

(previous emails in this series can be found [here](#))

Dear Colleagues,

We're starting the third week of the spring semester, with the pandemic, politics, and an overwhelming combination of global and local, professional and personal demands in our lives. Covid-19 continues to affect and infect us, taking our loved ones, forcing isolation and distance. What we share often seems unbearable and unspeakable. Except, at times, for hope. Except, with great frequency, for the desire to do and be more.

By this point, six weeks into the year and nearly a fifth of our classes into the term, we know which students are likely to be present in our courses. From their presence and performance, we know which are likely to complete the work and which are likely to excel or struggle. And yet. Our predictions are imperfect, all the more during the past year when so much has tended to change so abruptly.

What is it, I wonder, that our students predict from us after their initial assignments and discussions? Obviously they expect that we will be present as well and more reliably than they might. Have they also decided which of us will excel or struggle in guiding them through the rest of the term? Will their judgments be more accurate than ours?

Recently, I have been reflecting on conversations about student presence and attention (not the same yet related) and questioning how students might be perceiving our attention towards them and their work. Teaching remotely raises concerns about engaging student attention and verifying that students are indeed attentive. Learning remotely can raise similar concerns about instructor engagement and authenticity.

It's difficult, yes? to make and sustain eye contact screen to screen, with internet instability as one complicating factor. Certainly, it's challenging to convey focused and specific attention in discussion board and assignment feedback when students may submit relatively similar responses that call for similar comments. Quite often, noting student behaviors that might indicate needs for outside of class support takes tremendous energy on our part (and we may not be interpreting students' signals effectively). Being attentive in ways that our students perceive as beneficial while protecting our own time and stamina is one of the most daunting challenges of teaching.

In being attentive to your needs, the TLC offers the following resources and events that support your providing effective attention to your students while maintaining your equilibrium and strength:

**Essential Spring 2021 Resource Links:**

[John Jay TLC Resources for Remote Teaching & Learning](#) (we are updating broken links; please let us know if a resource needs attention)

[John Jay Teaching and Learning Center Teaching Resources](#)

[John Jay Faculty Development Day](#) (past session resources and more)

**TLC Spring Programming (Reserve Your Calendars!)**

Month/Details	Title	Date/Time
---------------	-------	-----------

<b>February</b>	<b>*Teaching Climate Change, Environmental Justice &amp; Sustainability Across the Curriculum I</b> (Open Conversation with Environmental Justice and Sustainability Council)	<b>Monday, February 22</b> <b>1:40-2:55 pm</b>
<b>March</b>	<b>*Working with Intense Emotions and Crisis</b> (Counseling Center workshop) <b>*Teaching Environmental and Wildlife Crime</b> (Open Conversation with Environmental Justice and Sustainability Council)	<b>Tuesday, March 9,</b> <b>1:40-2:55 pm</b> <b>Tuesday, March 16,</b> <b>1:40-2:55 pm</b>
<b>April</b>	<b>*Earth Day: Student Perspectives on Climate Change, Environmental Justice, and Sustainability</b> (Open Conversation with Environmental Justice and Sustainability Council) <b>*Equity and Assessment</b> (workshop with Gen Ed and Assessment)	<b>Thursday, April 22,</b> <b>1:40-2:55 pm</b>  <b>Date/Time to be announced</b>
<b>May</b>	<b>*Climate Change, Environmental Justice &amp; Sustainability Across the Curriculum II</b> ((Open Conversation with Environmental Justice and Sustainability Council) <b>*Demonstrating Real-Time Engagement: Student PPPs Assess NYC Police Reform</b> ( faculty/student presentation)	<b>Wednesday, May 5,</b> <b>1:40-2:55 pm</b>  <b>Thursday, May 13,</b> <b>12-1:15 pm</b>

Sending good thoughts, positive energy, and faith in all you do.

Sincerely,

Gina