1977 as an adjunct in the English Department teaching all levels of ESL reading courses. She was appointed as a full-time Lecturer in 1981 and has taught the full range of English department course offerings. On November 20, 2014, Mr. Udall of Colorado announced the US Professors Award winners, and their names were recorded in the Congressional Record. Cynthia Jones was selected as the 2014 Carnegie Foundation for the Advancement of Teaching New York Professor of the Year. In June 2015, she was one of the 25 Bronx Influential Women honored by the Bronx Times Reporter. Cynthia has been called an “Hostos lover,” and she proudly and passionately embraces that name. Currently, Cynthia serves as Co-Director of both CTL and the Honors Program in addition to chairing the General Education Committee.

BIO

Elizabeth Porter, Assistant Professor English Department

Elizabeth Porter began as Assistant Professor in January 2019. She received her Ph.D in English literature from Fordham University in 2017, and her area of specialization is eighteenth-century British literature. At Hostos, she teaches co-requisite English courses, as well as ENG 110, 111, and WGS 100. In addition to serving on the CTL Advisory Council, she is a Co-course manager for Developmental English courses (ENG 100 and ENG 10).

BIO

Eugena Griffin, Assistant Professor Behavioral & Social Science Department

Dr. Griffin obtained a Ph.D. in Clinical-Community Psychology from the University of South Carolina, Columbia, SC (2008). In 2010, she was licensed as a Clinical Psychologist. She joined the Hostos Community College, CUNY faculty in 2015 as Assistant Professor of Psychology. She continues to provide instruction from a Biopsychosocial Model in the Abnormal and General Psychology courses. Dr. Griffin's research interests include examining the racism-coping phenomena for adolescents and adults, including its impact on mental and physical health outcomes. She also examines the impact of unique psychosocial teaching techniques to support non-traditional age college students acquire content material, but also increase esteem as students. Dr. Griffin has current publications that reflect her research findings, as well as provides talks at both national and regional conferences. She has also authored an e-book, *Letters to the Black Community* (2018), which discusses the impact of racial oppression on the psyche of Black youth, adults, and overall community with solutions for healing and restoration.

BIO

Nelson Nuñez Rodriguez, Professor Natural Sciences Department

Nelson Nuñez Rodriguez is Professor of Chemistry, Unit Coordinator at Natural Sciences Department, and former Director of Center for Teaching and Learning at Hostos Community College. He currently serves as Fulbright Specialist on STEM Education, sub award Principal Investigator for a NIH IRACDA program and co-chair for the institution Middle States Accreditation Self-Study. He received a Bachelor Degree in Biology from Havana University, Cuba in 1992, a Ph.D. in Chemistry from National University of Cordoba, Argentina in 2001 and developed a four year-postdoctoral training at Mount Sinai School of Medicine, New York.

BIO

Chanh Van Phan, Assistant Professor Natural Sciences Department

Chanh Van Phan is an Assistant Professor in the Physical Sciences Unit of the Natural Science Department of Hostos Community College. His primary teaching responsibility is 1st year chemistry for science and engineering majors. He received his Ph.D. in 2010 from Yale University where he study proteins with solid state NMR. He is currently applying his knowledge of ssNMR on plant materials at City College of New York in collaboration with Prof. Ruth Stark.

BIO

Linda Miles, Assistant Professor Library

Linda Miles is Assistant Professor, Open Educational Resources Librarian, and Reference/Instruction Librarian at Hostos Community College. She previously served as Librarian for Public Services and User Experience at Yeshiva University and began her career in the library of a major arts education organization. Her research interests include: students' readiness to read at the college level; the use of games to teach information/media literacy and research skills; students' experiences of the library, both face-to-face and virtual; and professional development and mentoring for librarians. Linda recently co-authored a book, *How to Thrive as a Library Professional: Achieving Success and Satisfaction* (2019, Libraries Unlimited/ABC-CLIO). She received her Master of Library Science degree from St. Johns University, and an MA and PhD in Theatre History/Criticism from the University of Texas at Austin

BIO

Gina Foster, Director
Center for Teaching and Learning
Jhon Jay College

Gina Rae Foster, the Poet-in-Residence and Marina Tsvetaeva Fellow in Poetics for the European Graduate School's division of Philosophy, Art, and Critical Thought, currently directs the Teaching & Learning Center at the John Jay College of Criminal Justice in New York City.

An internationally known scholar, educator, and artist, Foster is the author of two books of poetry: *heart speech this* (2009) and *Beautiful Laceration* (2012), as well as one book of philosophy: *Lyric Dwelling: The Art and Ethics of Invitation and Occupation* (2012), published by Atropos Press. More recent publications can be found in *Poligrafi* and *continent*.

Foster has lived and studied in California, New York, Tennessee, Oregon, England, Switzerland, France, and Italy. Her humanitarian projects include work with the Liberian refugee community in Staten Island, with domestic violence survivors in Oregon, and with at-risk and immigrant children in New York City.