

Here is a list of HSI Faculty Working Group projects-in-progress:

1. De-stigmatizing therapeutic counseling for students

Description: this project notes the reluctance of many students, particularly Latinx, to engage in therapeutic counseling. Discussion has moved this project forward to outreach to the Counseling and Wellness Centers regarding what is already known, done, and available and to Faculty Development Day as a time when interested faculty and Counseling Center staff might meet to discuss this issue and plan together.

2. Creating an open source, student-centered syllabus

Description: this project responds to the lack of student resource information and pedagogical modeling called for by a student-centered syllabus. Discussion has suggested this project be moved to a WordPress site with opportunities for collaborators to request access and help with information and design. A TLC/SASP Program Improvement Grant-funded group has extended this to developing an inclusivity resource website.

3. Faculty Development Day session on HSI experiences with JJC alumni

Description: this project anticipates that hearing from and talking with John Jay Latinx alumnae/i will deepen faculty understanding of Latinx student experience at John Jay without putting current students in a vulnerable position in front of a faculty audience. Discussion has encouraged this project to be a panel, possibly facilitated by a faculty member, and to reach out to alumni for participation.

4. Latinx art exhibited in the Lynch Theatre atrium space

Description: this project aims to address the lack of Latinx art in John Jay public spaces. Discussion has responded to efforts to find out why, where, and how space is used at the college and the absence of Latinx art. Referrals to college staff with knowledge and access to space use as well as suggesting the Lynch Theatre atrium area feature a Latinx installation have been made.

5. Identifying oneself as Latinx to students when not appearing Latinx

Description: this project addresses the dilemma of several faculty who identify as Latinx yet do not seem to appear Latinx to students. Discussion has centered on the feasibility of choices that others have made in addressing this question and moved to the possibilities of using space “markers” such as Latinx art and objects in one’s office and on one’s door to indicate identity/affinity.

6. Designing a diversity safe space logo to post outside offices and centers

Description: this project looks at learning from the “safe space” decals that were given out a few years ago following trainings to indicate safe spaces for LGBTQ students on campus. Discussion included considerations of what diversity safe space decals/logos might look like and how best to implement them.

7. How to safely mentor students while respecting college policies

Description: this project raises questions of how to meet and work safely with students outside of classrooms, especially during evening hours while respecting college policies and remaining aware of the effects recent events have had on our students’ sense of safety with faculty. Discussion has explored the presence and availability of Public Safety personnel, locations where others are present at the time students seek mentoring, and how to meet the needs of working students who have limited time for out of class interactions with faculty.