



## TLC Strategic Plan 2021-26

### Introduction

The [John Jay College Teaching and Learning Center](#) is a faculty development center housed within [Academic Affairs](#), overseen by the Associate Provost for [Institutional Effectiveness](#). Since June 1, 2016, the center has formed part of the college's response to the John Jay 2020 [strategic plan](#) and implementation strategies, the revised Middle States Standards, and the CUNY Centers for Teaching and Learning Directors' [Recommendations for Understanding the Roles and Needs of Centers for Teaching and Learning](#). Physically located in 335 Haaren Hall overlooking West 58<sup>th</sup> Street in Manhattan and operating remotely during the CoVid-19 pandemic, the Teaching and Learning Center (TLC) physical site is shared between administrative space for office management and seminar space for hosting faculty development activities. The online locations include four websites, five social media accounts, and multiple platforms for event and design support as well as cloud storage. Currently, the Center is directed by a Director with full Higher Education Officer rank at CUNY who brings a depth of teaching and administrative experience as well as faculty credentials to TLC programming and oversight. The office support staff currently include one part-time College Assistant and two part-time administrative assistants, all John Jay College students or recent graduates of the college.

### TLC Mission

The Teaching and Learning Center at John Jay College of Criminal Justice is dedicated to recognizing excellence in teaching and learning, to supporting social justice and equity in public urban higher education, and to providing mentoring, resources, and opportunities that enable faculty, staff, and students to engage with and enhance teaching and learning.

### Values

The Teaching and Learning Center at John Jay College of Criminal Justice places and invests value in **social justice and equity** in public urban higher education, **empowering and innovative pedagogies**, **peer and reciprocal mentoring**, and **evidence-based teaching and learning strategies**. Our values align with the college's [values](#) of diversity, equity, integrity, justice, learning and scholarship, and respect.

## Goals and Objectives

From July 1, 2021 (FY2021-22) through June 30, 2026 (FY2025-26), the Teaching and Learning Center will focus on the following goals and objectives:

### GOAL 1

#### Maintaining and Extending a Sustainable, Vibrant Center for Teaching and Learning

**Rationale:** A well-rooted and expansive infrastructure grounds the Teaching and Learning Center's activities and resources and nurtures the college's capacities to develop a teaching and learning community infused with all of the college's values and supportive of the [7 Principles for an Antiracist, Culturally Responsive, and Inclusive Curriculum](#).

#### Objectives:

##### 1a. Resources:

1a.i. Sustain and increase the TLC base budget from the college by one-third (33%) from the June 30, 2021 baselines.

1a.ii. identify and obtain additional resources to operate a teaching and learning center appropriate to college needs, including funding, staffing, equipment, and physical and virtual sites.

1b. *Programming:* Support programming by maintaining and developing capacities of virtual and physical sites for teaching and learning events, curation of resources, mentoring, and administrative support activities with college, university, and external partnerships.

1c. *Partners:* Identify, cultivate, and designate faculty, staff, and student leadership to maintain and extend the center's programming and resources through shared responsibility for strategic plan goals and objectives.

##### 1d. Assessment:

1d.i. Assess and report on center budget and expenses

1d.ii. Assess and maintain a culturally diverse environment within the TLC through active recruitment and implementation of internal diversity, equity, and inclusion (DEI) professional development activities.



## GOAL 2

### Strengthening and Expanding Our Teaching and Learning Community

**Rationale:** *Both innovative and well-established teaching principles and practices enhance the potential for student academic success--and ultimately--for student retention. Increasing the number of faculty who share their successful teaching experiences and learn new strategies for improving students' skills and intellectual self-confidence will foster a sense of community within the faculty while strengthening teaching and learning. Efforts towards strengthening and expanding our teaching and learning community embrace the college values of diversity, equity, integrity, learning and scholarship, and respect while engaging the principles of critical engagement, complex social challenges, embodied learning, diverse content, equitable assessment, resilience and wellbeing.*

#### **Objectives:**

##### **2a. Resources:**

2a.i. Curate and expand teaching and learning resources for faculty, staff, and students with particular focus to social justice, Open Educational Resources (OER), Universal Design for Learning (UDL), online teaching and learning, and career and professional preparation.

2a.ii. Increase financial resources for funded faculty development activities by 25% over 2019-20 baselines.

##### **2b. Programming:**

2b.i. Continue to provide and increase funded faculty development activities by 25% over 2019-20 baselines.

2b.ii. Continue to invest in and increase program and course improvement projects that include faculty, staff, and student partnerships by 50% over 2019-20 baselines.

##### **2c. Partners:**

2c.i. Recognize excellence and innovation in teaching through awards, publications, and outreach.

2c.ii. Develop faculty, staff, and student leadership to share programming and assessment responsibilities.

##### **2d. Assessment:**

2d.i. Increase overall faculty development participation by 10% from June 30, 2021 baselines, including rank, department, and unique and repeated engagement.

2d.II. Assess faculty learning and course implementation related to participation in formal faculty development, including seminars, workshops, and Faculty Development Day.

### GOAL 3

#### Guiding, Supporting, and Motivating Faculty in Teaching and Mentoring towards Social Justice

**Rationale:** *The college's dual missions of criminal and social justice education are reflected throughout the curriculum in pedagogies and mentoring based in the college values of diversity, equity, justice, learning and scholarship, and respect. By investing in and supporting social justice programming, the TLC invests and supports teaching and mentoring that align with the principles of criminal justice, democratic education, complex social challenges, embodied learning, diverse content, and resilience and wellbeing.*

**Objectives:**

3a. Resources:

3a.i. Identify, acquire, and implement funding for facilitators and faculty-student social justice projects in teaching and learning.

3a.ii. Curate and expand existing websites and open access teaching and learning resources to include effective principles, models, and practice in social justice.

3b. Programming: Provide and guide faculty development to increase social justice awareness and to enrich pedagogical skills in teaching and mentoring towards social justice.

3c. Partners:

3c.i. Co-design and offer peer and student mentoring opportunities for faculty related to teaching and learning towards social justice with student, faculty, and staff allies.

3c.ii. Partner with students, faculty, and staff to design and maintain social justice teaching and learning resources and respond to community social justice needs.

3d. Assessment: Assess faculty learning and course implementation aligned with 7 Principles for an Antiracist, Culturally Responsive, Inclusive Curriculum.



### GOAL 4

#### Increasing and Deepening Faculty Awareness and Responsiveness to Student Wellbeing

**Rationale:** *Student wellbeing is a necessary context for effective learning. The TLC increases faculty awareness of student wellbeing and those factors that contribute and detract from student wellbeing through prioritizing the college values of diversity, equity, integrity, justice, learning and scholarship, and respect. Awareness and responsiveness to student wellbeing are addressed through these values and the principles of complex social challenges, embodied learning, resilience and wellbeing.*

**Objectives:**

4a. *Resources:*

4a.i. Identify, acquire, and implement funding for facilitators and faculty-student social justice projects in teaching and learning

4a.ii. Curate and expand existing websites and open access teaching and learning resources to include effective principles, models, and practice in faculty awareness and responses to student wellbeing

4b. *Programming:* provide [faculty development](#) training in Universal Design for Learning (UDL), trauma and resilience informed pedagogies, student mental health influences on learning, and accessibility needs and accommodations.

4c. *Partners:*

4c.i. Develop partnerships with Student Affairs and Student Council to create and offer student wellbeing programming and resources to support course design and implementation as well as faculty-student mentoring.

4c.ii. Identify and include student perspectives on student well-being related to faculty-student interactions and course design.

4d. *Assessment:* Assess programming and resources for faculty awareness and implementation in regards to student mental health needs, trauma and resilience informed pedagogies, and accessibility needs and accommodation.



## GOAL 5

### Connecting Student Learning with Career and Professional Preparedness

***Rationale:*** *We recognize that college and university studies are steps towards students' future professional lives. As we make these steps more transparently connected, we incorporate career and professional preparedness pedagogies and mentoring with faculty development, enhancing the college values of diversity, equity, integrity, justice, learning and scholarship, and respect and encouraging practical engagement with the principles of criminal justice, democratic education, complex social challenges, embodied learning, diverse content, equitable assessment, resilience and wellbeing.*

***Objectives:***

5a. *Resources:* Identify, acquire, and implement funding for facilitators and faculty-student career readiness and professional projects in teaching and learning

5b. *Programming:*

5b.i. Offer funded faculty development focused on integrating career professional preparation with course development, including the [NACE Competencies](#) and Diversity, Equity, and Inclusion (DEI) best practices.

5b.ii. Develop student internships for project management and university level teaching through the Teaching and Learning Center

**5c. Partners:**

5c.i. Partner with academic support and career preparation programs to develop a repository of career readiness and professional preparedness teaching and learning resources.

5c.ii. Create communities of practice for experiential learning and career-focused mentoring.

5d. *Assessment:* Assess the alignment of career readiness and professional preparedness funded faculty development and resource repositories with the NACE Competencies and DEI best practices.

