Dear Colleagues,

I am delighted to share with you the first annual report of the John Jay College Teaching and Learning Center (TLC). In these pages, you will find brief summaries of our activities mapped to our strategic plan goals; displays of evidence collected to assess and evaluate these goals; and throughout all, our excitement, enthusiasm, and gratitude for the work we have accomplished together. An underlying theme I would like to emphasize is that of alliance: we are deeply grateful to our many partners, including the TLC Advisory Board, who have given time, funds, and equipment in addition to expertise to help launch the TLC in its current form.

Please read and note our efforts towards

- celebrating superb teaching;
- inspiring faculty to reflect on and improve teaching;
- encouraging faculty and students to increase their understanding of how we approach learning through different roles and contexts, and
- towards creating and expanding opportunities for social justice and equity

And, although in many cases the numbers provided here may seem impressive to those of us who do this work, it is the quality of interactions and products that most impress me. John Jay faculty members have great hearts, great passions, and tremendous commitments to increasing access and capacities for their students. Thank you for letting the TLC join in your missions.

Warm regards,

Gina Rae Foster, Director
John Jay College Teaching and Learning Center
John Jay College of Criminal Justice
2016-2017 ANNUAL REPORT

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Website:
jjay.cuny.edu/teaching-and-learning-center-tlc

Facebook:
John Jay College Teaching and Learning Center

Twitter:
@JohnJayTLC

YouTube:
John Jay Teaching and Learning Center
GOAL 1:

Establish a vibrant, sustainable center for teaching and learning.

Summary: During the first year of the Teaching and Learning Center in its current title and form, much of the work to accomplish Goal 1 implementation objectives took place through creating physical and conceptual foundations. To these ends, funding to support personnel, OTPS, and faculty development activities was obtained through the Provost’s office and college partners such as the Office for the Advancement of Research, Student Academic Success Programs, and the Pedagogy and Technology Training program (PATT). The Facilities department provided furniture for the TLC seminar room and administrative areas, and paintings were loaned by Mark McBeth, Associate Professor of English. Extending the TLC’s physical presence online, the TLC Director and staff designed and launched a website with announcements, event opportunities, a calendar, and teaching resource pages. At the request of faculty, a post-election peer education website was created and maintained. TLC news and outreach were further supported by Facebook and Twitter accounts.

In terms of personnel support, the TLC Director was ably assisted by a part-time College Assistant, a part-time work-study student, and a student volunteer. The TLC also received valuable staff support briefly from Alison Orlando, the Administrative Assistant to the Vice President for Institutional Effectiveness during a break between supervision assignments. Allison Pease, Associate to the Provost for Faculty, supervised the TLC Director and represented the TLC to former Provost Jane Bowers.

A strong center relies on strong partners, and both the TLC Advisory Board and five year strategic plan developed through this understanding.
ONLINE INFRASTRUCTURE: WEBSITES AND SOCIAL MEDIA

WEBSITES

- John Jay College Teaching & Learning Center: jjay.cuny.edu/teaching-and-learning-center-tlc
- Learning in Difficult Times: jjaypostelectionresources.commons.gc.cuny.edu/
- 3rd Annual CUNY Online Education Conference: cunyoec.commons.gc.cuny.edu/

SOCIAL MEDIA

FACEBOOK

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Likes</td>
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RESOURCES DONATIONS

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<td>MacBook Pro (2)</td>
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<td>MacBook Air (1)</td>
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<tr>
<td>Kindle (12)</td>
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<tr>
<td>MacBook (12)</td>
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YEAR 1 SPENDING
GOAL 2:

Engage faculty and instructional staff in professional development activities that enrich and enhance teaching and learning.

Summary: Thanks in large part to the collaborations and resource-sharing efforts of partner programs such as the Office for the Advancement of Research (OAR), General Education, Student Academic Success Programs (SASP), ePortfolio@John Jay, and individual faculty members, the Teaching and Learning Center was able to offer, sponsor, and co-facilitate a broad range of faculty development seminars in 2016-17. Full and part-time faculty participated in five funded seminars; an additional 17 events were provided free of cost to the John Jay College community. These seminars and workshops were planned and facilitated by John Jay faculty and staff.

Assessment and evaluation of these activities includes participation numbers, application statements, satisfaction surveys, online peer and individual reflective writing, conference presentations by participants, and syllabi and class assignments shared by participants. To date, based on staffing limitations, formal assessment has been contained to participation numbers and survey responses; other artifacts mentioned above have been collected and organized for future examination.

An additional objective with partially met implementation efforts concerns targeted support of part-time faculty. Although adjunct faculty were welcomed and included in nearly all TLC faculty development activities (the Grant-Writing Seminar was an exception), the TLC did not have the capacity to provide program-specific faculty development support for part-time faculty with the exception of an informational presentation for the Public Administration Department.

Overall, the TLC’s first year of offering formal faculty development opportunities was successful based on participation numbers and feedback. The strongest indicators of success may lie not in those faculty who participated as learners but rather in those willing to share their expertise as facilitators and presenters, deepening a peer network of dedicated educators clearly active across the college.
Funded Faculty Seminars

Total Participants 76

Free Faculty Development Events: A Sampling

- Gen Ed/TLC Coffee and Conversation (2)
- CUNY Manuscript Writing Bootcamp
- Honors Faculty Teaching Summit
- Digital Demo Day (2)
- Jumpstart Your Spring Courses!
- CUNY Online Education

TLC EVENT PARTICIPATION

- Full-Time Faculty
- Part-Time Faculty
- Other (Staff, Students, Visitors, Executives)

Events Offered

<table>
<thead>
<tr>
<th>Events Offered</th>
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<td>Faculty Development Days</td>
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<td>5</td>
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<td>Other Events</td>
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Faculty Participation

<table>
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<td>Full-Time Faculty</td>
<td>144</td>
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<tr>
<td>Part-Time Faculty</td>
<td>72</td>
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<td>Total Faculty</td>
<td>216</td>
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<td>Other Participants</td>
<td>49</td>
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<td>Total</td>
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TLC EVE PARTICIPATION
GOAL 3:
Provide mentoring for faculty, staff, and students that fosters professional development as well as lifelong learning.

Summary: The initial focus of Teaching and Learning Center mentoring efforts has been to identify faculty needs for support in teaching and learning and to begin to address those needs through workshops, communities of practice, and individual mentoring. To identify faculty needs, the TLC Director met formally with each of the Associate Provosts, met informally with faculty representing a range of disciplines, longevities, ranks, and experiences across the college, and reviewed the results of the COACHE survey and associated committee report. Information gathered from these discussions and review was shared with the Associate to the Provost for Faculty, who guided shifts in Faculty Development Day content and scheduling, content and design of the TLC website, the establishment of communities of practice, and connections to John Jay faculty. The TLC Director augmented this guidance through providing informal events for faculty to discuss shared concerns and through offering one-to-one mentoring upon request.

For this goal, implementation timeline objectives 3.1 and 3.3 were met to provide mentoring related to teaching and learning; however, implementation timeline objective 3.2 activities were not met as Faculty Services took on responsibilities for Form C question redesign and workshops as well as peer mentoring in best practices.

In future years, mentoring activities are expected to increase through TLC events and the availability of additional faculty development professionals. The input of the Advisory Board and Associate Provosts is anticipated to help frame and reframe these conversations.

“It was a great day from beginning to end. Thank you to all the staff and departments that made this happen!”

“I always learn something, even if it\'s not what I thought I was going to learn – plus some self-revelations, as well.”

“Gets better every year.”

FACULTY DEVELOPMENT DAY JANUARY 26, 2017
Faculty-Student Conversations: Reciprocal Mentoring
Fall 2016 Faculty-Student Coffee and Conversation
Fall 2016-Spring 2017 Student Council/TLC Coffee and Conversations
Spring 2017 SASP/TLC Coffee and Conversation

Coffee and Conversation Participation

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<th>Full-Time Faculty</th>
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<th>Other Participants</th>
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<tr>
<td>Part-Time Faculty</td>
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<tr>
<td>Other Participants</td>
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<tr>
<td>Total</td>
<td>41</td>
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Faculty Development Days

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<thead>
<tr>
<th></th>
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<th>Spring 2017</th>
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<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>65</td>
<td>59</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
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<td>31</td>
</tr>
<tr>
<td>Other</td>
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<tr>
<td>Total</td>
<td>98</td>
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</table>
GOAL 4:

Expand and support awareness of social justice and equity in public urban higher education.

Summary: As institutions of higher education representing urban populations with shared and distinct experiences of racism, sexism, poverty, and other oppressions, a commitment to social justice is central to much of the work of the John Jay College of Criminal Justice and the City University of New York. The Teaching and Learning Center supports this commitment through community-building, mentoring, and resource expansion in teaching and learning for faculty, students, and staff.

During 2016-17, the Associate to the Provost for Faculty established a faculty community of practice in Disrupting Implicit Bias. A second community of practice, Teaching in Difficult Times, emerged through faculty concerns voiced immediately following the 2016 presidential election. These communities functioned differently throughout the year, with the Disrupting Implicit Bias cohort meeting several times to discuss research and practice, sharing some advice for improving teaching practices during the January 26, 2017 Faculty Development Day. In contrast, the Teaching in Difficult Times cohort met twice to discuss questions and teaching practices; however, the group suggested the creation of and contributed content to the Learning in Difficult Times website, with one faculty member assigning her students assessment and resource development activities.

As contributions to the college community, several faculty members partnered to present workshops on working with immigrant and undocumented students, news literacy, and facilitating difficult conversations in the classroom. The TLC Director also developed a resource page, Teaching in Difficult Times, for faculty, as a further connection among these activities and the Teaching in Difficult Times community of practice.

Social Justice Workshops
Disrupting Implicit Bias
News Literacy
Immigration and our Students
Engaging Diverse Viewpoints in the Classroom
From teach-ins to sharing out: John Jay faculty pooled concerns, experience, and expertise to create resources and strategies to support and develop students in “difficult times.”
GOAL 5:

Contribute to the Scholarship of Teaching and Learning through research and sharing of best practices.

Summary: The Teaching and Learning Center, in 2016-17, engaged in and supported Scholarship of Teaching and Learning (SoTL) activities in multiple areas. These areas included the Distinguished Teaching Prize, awarded annually; a Scholarship of Teaching and Learning Recognition publication and reception; Program Improvement Grants, and individual faculty support of assessment and evaluation activities of their own teaching.

Each year, the Distinguished Teaching Prize is awarded to one or more John Jay College faculty nominated for excellence in teaching by students and peers. 19 faculty were nominated for the 2016 award; three received the prize. Prize winners were celebrated at the President’s faculty book reception and featured in podcast interviews on the TLC website.

Building on the awareness brought to excellent instruction by the Distinguished Teaching Prize, the Teaching and Learning Center launched the first Scholarship of Teaching and Learning Recognition reception, accompanied by a publication listing faculty publications, awards, presentations, and related SoTL activities in 2016. 11 faculty members attended and received certificates of appreciation from the President.

In support of SoTL activities that lead to improved teaching and learning, the TLC sponsored Program Improvement Grants (PIGs) to five teams seeking to “close the loop” on previous assessment projects. These grants of up $2,500 each, supported curriculum redesign, development of common terminology and assignments across disciplines, and the inclusion of students in completing a 360 approach to program assessments.

Spring 2017 Program Improvement Grant Projects and Leaders

- International Crime and Justice MA Program: Curriculum Redesign Taskforce (Jana Arsovska)
- From Students to Scholars: Building Academic Research Skills in the Honors Programs (Nathan Lents)
- Essential Skills in the 300 Level Justice Core (Raymond Patton)
- Public Management Undergraduate Assessment Project (Judy-Lynne Peters)
- Gender Studies (Katie Gentile)
“For an activity to be designated as scholarship, it should manifest at least three key characteristics: it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community.”

– Lee Schulman, Former President of Carnegie Foundation
Many Thanks to our
TLC Partners and Contributors

- Academic Affairs
- Blackboard
- Department of Information Technology (DoIT)
- Department of Marketing and Communications
- Educational Partnerships and General Education
- ePortfolio
- John Jay Online
- Lloyd Sealy Library
- Office for the Advancement of Research
- Pedagogy and Technology Training (PATT)
- Student Academic Success Program (SASP)
- Student Council
- Theater & Event Support Services