



Living Lab General Education Seminar Report of Activities 2019-2020 and Proposed Changes

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"Knowledge is of no value unless you put it into practice."
--- Anton Chekhov

REVIEW OF POST-GRANT PERIOD

As is true in any venture, it is important to stop and look back, reflecting on the outcomes, both successes and those in need of improvement, in order to move forward. Having co-directed the Living Lab General Education Seminar for two complete cycles (2019, 2020) and having navigated the unique challenges presented by the COVID-19 pandemic, we would like to share our and our participants' experiences, evaluate the outcomes of the program, and offer our ideas for the future of the seminar.

An outgrowth of the Living Lab general education grant "A Living Laboratory: Revitalizing General Education for a 21st Century College of Technology" (2010-2015), the Living Lab Gen Ed Seminar is now institutionalized as part of City Tech's professional development culture of connecting full and part-time faculty from different fields and engaging them in an exploration of general education across disciplines. Participants are introduced to the college's general education goals and their multi-level assessment, High-Impact Educational Practices (HIEPs) (Kuh, 2008; AAC&U) as vital tools to achieve the general education outcomes, and additional innovative strategies to engage students: open digital pedagogy and place-based learning. Over the course of the seminar the participants explore together the skills and knowledge pertaining to one of the college's general education learning goals and develop or re-design a course assignment targeting that student goal while utilizing one or more HIEPs, open digital pedagogy, and/or place-based learning. The assignment or project, big or small, is then shared with the seminar participants and distinguished guests in the final presentations¹, and then with

¹ Link to the 2020 Final Presentation:
https://www.dropbox.com/s/h64h0aj6csexp4rq/Living%20Lab%20General%20Education%20Seminar_Final_Presentations_20200529.mp4?dl=0



audiences around the college and beyond on the L4: Living Lab Learning Library, hosted on City Tech’s OpenLab.

The post-grant, institutionalized seminar has been a feature of our professional faculty development at City Tech since 2016, directed by Prof. Karen Goodlad (Hospitality Management) and sponsored by the Office of the Provost and Faculty Commons. Over Prof. Goodlad’s 3-year tenure as director (post-grant), the seminar focused on 2 general education learning goals (Information Literacy and Ethical Reasoning) with a total of 36 faculty participants from 18 distinct disciplines² across the college. When we took over leading the seminar in 2019, the 2019 and 2020 seminars focused on Intercultural Knowledge and Competence as an increasingly important general education student goal with a total of 27 faculty participants representing 15 distinct disciplines joining us (figure 1.) The typical cohort is 60% part-time faculty, 40% full-time.

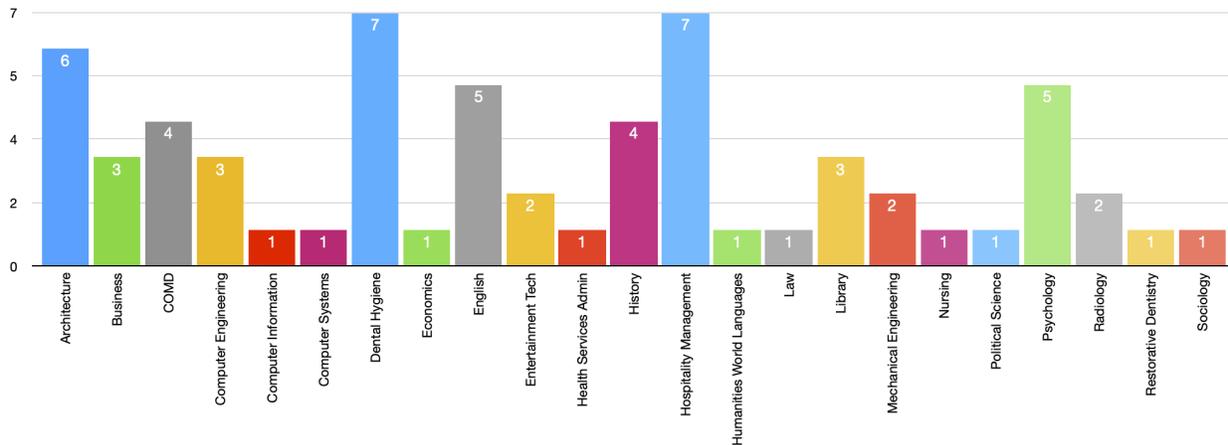


Figure 1. Disciplines represented by Gen Ed Seminar Participants 2016-2020

The participants in the program since 2016 represent 17 departments from the 3 schools out of a total of 28 departments. The Library and continuing ed CIT faculty also participated over this time (figure 6.) This representation of 61% of the college’s departments shows a strong startup for the seminar in its first 5 years, but also raises our focus on the 11 remaining departments that have yet to participate in the post-grant seminar.

Aside from achieving the outcomes of the seminar in the form of creative, engaging student-centered activities designed or re-designed by the participants, our recent focus on the theme of Intercultural Knowledge and Competence offered the diverse, multidisciplinary faculty of many demographic and cultural backgrounds, a space, and a time to connect, discuss our experiences and concerns, and create an atmosphere of mutual respect and openness.

² This count identifies distinct disciplines, some of which are housed in the same departments. See figure 6 below for representation by department and school.



In the 2020 cycle, this became especially vital, and we believe it was this sense of belonging and support for each other that allowed us to re-connect and continue our seminar virtually, after City Tech was closed due to the spreading pandemic in March 2020. We must note that all our participants in Spring 2020, except for one, returned to complete the seminar’s meetings and objectives, and almost everyone including the professor who did not rejoin us, contributed their revised course activity to L4, and improvement from the previous year’s completion rate. The total completion rate for the 2019 and 2020 seminars is shown in figure 2.

Participant Completion Rate 2019 & 2020 Seminars (n=29)

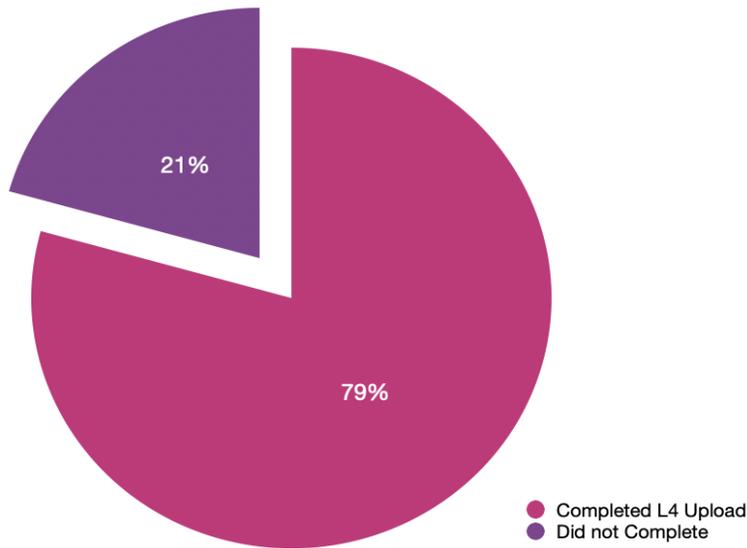


Figure 2. Completion Rate (upload of assignment proposal to L4) 2019-2020

Our experience in 2020 proved several things to us. First, we were heartened to see that we were able to create this important space for us and our colleagues to connect and interact virtually in ways other programs and initiatives at City Tech may not have been able to. Second, the seminar could continue very successfully in the virtual environment (we used the Zoom platform) and, in fact, it offered us flexibility in scheduling the most convenient times for all to join, removed the necessity of travel for the in-person meetings, and even helped us avoid any impact of contingent events such as a possible snow storm on the seminar activities and participation. Further, our final presentation meeting was attended by more guests than ever before, allowing for a wider awareness of the seminar outcomes and the successes of our participants. Finally, and most importantly, we were reassured of the need for this type of professional development and support for our faculty, who have great professional experiences in their fields, but may need a refreshment or introduction of the current general education teaching methodologies applicable across disciplines.



RELATED SCHOLARLY EXPLORATION AND DISSEMINATION

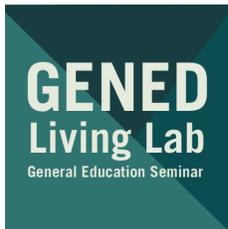
The 2016-2020 post-grant period was also marked by scholarly exploration and dissemination of the seminar's achievements and benefits to our institution. A prominent example of this activity is the peer-reviewed acceptance of a conference presentation and workshop at the International Society for Exploring Teaching and Learning (ISETL) *Conference on Innovative Higher Education Pedagogy* in 2019 delivered by Professor Karen Goodlad and the two of us in Charlotte, NC. This followed our presentation at the CUNY IT conference in 2018.

Further, important segments of our combined conference papers, journal articles, and book chapters explore and document the impacts of integration of general education principles and application of HIEPs and other engaging teaching techniques. We have worked together, individually, and with other partners who were critical to the Living Lab grant on place-based learning, undergraduate research, innovation in sharing teaching techniques, and multidisciplinary collaboration on institutional change through general education integration.

Recent publications document and disseminate our collective exploration of engaging teaching techniques, including through the seminar, of place-based learning and undergraduate research. This includes Professors Goodlad and Anne Leonard's journal article "Place-based learning across the disciplines: a living lab approach to pedagogy," *Insight: A Journal for Scholarly Teaching* (2018). Professor Montgomery contributed a chapter to Profs. Lansiquot and Macdonald's *Interdisciplinary Team Teaching: A Collaborative Study of High-Impact Practices* titled "Place-based Learning in an Interdisciplinary Approach to Undergraduate Research," (2020). Professor Matthews collaborated with Dr. Alison F. Doubleday of the University of Illinois at Chicago/College of Dentistry and together contributed to the same book by exploring the value of interdisciplinary education in the chapter titled "The Art and Science of Interdisciplinary Connections: A look at Dental and Dental Hygiene Education". Professor Montgomery also worked with Prof. Leonard on another book chapter contribution, "The City as a Learning Lab: Using Historical Maps and Walking Seminars to Anchor Place-based Research" in the forthcoming *Interdisciplinary Team Teaching: A Collaborative Study of High-Impact Practices*, edited by Lijuan Xu, Lafayette College. Professor Montgomery presented *Place-based Pedagogy in NYC: The City as a Classroom* with Professor Nora Almeida at the invitation of Hunter College's ACRET Seminar (2019).

We also presented papers on our development and administration of a central library for sharing innovative techniques for integrating general education into curriculum. Professors Goodlad and Matthews with Professor Westengard presented *L4: Living Lab Learning Library - sharing innovative teaching practices at City Tech and beyond* at the CUNY CUE Conference (2016).

Our collective effort to expand the integration of general education at our college has been shared widely, including Professor Goodlad's conference presentation *One general education framework, nineteen colleges, four approaches: Strategies for effective general education* with



R. Patton, J. Sparrow, C. Vickery at the Association of American Colleges & Universities conference (2018), Professor Goodlad and Matthews presentation *From Classroom to Institutional Change: Multidisciplinary Collaboration in the Living Lab* at the 2015 CUNY CUE conference with Professors Jonas Reitz, Sandra Cheng, Mary Sue Donsky, and Laura Westengard, and Professor Goodlad's presentation *Our Partners, Our Success: Developing Part-time Faculty Members' Connection to Gen Ed Initiatives* at the Association of American Colleges & Universities (2015). Professor Montgomery focused on reading as a critical general education skill in his chapter on text-based learning in architectural education in Professor Juanita But's *Teaching College-Level Disciplinary Literacy: Strategies and Practices in STEM and Professional Studies*, (2020) and in his discussion of teaching first-year technology courses in his conference presentation *Ten Years of Building Technology at City Tech* (AMPS 2019 conference), and in the READ team's presentation, *READ: A Strategy for Teaching Disciplinary Literacy in STEM and Professional Studies* at the 2019 CUNY CUE Conference.

Having learned from the shared wisdom of Prof. Goodlad, our research, conference discussions with faculty from other institutions, and our firsthand experience as co-directors, and reflecting on the special challenges - but also silver linings - brought on by the ongoing COVID pandemic, we are certain that the seminar must continue going forward, and we propose a number of changes to the seminar structure, timing, selection of the themes, faculty participation across campus, funding, and our continuing role as co-directors.

REVIEW OF EXISTING SEMINAR STRUCTURE AND TIMING

Traditionally, the LL Gen Ed Seminar has been offered in the spring semester, with five Friday meetings starting the first or second week of the semester and concluding around the first week of May with the participants' final presentations. The Call for Participants is typically sent out by the Provost in early fall (October) and after the applications are reviewed, participants are selected and notified in late November - early December. They are then invited to join the seminar OpenLab site and important information, including seminar syllabus and readings is shared in preparation for the first seminar.

This seminar to date followed this structure:

1. **Seminar Introduction:** an overview of general education at City Tech, and discussion of HIEPs. This introductory meeting includes a presentation by an invited speaker on the Gen Ed theme and how they incorporate it in their courses.
2. **Open Digital Pedagogy:** a discussion of various approaches to online and hybrid education, including OpenLab, Blackboard, and other virtual learning environments. The OpenLab leadership team provides a presentation that reviews its potential, and



examples of how it can be used most effectively in achieving specific student educational goals.

3. **Assessment at City Tech:** overview of AIRE and the multiple levels of assessment from course-level to program-level, to institutional-level assessments. Invited speakers who are experts on assessment also review the AAC&U VALUE rubrics and participants learn how to design their assignments based on the particular general education learning goals.
4. **Place-based Learning:** this methodology of learning outside the classroom is well-accepted and utilized in many courses at City Tech. Experts from various disciplines offer an activity for participants outside the campus, typically on the Brooklyn waterfront and in collaboration with the BWRC.
 - After completing all 4 seminar meetings, we informally meet with participants individually or in small groups (2-3) to answer any questions and help them in developing their final projects.
5. **Final Presentations:** this meeting includes invited guests from City Tech's administration, Gen Ed committee, AIRE, Faculty Commons, BWRC, OpenLab, department chairs and all other interested colleagues. At this meeting, each participant presents their re-designed activity to the college community followed by a brief celebration and awards.

REVIEW OF FACTORS IMPACTING THE REACH AND OUTCOMES OF THE SEMINAR

While the existing structure is thoughtfully designed, developed, and effective, it requires a significant effort on our part to get faculty from many various programs to apply and join our seminar, sometimes with limited appreciation of the benefit their participation will provide. This restricts our reach each offering, slowing our efforts to change the teaching culture to embrace general education in all courses across the college. There are a number of factors that may be inhibiting faculty participation in the seminar (see figure 4 below for analysis of 2016-2020), based on our analysis as well as reflection and feedback from seminar participants. One factor is the centering of the seminar on a particular general education learning goal each year. Some faculty are hesitant to apply if they do not see a connection between the theme and their course as they are skeptical about being able to develop the seminar's primary deliverable, a re-designed or newly developed student activity or assignment that targets the selected theme/general education learning goals. Other faculty are hesitant to propose adjustments to courses whose content is tightly coordinated by the department.

Factors impacting more durable outcomes are the effect of the schedule and timing on the implementation of the assignment/activity. With the seminar held in the spring semester, the



participants are encouraged to implement the assignment/activity in the fall semester the following academic year. This implementation is not always achieved, as both full-time and part-time faculty may not be teaching the same courses in the fall semester. In addition, part-time faculty who have not yet received 3-year appointments may not be assured teaching assignments at all in the new academic year depending on enrollment. Although this implementation timing is described in the Call for Participants³ and letter of agreement for faculty participation, continued employment with the college is subject to many factors that may not be known at the time of the application and even during the participation in the seminar. Additionally, summer offers a long break, which can provide time for the refinement of the activity developed in seminar, but on the other hand it may distance the participant from their experience in seminar and lessen the impact of what they learned in it.

Implementation is a critical goal of the seminar, but currently the accountability and tracking of this goal is limited. As the quote we selected says, "*Knowledge is of no value unless you put it into practice*" (A.Chekhov), and we could not agree more.

Additional factors impact the persistence and focus on the pedagogy and engagement strategies presented in the seminar. The spring semester is often packed with additional activities and faculty responsibilities for us and our participants, ranging from the CUNY CUE and BWRC conferences, graduation preparations, PARSE and annual evaluation preparation, and summer conference paper submissions. Further, while in-person seminars provide a wonderful opportunity to discuss challenging issues in an intimate, safer space, the commute challenges many participants, especially part-time faculty when they are not teaching on campus on Friday afternoons. With these above factors in mind, we see opportunities to adjust aspects of the schedule and structure to improve the reach and outcomes of the seminar.

³https://openlab.citytech.cuny.edu/genedseminar/files/2019/10/Call-for-Participants-Gen-Ed-Seminar_Spring-2020_20191009.pdf



PROPOSED CHANGES

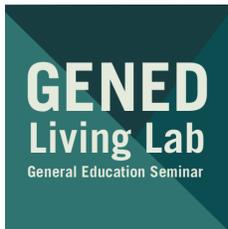
As we became aware of the issues impacting the seminar's reach and outcomes, we began discussions about possible modifications to the seminar structure and its timing with Provost Bonne August and Faculty Commons Director Professor Julia Jordan (both now retired.) They each offered their support for testing our modified seminar structure and timing on a pilot basis and shared their valuable advice, which we followed in developing the following proposed seminar structure for the 2022 cycle.

We propose to shift to a structure that begins and ends in the same academic year. This schedule uses the fall semester for recruitment and the application process, the winter term for the seminar meetings, and the spring semester for the implementation. We propose an intensive 3-week seminar structure as an alternative to the traditional semester-long engagement to allow for a more rigorous, concentrated interactive experience.

Our proposed schedule for AY 2021-2022:

- Sept-Oct 2021: Outreach to departments for recruitment
- Oct 2021: Issue *Call for Participants*
- Nov 2021: Acceptance letters issued
- Dec 2021: Seminar participants submit syllabus for spring semester course
- January 2022: Seminar Meetings
 - 6 meeting sessions (5 joint sessions as described above and 1 new formal review session to guide/support the participants' project development)
 - Meetings will be virtual on ZOOM on Tuesdays and Thursdays
 - Proposed Seminar Dates: 01/4, 01/6, 01/11, 01/13, 01/18*, 01/25 (*final presentations meeting scheduled a week after the *feedback sessions to allow an additional week's time to develop the assignment and finalize the presentation.*)
 - Place-based Learning seminar session held 01/11 or 01/13. This would be the only likely in-person meeting, dependent on weather and COVID-related restrictions at the time.
 - Selected faculty will also be invited to present at a spring general education meeting.
- Feb-May 2022: Implementation
- May 2022:
 - Assessment Documentation submitted to seminar directors
 - Assignment/Activity posted to L4
 - Participant final reflection on implementation submitted to seminar directors.

We believe that since many faculty utilize winter intersession to revise their assignments and activities for the upcoming spring semester, it is a better time to develop the new activity or redesign an existing one and include it in the spring semester. Prior to the first seminar meeting,



the directors can review the submitted syllabi to prepare to help participants in the early seminar meetings identify the possible assignment/activity so that it can be included in the course materials and schedule by the beginning of the semester.

With this proposed schedule, we believe participants will recognize the tangible benefit of immediately applying the knowledge and strategies gained in the seminar to their spring course. They also will be able to take into consideration the feedback from fellow faculty, the co-directors, and our distinguished guests at the final presentation. Additionally, seminar participants should be more certain about the course they will be teaching in the spring semester and what particular general education learning goals they will target with more flexibility based on our proposed adjustments to the theme selection.

THEME SELECTION

Seminar themes, based on one of the general education learning goals⁴, have been selected for a 2-year cycle for the most recent seminars, with Ethical Reasoning the theme for the 2017 and 2018 seminars, and Intercultural Knowledge and Competence the theme for the 2019 and 2020 seminars. These themes were selected in consultation with both AIRE and the Faculty Commons director. We work with AIRE to consider recent student attainment levels in specific general education learning goals based on AIRE's institution-wide assessment. For example, the theme of Ethical Reasoning was selected for the 2017 and 2018 seminars as AIRE identified this learning goal as one in need of improvement based on the preceding cycle of assessment. The final presentations demonstrated that the seminar participants effectively explored this theme and developed innovative and engaging assignments and activities. Review of the 2016 and 2019 college wide assessment results reveals there were modest gains but also some losses across the college for this learning goal over the three-year cycle.⁵ Review of courses participating in the 2019 assessment reveal that the innovative strategies developed in the 2017 and 2018 Gen Ed seminars by the 26 participants were only minimally captured in the college-wide assessment of this learning goal in 2019. In fact, only one of the courses that contributed to the 2019 assessment was taught by a general education seminar participant from the 2017 and 2018 seminars, with 28 students in this course contributing to the overall 223 evaluated (figure 3).

As previously discussed, teaching the same course and freedom to make the changes to course content and student projects and activities are prerequisites to successful implementation. But even when this occurs, if sections and courses taught by seminar alumni in a particular semester are not selected for the college-wide assessment of the learning outcome they were

⁴ <https://facultycommons.citytech.cuny.edu/gen-ed/>

⁵ <http://air.citytech.cuny.edu/assessment/academic-assessment-reporting/>



introduced to, such as the 2017 cohort discussed above⁶, then the effect of their implementation won't be reflected in the college-wide assessment results.

College-Wide Gen Ed Assessment (Details)
 Hover over the cells to see more info

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Students Evaluated and Results (Ethical Reasoning)

	Application of Ethical Perspectives/Concepts	Ethical Issue Recognition	Ethical Self - Awareness	Evaluation of Different Ethical Perspectives/Concepts	Understanding Different Ethical Perspectives/Concepts
2019	233 (56.8%)	233 (58.3%)	233 (49.6%)	233 (51.3%)	233 (52.4%)
2016	148 (55.2%)	148 (53.4%)	148 (47.6%)	148 (59.7%)	148 (62.6%)

Course Participation (Ethical Reasoning)

2019	BUF 1101-D010(28) COMD 4900-HD94(14) COMD 4900-HD96(12) COMD 4900-HE98(12) LAW 1103-D704(15) MECH 4850-D226(20) PHIL 2203-D632(7) PHIL 2203-D637(16) PHIL 2203-E684(11) PSY 1101-D839(17) PSY 1101-D857(16) PSY 1101-D862(14) PSY 1101-E712(11) PSY 1101-E714(21) PSY 1101-E716(14) RESD 2411-D338(5)
2016	BUS 2425-D054(43) CET 4805-D486(21) CET 4805-E385(14) CET 4811-D486(18) LAW 2409-D746(5) LAW 4801-E890(5) PHIL 2103-D744(16) PHIL 2103-D782(13) PHIL 2103-E684(13)

Figure 3. AIRE Assessment Results for Ethical Reasoning 2016 and 2019.

This analysis helps us develop our thinking as we move forward with the seminar in regard to selection of a theme. The core mission of the seminar is increasing faculty awareness about general education learning goals and how to help students in their attainment of these goals using research supported strategies. This mission is definite and substantial. We believe we can serve the college best by attempting to increase our participants above the 4-year average of 14 per seminar (figure 4) by being more flexible on the theme while continuing the core work of the

⁶ Faculty may or may not continue to the implementation of their assignment/activity if it does not yield the results they hoped for in the subsequent years. Their continued implementation is currently at their discretion.



seminar and simultaneously working more closely with the pre-established cycle of institution-wide assessment.

Participants per Seminar

	Average	Total Participants
2016	14.00	15
2017	14.00	13
2018	14.00	13
2019	14.00	17
2020	14.00	12

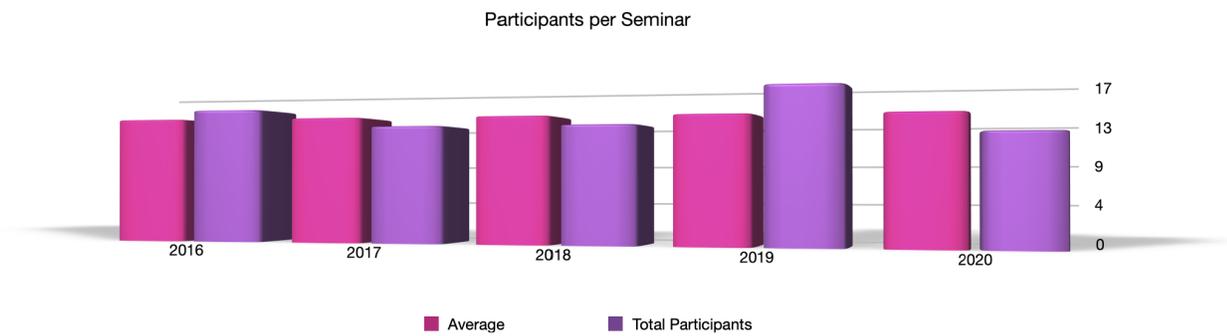


Figure 4. Participants per Seminar, 2016-2020.

This leads us to consider how the seminar’s theme could be aligned with current events in and outside the college (such as the ongoing challenges facing students from less privileged backgrounds and minority populations) and, as much as possible, with the themes of the other college-wide general education initiatives, such as Gen Ed Theme (developed by the Gen Ed Committee). In 2019, the theme was “Making Your Voice Heard”, and it aligned well with the learning goal of Intercultural Knowledge and Competence. In consultation with AIRE, Faculty Commons, and Provost August, we selected this outcome despite the results of assessment indicating that our students were actually performing well (figure 5).



College-Wide Gen Ed Assessment (Details)
 Hover over the cells to see more info

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Students Evaluated and Results (Intercultural Knowledge and Competence)

	Attitudes - Curiosity	Attitudes - Openness	Knowledge of Cultural Self - Awareness	Knowledge of Cultural Worldview Frameworks	Skills - Empathy	Skills - Verbal and Nonverbal Communication
2020	102 (88.5%)	102 (88.5%)	102 (85.5%)	102 (89.5%)	102 (81.6%)	102 (70.3%)
2017	274 (70.8%)	274 (77.4%)	274 (79.1%)	274 (74.2%)	274 (71.5%)	274 (75.2%)
2016	208 (62.0%)	208 (75.7%)	208 (65.4%)	208 (62.0%)	208 (67.1%)	208 (63.3%)

Course Participation (Intercultural Knowledge and Competence)

2020	ARCH 4722-OL77(15) BUF 4700-OL85(19) COM 2402-OL01(18) COM 2402-OL02(24) HSA 3602-OL64(14) HSA 3602-OL66(12)
2017	AFR 1304-D832(29) AFR 1304-D833(29) CMCE 4800-HE78(25) DEN 1112-D212(26) DEN 1112-D214(26) DEN 1112-E613(27) EMT 2370-D438(16) EMT 2370-E346(20) EMT 2370-E348(18) FREN 2201-E314(10) SPA 2201-D327(27) SPA 2201-D328(21)
2016	AFR 1304-D832(35) AFR 1304-E834(32) DEN 1112-D212(23) DEN 1112-D214(22) DEN 1112-E613(22) EMT 2370-D438(21) FREN 2201-E314(12) SPA 2201-D324(16) SPA 2201-D326(25)

Figure 5. AIRE Assessment Results for Intercultural Knowledge and Competence 2016, 2017, and 2020.

Having completed two cycles focused on this theme in 2019 and 2020, we saw a very positive response by those faculty who participated. Overall, the participant feedback noted that the diverse, multicultural, and multidisciplinary atmosphere of the seminar conducting with around this theme particularly facilitated openness and encouraged sincere sharing of everyone’s views and experiences.

Going forward, bringing all of this analysis together, we propose that we change the process of selection of the theme as mentioned above and further that it is not limited to only one general



education learning goal. Although focusing on one learning goal for the seminar provided many advantages including that it was clear and well-described starting with the Call for Participants, and it was narrow enough to explore in depth by the group, it also perhaps was an inhibiting factor to applying and participation of faculty from those disciplines where the particular learning goal was not a 'natural' fit and could not be immediately seen and related to.

Indeed, while we had a robust participation from faculty in the School of Professional Studies (Restorative Dentistry, Hospitality Management, Dental Hygiene, Radiographic Technology, and other programs) and the School of Technology and Design (Architecture, Computer Engineering Technology, COMD, Computer Systems Technology, Entertainment Technology, and Mechanical Engineering), fewer departments in the School of Arts and Sciences have participated (figure 6). Faculty from English and Social Sciences departments found the learning goals relevant and participation worthy, but we had noticeable lack of faculty from Mathematics, Physics, Biology, African American Studies, and Chemistry applying for the seminar.

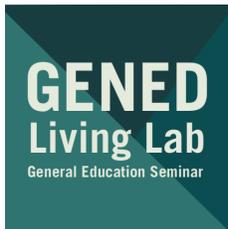
MAPPING the **Living Lab Gen Ed Seminar**

2016-present



Sunday, March 7, 2021

Figure 6. Departments represented by Gen Ed Seminar Participants 2016-2020



We had thought about this and discussed the possible reasons. In the end, we came to the agreement that perhaps ‘one size doesn’t fit all’ after all. It is understandable that faculty teaching advanced algebra and trigonometry may not relate to or see how they can possibly add, for example, an activity targeting *Civic Engagement*, and then evaluate it in their courses. The choice of one learning goal, not necessarily applicable to each and all disciplines, can hinder faculty interest and participation. This is especially true for part-time and new faculty who may not immediately see parallels between discipline-specific and general education goals and outcomes, and do not have the requisite background knowledge to even consider how they may apply the general education learning goals in their courses.

We therefore propose, going forward, to give the applicants a choice of one of the four Gen Ed learning goals⁷ that will be in the Fall 2022 data collection stage of the assessment cycle (figure 7) that is most applicable to their course, and for which an AAC&U VALUE rubric⁸ is available and can be used in project design and evaluation. We believe, and hope, that allowing our future participants to choose their unique path that will be helpful to them and their students, will facilitate and eventually increase faculty participation in the seminar as more of them will see our goals as relevant to them. This approach also offers departments support as they prepare for the imminent gen ed assessment cycle.⁹

New York City College of Technology General Education Assessment Timeline (3-year Cycle)

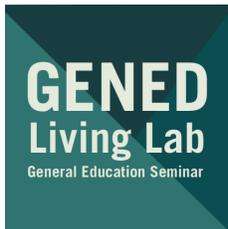
General Education Learning Outcome	F18	S19	F19	S20	F20	S21	F21	S22	F22	S23	F23	S24	F24	S25	F25
Creative Thinking	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA
Foundations and Skills for Life Long Learning	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA
Inquiry and Analysis	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA
Integrative Learning	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA
Intercultural Knowledge and Competence	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA
Information Literacy	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI
Civic Engagement	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI
Critical Thinking	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI
Ethical Reasoning	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI
Teamwork	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI
Oral Communication	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI
Quantitative Literacy	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC
Reading	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC
Writing	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC	AEI	II	CA	DC

Figure 7. City Tech Gen Ed Assessment Timeline

⁷ <http://air.citytech.cuny.edu/assessment/gen-ed-assessment/>

⁸ <https://www.aacu.org/value-rubrics>

⁹ This is particularly significant in the anticipated expansion of the gen ed assessment cycle to all departments.



OUTREACH TO ACADEMIC DEPARTMENTS

We will continue to make the seminar availability and outcomes visible to the college community. We have enjoyed the strong support and encouragement from the Office of the Provost (Provost Bonne August and Interim Provost Pamela Brown and their staff) and the Faculty Commons (Prof. Julia Jordan and Profs. Shelley Smith and MaryAnn Biehl and FC staff). Deans of School of Arts and Sciences, Professional Studies, and Technology and Design, have consistently helped us with outreach to the academic departments by presenting at the Chairs meetings, and we had many opportunities to present to the departments during their meetings. We are building on these outreach activities by inviting our past participants to share their experiences and benefits of participation in their programs. We also work closely with the General Education Committee, whose invitation to present the best projects developed in seminar has been instrumental to highlighting the seminar and increasing its visibility.

FUNDING

Funding for the program has been provided by the Office of the Provost and administered by Faculty Commons. It has in the past included:

- 3 teaching release hours for the spring semester (which we shared since 2019 as co-directors)
- a stipend for part-time faculty equal to 15 hrs. at their non-teaching rate
- catering by MBJ services (5 breakfast arrangements for in-person on campus meetings)
- books for participants (educational methodology)

We propose that the seminar is formalized with 6 meetings, integrating the feedback session into a formal, supported session. With this change we seek to **increase** the part-time faculty stipend from 15 to 18 hours at their non-teaching rate. Part-time faculty (typically 8-9 per cohort) will receive this stipend only upon completion of the seminar deliverables, and we will clearly list the requirements for this compensation, including attendance of all 6 meetings, post-meeting reflections, and presentation of the final project in the last meeting and on L4. Our full-time faculty participants will continue to be recognized for their development and refinement of their teaching methodologies and general education integration as part of their continued professional growth. We propose to continue splitting the allocation of 3 teaching release hours for this directing of the seminar¹⁰. At the same time, we propose to reduce the funding for catering and, thanks to the growing variety of online teaching methodology resources, for books.

¹⁰ Anna will receive the full three-hours this winter with Jason on Fellowship Leave.



CO-DIRECTING THE 2022 WINTER PILOT SEMINAR

Offering the seminar in Winter intersession as a pilot in 2022 will allow us to evaluate the following:

- Faculty interest and participation by full-time and part-time faculty in the intense 3-week offering of the program
- An online format, with the possible exception of the place-based learning session (pending the COVID-related restrictions at the time)
- Implementation of the projects designed in the winter seminar in the spring 2022 semester courses and evaluation of their effectiveness and impact
- Moving the deliverable (sharing the assignment/project as a post on L4) to the end of spring 2022 semester, to allow for evaluation of the assignment's effect and to reflect on the results
- Presentations to the general education committee during the May 2022 meeting that will include the results of project's implementation

If the seminar is successful in its new format, we will be issuing a Call for Participants every Fall in September-early October and organize the group by the end of each Fall semester to start our seminar in early January. If we fail to see an improvement or a drop in our participation rate,¹¹ we will re-evaluate and consider at that point options for hosting it in either the fall semester (new model) or returning to the spring semester (old model).

CONCLUSIONS

We sincerely appreciate the attention to this report. Based on our experience as the seminar co-directors, as well as the overwhelmingly positive responses from our participants, we feel strongly that the seminar gives us the opportunity to connect and learn with and from each other as no other faculty development program at City Tech does. Exploration of general education best practices together in the seminar gives us the opportunity for finding interdisciplinary and interprofessional connections and facilitates creativity and innovation in teaching.

It is a privilege to lead the seminar and continue to offer this unique time and space for faculty development. We hope our suggestions for changes to the seminar timing, format and theme selection that are more tailored to discipline-specific learning outcomes for our future participants will prove effective and helpful. We thank our readers, City Tech administration, the Faculty Commons and all our colleagues who have provided much appreciated support for our work.

SPECIAL NOTE:

Our special thanks to Prof. Karen Goodlad for her most valuable advice and feedback in preparation of this report.

¹¹ (Judging by the current average of 14 participants through 2016-2020)



Reference Links:

Living Lab General Education Seminar site: <https://openlab.citytech.cuny.edu/genedseminar/>

2016-2018 Seminar site: <https://openlab.citytech.cuny.edu/livinglabgenedseminar/>

2019 Seminar site: <https://openlab.citytech.cuny.edu/genedseminar-2019/>

2020 Seminar site: <https://openlab.citytech.cuny.edu/genedseminar-2020/>

Sample Call For Participants:

https://openlab.citytech.cuny.edu/genedseminar/files/2019/10/Call-for-Participants-Gen-Ed-Seminar_Spring-2020_20191009.pdf

Sample Syllabus: https://openlab.citytech.cuny.edu/genedseminar-2020/files/2020/01/GenEdSeminar_syllabus_2020.pdf

Final Presentation 2020 Zoom recording:

https://www.dropbox.com/s/h64h0aj6csexp4rq/Living%20Lab%20General%20Education%20Seminar_Final_Presentations_20200529.mp4?dl=0



Figure 8. Gen Ed Seminar discussion, spring 2020.

Reflections Seminars 2019-2020:

Ramsey Dabby:

There is significant value to the seminar as an opportunity for an “honest and open round table discussion...We tend to be hermetically sealed in our own bubbles (even more so since then [the lockdown]) and don’t often get the chance to exchange thoughts and ideas with people outside our professional/personal circles. Academically, my biggest takeaway was the awareness of cultural issues that complicate students’ lives.”

Monica Berger:

“The format [of the seminar] is very rich in terms of feedback, assessment, and accountability. I was inspired by the Gen Ed Seminars and continue to highlight to others that the seminar series represents an ideal for a rigorous/professional development.”



Figure 9. Gen Ed Seminar Participants, Directors, and Guest Speaker 2020

Audra Hayes:

“Thank you for the Living Lab Gen Ed Seminar. My background is not in education and all that I knew about teaching was in the more traditional way of student learning. Teaching radiology is a challenging course, with difficult abstract concepts. Through this course [the seminar], I learned to think outside the box and make learning more student-centered. I was able to develop a group activity assignment that involves the students being given a case scenario and developing patient education based on the scenario. It would involve them using the information they learned throughout the course to create patient education. They would then create a video and share it on OpenLab with their classmates. I have not used the activity in class due to the pandemic, but will as soon as we are back to a normal schedule. Thank you both for the time that you have devoted to helping improve student learning by helping faculty to rethink teaching.”



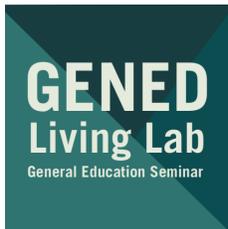
Isis Marsh:

"In reflection, the Living Lab Gen Ed program caused me to pause and think about teaching strategies for effective student learning but also served as a reminder to pay it forward if you will. At the very start of the program, one of the first readings from "Kuh's High Impact Practices," posed the two following questions: "How do we dramatically lift the levels of college engagement and achievement for students who, two decades ago or more, would not have been in college at all? How do we effectively raise the levels of accomplishment for all students, with special attention to those whose life circumstances—first generation, low income—may put them at particular educational risk?" The essence of the Gen Ed program, in my opinion, lies within the efforts to equip teachers with the pedagogical practices to respond to those questions.

As the seminar began, I pondered those questions and couldn't help but think of my own story. I graduated from City Tech as a twenty-something disadvantaged Hispanic single mom a little over 20 years ago. For me, education paved the road out of my disadvantaged circumstances, and now I work as an adjunct clinical instructor teaching dental hygiene students, many of whom are first-generation and underprivileged, much like I was. The Gen Ed seminars reinforced my commitment to elevate my teaching philosophy and practices to ensure my students experience educational equity and inclusivity. I've become even more conscientious of examining how students' life experiences, beliefs, and value systems contribute to their learning.

I recently had the opportunity to utilize the seminar teachings while educating hygiene students on motivational interviewing – a skill to evoke patients in positive and healthy behavior changes. The teaching method consisted of a collaborative discussion exchange that supported students engaging with each other and thinking more critically about how a patient's culture and beliefs may affect health decisions. The activity also encouraged students to introspectively consider how their own held values and perceptions may affect their approach to patient care and communication. The students collectively constructed new knowledge about the subject from already existing knowledge they each possessed through the activity discussions.

I want to conclude by acknowledging the co-directors of Gen Ed Lab, Anna Matthews and Jason Montgomery. The Gen Ed experience was as impactful as it was because of their exemplary leadership. Even through the pandemic shut down Jason and Anna didn't skip a beat as they resumed the meetings remotely. They are remarkably dedicated to equity in education and committed to empowering teachers to think outside the box away from traditional pedagogy to a more inclusive teaching approach with high-impact practices to improve all student's learning outcomes and experiences."



SCHOLARSHIP and DISSEMINATION¹²

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Matthews, Anna and Doubleday, Alison F. "The Art and Science of Interdisciplinary Connections: A Look at Dental and Dental Hygiene Education". *Interdisciplinary Team Teaching: A Collaborative Study of High-Impact Practices*. Editors Reneta Lansiquot, Sean Macdonald. Nov. 2020.

Montgomery, Jason. "Teaching a Broad Discipline: The Critical Role of Text-Based Learning to Building Disciplinary Literacy in Architectural Education", *Teaching College-Level Disciplinary Literacy: Strategies and Practices in STEM and Professional Studies*, edited Juanita But, Palgrave Macmillan/ Springer, April 2020.

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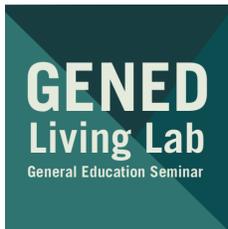
Montgomery, Jason. "Ten Years of Building Technology at City Tech: Reflections on the Evolution of First Year Building Technology Courses in an Open Enrollment Candidate BARCH Program" Paper accepted for AMPS Conference, June 2019, Stevens Institute, New Jersey.

Montgomery, Jason. "READING Tech in Architecture" Invited presentation at READ Workshop, Faculty Commons, Feb 15, 2019. Also presented as part of the READ Team presentation at the CUNY CUE Conference, City Tech, New York, May 10 2019.

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¹² chronologically organized most recent at top



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Goodlad, K. and A. Leonard. (2018). Place-based learning across the disciplines: a living lab approach to pedagogy. *Insight: A Journal for Scholarly Teaching*, Volume 13.

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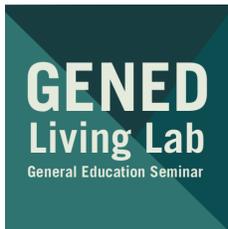
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