



Teaching and Learning Center 2019-20 Funded Faculty Seminars

Inclusive Syllabus Seminar: A Shift towards Inclusivity at John Jay College (click [here](#) to apply)

Description: The syllabus is the first point of contact between a John Jay faculty member and students in the classroom. Syllabus design is an opportunity to convey to the students the philosophy and identity of John Jay along with the faculty member's individual Teaching Philosophy. Using the syllabus as a very important simple tool, we seek to create and define a classroom environment, build the structure of learning interaction, and, very importantly, to avoid microaggressions built into the traditional teaching and learning relationship. An inclusive syllabus goes beyond the administrative requirements, and this workshop looks at a number of small changes that can initiate a shift towards a connection with students that will be reflected in the classroom environment and in the students' performance.

Facilitator: Giazú Enciso-Dominguez

Sessions: Thursdays, 1:30-2:45 pm, TLC, 335HH

- **Fall: 9/26, 10/17, 11/14, 12/5**
- **Spring: 2/20, 3/12, 4/23, 5/7**

Participants who complete the seminar and present their projects will be paid approximately \$1,200 at NTA rates. Participants must comply with College and university workload policies in order to be paid for seminar participation.

Practical Teaching for Resilient Learning (click [here](#) to apply)

Description: When we talk about student-centered teaching, we often forget to look at our students and the circumstances that influence their learning. In this seminar, we will connect examining students' large group identities and individual challenges with brain-based learning and trauma and resilience research. As we respond to deepening our understanding of how systemic oppressions can undermine and disrupt successful learning, we will practice facilitation skills, strengthen our working memories, and learn practical activities to establish stability, increase capacity, become appropriately flexible, and create positive communities for our students while accelerating their critical thinking development and academic success.

Facilitated by TLC Director Gina Rae Foster, Practical Teaching for Resilient Learning will draw on her training in trauma and resiliency studies and practice as well as her work with students and survivors in public education and across cultures and international communities.

Participants will be asked to reflect on readings, discussions, and their own teaching and social justice work as they develop individual teaching and learning projects that support enhanced resiliency and capacity for their students.

Facilitator: Gina Rae Foster

Sessions: Wednesdays, 12-1:30pm, TLC, 335HH

- **Fall: 9/25, 10/23, 11/20, 12/18**
- **Spring: 2/5, 3/4, 4/1, 4/29**

Participants who complete the seminar and present their projects will be paid approximately \$1,200 at NTA rates. Participants must comply with College and university workload policies in order to be paid for seminar participation.

Project-based (PjBL) and Problem-based Learning (PBL) through Environmental Justice and Climate Change Seminar (click [here](#) to apply)

Description: Problem-Based Learning (PBL) and Project-Based Learning (PjBL) are question-driven pedagogical approaches that ask students to engage in real-life problems and projects that require both independent effort and teamwork. Instructors present students with a complex ‘wicked’ problem to address that has many uncertainties and no one correct solution. Students investigate these problems, define goals, and build critical extensive and practical knowledge bases under the instructor’s guidance. Climate change has many dimensions and sectoral impacts, e.g. land cover, water, temperature, migration, conflict, economy, governance, security with many uncertainties, making climate and climate justice particularly suited for PBL/PjBL. Environmental Justice (EJ) includes Climate Justice (CJ) but is much broader, when ecosystems and our habitat are harmed or degraded, typically some people gain, and others are harmed, creating a distributive justice issue. These seminars enable participants to include climate and environmental justice in their curriculum with PBL/PjBL pedagogical methods. The United Nations and New York City have teamed up for UN-NYC Climate Week September 22-29, making this an auspicious and timely seminar.

Seminar learning products (aka “takeaways”):

In this seminar, participants will work towards achieving the following objectives:

- To understand and examine PBL/PBjL approaches in both problem-based and project-based learning
- To understand intersectionality of Climate Change and Environmental Justice with your pre-existing curriculum.
- To apply Sustainability Core Competencies to the design of PBL/PBjL activities.
- To apply Climate Change and/or Environmental Justice PBL/PBjL in re-designing a syllabus and a course assignment

- To evaluate different ways to engage students with Climate Change and/or Environmental Justice through PBL/PBjL strategies
- To learn techniques to prepare students to work effectively in PBL/PBjL groups and independently
- To assess students' achievement in PBL/PBjL projects and assignments and Sustainability Core Competencies.

Facilitators: Paul Bartlett and additional Environmental Justice Program faculty and alumni/ae

Sessions: Tuesdays, 1:30-3pm

- **Fall: 9/24, 10/29, 11/19, 12/10**
- **Spring: 2/4, 3/3, 3/31, 4/28**

Participants who complete the seminar and present their projects will be paid approximately \$1,200 at NTA rates. Participants must comply with College and university workload policies in order to be paid for seminar participation.

Funded Research Faculty Development Seminar 2019-20

Seminar Description: During the 2019-2020 academic year, Funded Research Development seminars are scheduled to take place during Community Hour (1.30-3pm) once per month during the fall and spring semesters. Mentors commit to attending at least four of the eight scheduled seminars, and mentees commit to attend all of the seminars. Mentors are chosen by OAR staff from the pool of successful funded faculty at the College. Mentees are chosen from a pool of applicants based on their goals and an evaluation by OAR staff of their likelihood of benefiting from the program. Each mentee commits to submitting at least one external grant application during the program year.

Individual seminars are organized to assist faculty in developing an external proposal. Each seminar covers a homework assignment that helps the mentees iteratively develop and revise a full external proposal.

Facilitators: Dean of Research Anthony Carpi and Office for the Advancement of Research senior staff

Sessions: To be announced (check faculty email and TLC/OAR websites for updates)