First Year Seminar Planning Meeting
Agenda

• Program overview
• Supporting student success
• Research in the first year seminar
• Working lunch: tech integration tools
• Making the syllabus talk to ALL students
• Exploration & discovery in the first semester
First Year Student Transitions

- Academic Development
- Professional Goals Exploration
- Tech Integration
- Inclusion
- Social & Emotional Growth
First Year Program Goals

- Critical Thinking
- Agency
- Social Network
- Social Responsibility
Success Teams

- Faculty
- First Year Student Success
- Peer Success Coaches
- Academic Advisors
- Career Specialists
Peer Success Coaches in a Nutshell

The Team

- 47 peer success coaches total
- Diverse backgrounds, majors, career goals, class standing

The Responsibilities

- Work 10 hours a week
- Support a caseload of 50 students (two FYS)
- Support/facilitate events and workshops
- Provide individual success coaching sessions to students (target 80%)

The Training

- 140+ hours of training over the course of an academic year
- Newly hired peers take two 300-level human services courses
- Focus: listening and communication skills, campus resources/referrals, the new student transition and college success
## Peer Success Coaches Goals and Roles

### FYS Support
- Midterm alert, ongoing student support, referrals
- FYS collaboration and planning outcome
- Showcase preparation

### College Success
- Weekly success tip emails
- College deadline and policy reminders
- Coaching conversations to tackle challenges and increase motivation

### Campus Connections
- First Year events
- Student organizations and campus involvement
- Campus resources

### Planning
- Goal-setting and planning
- First year milestones and postgraduate success
# Peer Success Coaches in the Classroom

## Collaboration
- Share importance of collaboration
- Discuss group member roles
- Support project planning
- Provide solutions to scheduling conflicts
- Resolve minor group conflicts

## Planning
- Facilitate time management and assignment planning workshops
- Introduce online or campus planning resources

## Modeling
- Model successful student behaviors
- Offer a student perspective
- Participate in class discussions
- Address problematic student behaviors (often privately)

## Student Support
- Check in with at-risk students
- Share course difficulties with you
- Make appropriate referrals to SASP staff or campus resources
- Support reenrollment efforts

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![](SASP.png)
Peer Success Coaches Timeline

August:
- Faculty introduced to PSCs

September:
- Rapport building, events, hangouts

October/November:
- Individual coaching sessions

November/December:
- Showcase support
- Re-enrollment outreach
Supporting Student Success

What can faculty do to address these situations?

What next steps can you take in collaboration with success team members to support a student who requires additional assistance?
First Year Seminar Learning Outcomes

Planning

Inquiry

Collaboration
Collaborative Learning
<table>
<thead>
<tr>
<th>Research Step</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify methodology to explore question/problem</td>
<td>6.1%</td>
</tr>
<tr>
<td>Refine research question/problem to address</td>
<td>12.1%</td>
</tr>
<tr>
<td>Identify question/problem related to the topic</td>
<td>21.2%</td>
</tr>
<tr>
<td>Develop background knowledge related to the research topic</td>
<td>30.3%</td>
</tr>
<tr>
<td>Choose a topic</td>
<td>39.4%</td>
</tr>
<tr>
<td>Form an argument that addresses question/problem</td>
<td>42.4%</td>
</tr>
<tr>
<td>Communicate or present results</td>
<td>45.5%</td>
</tr>
<tr>
<td>Collect source material/data</td>
<td>48.5%</td>
</tr>
<tr>
<td>Evaluate source material/data</td>
<td>60.6%</td>
</tr>
<tr>
<td>Synthesize and/or analyze sources</td>
<td>75.8%</td>
</tr>
</tbody>
</table>
Percentage of 2018 posters by rubric section that scored 2 and above (N=153)

0=not addressed; 1= partially addressed; 2=addressed; 3= addressed and exceeds project expectations

<table>
<thead>
<tr>
<th>Section</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodology</td>
<td>29.4%</td>
</tr>
<tr>
<td>Visual/ Multimodal Components</td>
<td>37.3%</td>
</tr>
<tr>
<td>References/ Sources</td>
<td>39.2%</td>
</tr>
<tr>
<td>Explanation of Findings</td>
<td>41.2%</td>
</tr>
<tr>
<td>Connection Research Topic and Issues of Justice</td>
<td>43.1%</td>
</tr>
<tr>
<td>Conclusion</td>
<td>47.1%</td>
</tr>
<tr>
<td>Theory &amp; Previous Scholarship</td>
<td>52.9%</td>
</tr>
<tr>
<td>Poster is organized w/ headings and/or sections</td>
<td>68.6%</td>
</tr>
<tr>
<td>Research Topic</td>
<td>70.6%</td>
</tr>
</tbody>
</table>
Sample Assignment: Select a Research Topic

You and your group members will work together to select a topic for your final research project and think about why it is worth investigating. Select one of the following topic areas for your research:

- Healthcare Hotspotting
- Controlling epidemics in NYC
- Mental healthcare access in prison
- Native Americans & the Indian Health Service

Once you have selected a topic, work together to compose a rationale for your topic selection, and your group’s response to the following questions:

- What is interesting to you about this topic?
- What does this topic have to do with issues of justice related to public or individual health?
- How does this topic relate to your professional and/or academic interests?
- What do you want to find out about this topic?

Create a chart, drawing or other visual presentation of your rationale to share with the other groups in class.
Next Steps

- Compose your welcome letter and submit to cpreda@jjay.cuny.edu
- Connect with your success team
- Plan to attend the fall kickoff meeting 9/13
- Determine showcase participation
Technology Integration Tools

- Annotation & discussion
- Planning & organizing
- Learning & development documentation
- College & career exploration
Getting the syllabus to talk to ALL students

Giazú Enciso Domínguez
Interdisciplinary Studies

Jill Grose-Fifer
Psychology

Eloísa Monteoliva-García
Translation & Interpreting

Crystal Jackson
Sociology
SESSION OUTLINE

• Purpose of syllabi?
• Promoting inclusivity in syllabi
• Ideas to make syllabi more welcoming and inclusive
• Your ideas
Who am I?

The most important thing:
COMMUNICATION
I was trained in
BARCELONA, SPAIN
I studied
CRITICAL SOCIAL PSYCHOLOGY
My classroom is:
A SAFE SPACE

Name: Giazú
Meaning: Beautiful Sunrise
I have two last names as a political statement from my Latino heritage
Latinx Ally
LGBTQI+ Ally
HSI³ working group

Communicate with me and read are the keys to pass this course with an A.
I trust you already!

Open-Door Policy: I strongly encourage each of you to visit me during my office hours or make an appointment to discuss your progress.
YOUR WORDS HAVE POWER

DID YOU KNOW . . . YOUR WORDS

Can be hurtful?
Can make you less approachable?
Might be offensive?
Can create an inclusive campus?
Can generate kindness?
Writing Assignments (25% of final grade).
Students will write a four-page paper that clearly shows how psychological science is applicable in their everyday lives. All claims must be backed up with credible evidence and an APA style reference list provided. You must write using your own words and all papers will be checked for plagiarism using Turn-it-in.com. No late assignments will be accepted.

Quizzes (10% of final grade)
Students are required to complete eight online quizzes. Late work will be penalized.
**John Jay College of Criminal Justice**  
524 West 59th Street, New York, NY 10019

Dr. Giazu Enciso Dominguez  
gencisodominguez@jjay.cuny.edu  
Interdisciplinary Studies Department 6.65.11  
Office hours Mondays and Wednesdays  
11:00 – 1:30 and by appointment

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**Spring, 2019**

**Introduction to Gender Studies**  
GEN 101 – 03 (3488)

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**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 6th</td>
<td>R: Martin, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles Language and Communication</td>
</tr>
<tr>
<td>Wed 13th</td>
<td></td>
</tr>
<tr>
<td>Febrero</td>
<td></td>
</tr>
<tr>
<td>Mo 18th</td>
<td>College Closed President’s Day</td>
</tr>
</tbody>
</table>
| We 20th    | Intersectionality  
R: Collins, P.H. Prisons for our bodies, closets for our minds: Racism, heterosexism, and Black sexuality |
Extra Credit

In order to get the extra credit, you have to watch the movie and write one or two pages (single space) on intersectionality. You must quote (at least 3), use the concepts and analyze the movie you prefer with the theoretical material of Kimberle Crenshaw.

1. Movies:

   From the Smithsonian channel.

   Option B: Crash (20014) by Paul Edward Haggis
   https://www.youtube.com/watch?v=DEH0kEQHc4

   https://www.youtube.com/watch?v=94kQmE2hF

   "irl" vs. "Woman": Why Language Matters || Maxim
   //www.youtube.com/watch?v=qHH3lYwqcY

   ways #LikeAGirl
   //www.youtube.com/watch?v=XJQJbWYDTs
The Preferred Name Request Form. This form allows students to submit a preferred name that John Jay will recognize for course rosters, student identification cards, student email addresses, and some other documents issued by the college/university. This form should not be confused with the Personal Data Change Request Form, which – as I understand it – can be obtained via the Registrar’s Office.

https://mail.jjay.cuny.edu/owa/redir.aspx?C=7OB5JDULw9T5fvQN7bP7z0oG-Dnq3XlX57Ssi3HyEcDmnj_NwzWCA...&URL=https%3a%2f%2fwww.dropbox.com%2fs%2ffjf4lvzy_gj9z1fyt%2fPreferred_Name_request_form.pdf%3fdl%3d0

Ethnic slurs, anti-immigrant, classist, sexist and homophobic remarks, and religious diatribes/hate speech will not be acceptable commentary for this course and appropriate action will be taken if these things occur.

JJ Resources
Counseling Center is available for students and free of charge Room L.68.00, 212-237-8111.

Women’s Center for Gender Justice also offers free counseling around issues of interpersonal violence (sexual assault, dating violence, domestic violence). Room L.67.10, (212) 237-8184.

An academic course cannot act as, or substitute for, a therapy or a support group.

The Writing Center is located in .01.68NB. Writing center staff works with students to help them improve their writing along a number of dimensions, including organization, proofreading, grammar, etc. I strongly recommend that you consult with the writing center prior to handing in papers. This resource it is for everybody in this classroom. Even if you think you are a great writer, there is also place to improved 😊
Student success can also be impacted by life events. Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Free counseling for students, Room L.68.00, 212-237-8111. The Women’s Center for Gender Justice (L.67.10NB) is available for a) LGBTQ+ students (Alison Kaslow for therapy or social support group, 212-877-6214), and b) primary and secondary victims of interpersonal violence (212-237-8184). “Single Stop” helps with a range of social, financial, family, & other services, including a food pantry, legal aid, and tax help. The Immigrant Student Success Center offers students and their families support and advocacy. Students receiving government assistance (cash assistance) can reach out to the JJ’s CUNY EDGE for tuition assistance, bookstore vouchers, advising, and more (212-237-8018)."
ASSIGNMENTS
DECOLONIZE, PROMOTE RESEARCH SKILLS & DISCUSS IDENTITY ISSUES

Reading list: research papers for discussion and presentation


Exploration & Discovery in the First Semester

- Paths of study
- Self-awareness
- Pre-professional experiences
- Career possibilities
Career Narratives

How could you use career narratives to address students’ interests and goals?
Thank You!