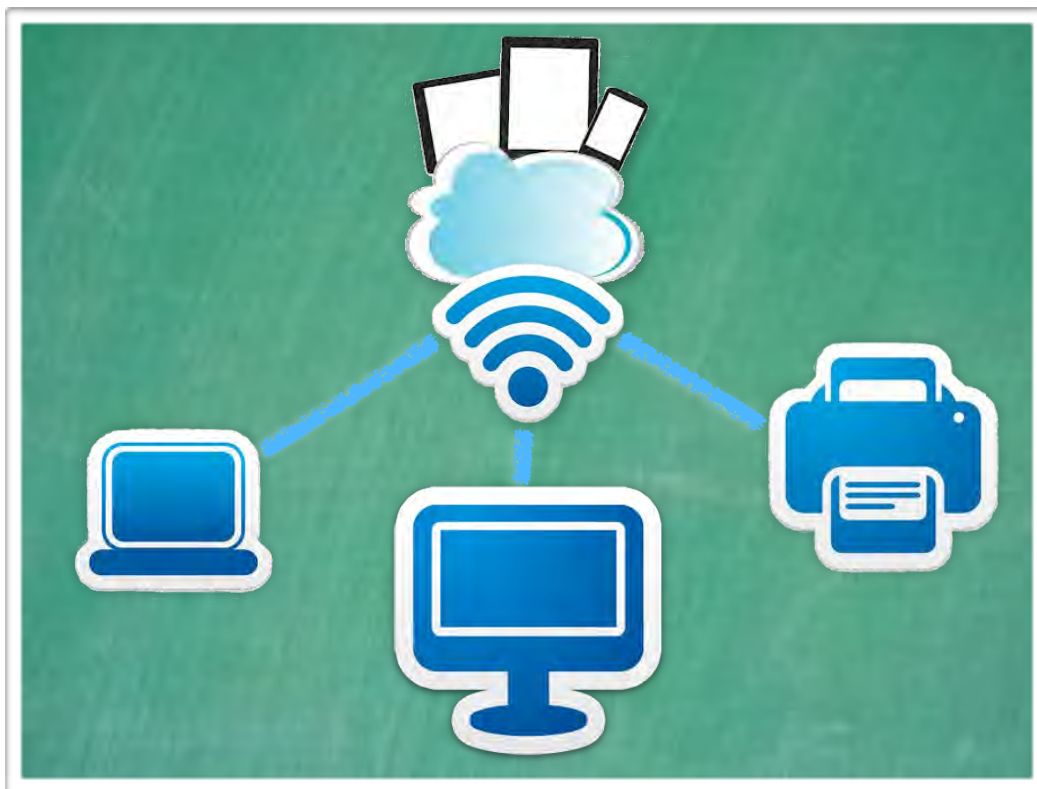# STUDENT TECHNOLOGY FEE PLAN 2015-2016

SUBMITTED BY: STUDENT TECHNOLOGY FEE ADVISORY COMMITTEE

April 2015

STUDENT TECHNOLOGY FEE ADVISORY COMMITTEE MEMBERS

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DEPARTMENT OF INFORMATION TECHNOLOGY

YVETTE FIBLEUIL
PROJECT COORDINATOR
DEPARTMENT OF INFORMATION TECHNOLOGY

		Academic Calendar Year		
		2013/2014	**2014/2015**[1]	**2015/2016**[2]
Staff Costs[3]	(List each position, title, salary and fringes)			
College Assistants (Lab Support)		$ 612,154	$ 873,123	$ 826,314
Lab/Cyber Assistants (CLSS)		$ 53,092	$ 59,993	$ 54,539
Computer Technicians (CLSS)		$ 179,750	$ 203,119	$ 184,652
Laptop Loan Assistant (CLSS)		$ 26,720	$ 30,192	$ 27,449
Lab Coordinators/Trainers (CLSS)		$ -	$ 131,805	$ 128,538
Lab Assistant (Comm)		$ 12,557	$ 14,201	$ 12,899
Lab Assistant (Couns)		$ 10,000	$ 11,305	$ 10,273
Helpdesk Support (DoIT)		$ 91,300	$ 103,206	$ 93,790
Student Services Web Developers (DoIT)		$ 44,438	$ 50,215	$ 50,215
Lab Assistant (FOR)		$ 17,160	$ 19,391	$ 17,628
Lab Assistant (Grad)		$ 12,529	$ 14,170	$ 12,871
Video Lecture Production Asst (JJay Online)		$ -	$ 23,269	$ 25,682
Student Support Services (JJay Online)		$ -	$ 23,269	$ 25,682
Lab Coordinator/Lab Assistants (LPS)		$ 18,682	$ 21,125	$ 19,191
After Hours Study/Word Processing Lab Assist/E-Reserve (LIB)		$ 36,460	$ 41,199	$ 37,454
Lab Assistants (Math)		$ 39,240	$ 44,344	$ 40,310
Lead Lab Technician (Math)		$ 20,280	$ 22,291	$ 20,833
Adaptive Technology Specialist (OAS)		$ -	$ 3,580	$ -
PATT Program Coordinator (PSY)		$ -	$ -	$ 11,000
PATT Videographer (PSY)		$ -	$ -	$ 2,000
Lab Assistants (SEEK)		$ 15,000	$ 16,955	$ 15,409
AV Student Event Technicians (TESS)		$ 28,080	$ 31,731	$ 28,846
Statistics Lab Assistant (UGS)		$ 6,866	$ 7,763	$ 7,053
Full-Time PS		$ 542,274	$ 634,919	$ 701,299
Blackboard Systems Coordinator - H.E.a (AcAff)		$ 74,190	$ 78,897	$ 79,768
Evening Tech. Coordinator - IT Assist L1 (CLSS)		$ 61,882	$ 65,884	$ 66,535
CUNYfirst/Blackboard Support - H.E.a (DoIT)		$ 50,000	$ 53,233	$ 57,384
Director - HEO (JJay Online)		$ -	$ 150,197	$ 151,682
Blackboard Support - H.E.a (JJay Online)		$ 50,000	$ 53,233	$ 53,759
Electronic Librarian - Assoc. Prof. (LIB)		$ 105,392	$ 112,330	$ 126,438
Library Network Manager - HEA (LIB)		$ 101,996	$ 108,592	$ 109,665
Improving eDocuments - Adj. Prof. (LIB)		$ 6,150	$ 6,549	$ 6,612
Cataloging John Jay Videos - Adj. Prof. (LIB)		$ 4,000	$ 6,004	$ 6,456
Faculty Research & Development - PATT (PSY)		$ -	$ -	$ 24,000
PATT Ass. Prof. (PSY)		$ -	$ -	$ 8,000
PATT Full Prof. (PSY)		$ -	$ -	$ 8,000
PATT Full Prof. (PSY)		$ -	$ -	$ 3,000
Sub-Total		1,154,428	1,508,042	1,527,613
Consulting				
		$ -	$ -	$ -
Sub-Total		$ -	$ -	$ -
Hardware, Networking, Peripherals				
Personal Computers/Servers/Laptops	Qty			
PCs		$ 300,000	$ 306,000	$ 300,000
Computer Replacement	500	$ 300,000	$ 300,000	$ 300,000
Dig For/Cyber Sec Comp (PMgmt)		$ -	$ 6,000	$ -
Laptops		$ -	$ 4,377	$ -
Longterm Laptop Loan (UGR)	6	$ -	$ 4,377	$ -
Servers		$ 9,280	$ 13,000	$ -
Storage Server Replacement (LIB)	1	$ 9,280	$ 13,000	$ -
Projection Device		7,633	7,633.00	$ 7,633
Projector Bulb Repl (CLSS)		$ 7,633	$ 7,633	$ 7,633
Printers/Scanners		$ 2,730	$ 16,730	$ 2,400
NH Student Scanners (CLSS)	1	$ -	$ 400	$ -
BookScan Station Maint (LIB)		$ 2,400	$ 2,400	$ 2,400

BookScan Stations (LIB)	$	-	$	13,600	$	-
Student Copier Maint. (StuGov)	$	330	$	330	$	-
Routers/Hubs/Wiring	$	-	$	-	$	-
Infrastructure	$	-	$	-	$	-
Wiring	$	-	$	-	$	-
Sub-Total		**319,643**		**347,740.00**	$	**310,033**

Software

(Provide product name and estimated cost, if known)

Security, Fire, Emergency Mgmt Biometric System (SFEM)	$	-	$	7,145	$	-
Digication ePortfolios (UGS)	$	-	$	3,000	$	-
CPP Student Career Online Assessment (CarDev)	$	1,090	$	1,090	$	1,090
Deep Freeze (CLSS)	$	2,400	$	2,400	$	2,400
Digital Signage Software Maint. (CLSS)	$	2,000	$	2,000	$	2,000
eTraining (CLSS)	$	6,000	$	6,000	$	6,000
Misc. Software (CLSS)	$	30,000	$	30,000	$	30,000
Verdiem (CLSS)	$	2,340	$	2,340	$	2,340
SPSS Virtual Campus (MSRC)	$	5,000	$	5,000	$	5,000
TutorTrac/LabTrac (MSRC)	$	1,349	$	1,349	$	1,349
Enhanced Accessibility Mgmt Software (OAS)	$	-	$	3,185	$	-
Lab Instructional Resources (Soc)	$	-	$	10,425	$	-
Plato (SEEK)	$	2,531	$	2,531	$	-
Sub-Total	$	**52,710**	$	**76,465**	$	**50,179**

Library Electronic Databases

eResources	$	235,000	$	235,000	$	235,000
EBSCO Discovery Service	$	20,000	$	16,000	$	-
eReserves	$	5,058	$	5,058	$	5,058
eReserve Upgrade	$	-	$	4,000	$	-
Sub-Total	$	**260,058**	$	**260,058**	$	**240,058**

Furniture

Mobile Charging Stations (LIB)	$	-	$	9,895	$	-
Jay Walk Solar Charging Stations (Fac)	$	-	$	50,000	$	-
Sub-Total	$	**-**	$	**59,895**	$	**-**

Construction

Westport Smart Classroom Enhancement (CLSS)	$	-	$	85,400	$	-
Collaborative Student Workspace (LIB)	$	-	$	35,000	$	-
Sub-Total	$	**-**	$	**120,400**	$	**-**

Faculty Development and Training

Faculty Development (Provost)	$	-	$	90,000	$	-
Pedagogy & Technology Training - PATT OTPS (PSY)	$	-	$	-	$	34,000
Faculty Development (LIB)	$	5,000	$	5,000	$	5,000
Sub-Total	$	**5,000**	$	**95,000**	$	**39,000**

Miscellaneous

Improved Tech Access & Delivery (AcAdvise)	$	-	$	5,245	$	-
Guitar Project (Art & Music)	$	-	$	8,840	$	1,000
Misc. Supplies (CLSS)	$	30,000	$	30,000	$	30,000
Print Management (CLSS)	$	75,000	$	75,000	$	75,000
Smart Classroom Replacements (CLSS)	$	20,000	$	20,000	$	20,000
Video & Computer Production Equipt (DisRes)	$	-	$	4,602	$	-
Call Center Maintenance (DoIT)	$	13,000	$	13,000	$	13,000

Student Internet Radio Station (English)	$	-	$	4,620	$	-
Video Production Basics (English)	$	-	$	6,617	$	-
JJ Online: Next Phase OTPS (JJay Online)	$	50,000	$	69,200	$	69,200
JJ Online: Additional Funding	$	-	$	-	$	240,000
Clickers (LIB)	$	-	$	1,992	$	-
Video Collection (LIB)	$	14,000	$	14,000	$	14,000
Streaming Video Collection (LIB)	$	25,548	$	25,548	$	25,548
Accessible Health Tech (OAS)	$	-	$	8,390	$	-
UMI Student Lounge Tech (UMI)	$	-	$	4,050	$	-
Sub-Total	**$**	**227,548**	**$**	**291,104**	**$**	**487,748**

Enterprise Initiatives (Blackboard, Email, Academic Advisement, Etc.)

ETI	$	249,202	$	331,875	$	313,613
STI	$	-	$	251,000	$	251,000
Sub-Total	**$**	**249,202**	**$**	**582,875**	**$**	**564,613**

TOTAL	2,268,589	3,341,578.92	3,219,244

Annotations:

[1.] *Fringe Benefit rates increased to 24.3% for part-time and 41.6% for full-time PS.*

[2.] *Fringe Benefit rates adjusted to 13% for part-time and 43% for full-time PS as per 9/9/14 UBO memo.*

[3.] *John Jay College Tech Fee plan PS allocations include salary and associated fringe benefit expenses.*

Project Name:	John Jay Online Additional Funding	
Department:	John Jay Online	
Expected Start Date:	7/1/15	**Expected End Date:** 6/30/16
Project Leader:	Anne Lopes	
Proposed Budget:	$240,000	

Project Description:

The purpose of the project is to develop new two new programs and update eight current online course offerings for students through John Jay Online. John Jay Online develops and offers programs based on best practice pedagogies that stimulate and support optimal student academic success.

Project Name:	Pedagogy & Technology Training - PATT		
Department:	Psychology		
Expected Start Date:	7/1/15	Expected End Date:	6/30/16
Project Leader:	Gabrielle Salfati		
Proposed Budget:	$90,000		
Project Description:			

OVERVIEW & RATIONALE FOR REQUEST

This proposal seeks continuation of non-reoccurring funding for the Pedagogy and Technology Training (PATT) Project (Peer-to-Peer Faculty Development and Mentoring to Enhance Pedagogy by Leveraging Learning Technology) awarded for 2014-2015 in order to build upon the program's successes in faculty development and pedagogical innovation designed to deliver better education to students in campus and online classes. The faculty sponsors are Professor C. Gabrielle Salfati from Psychology (Primary Contact), Professor Patrick O'Hara from Public Management, and Assistant Professor and Faculty Fellow for Online Learning Adam Scott Wandt (referred to, collectively, as "Faculty Sponsors" throughout this application). The project aims to disseminate and propagate learning technologies available through Blackboard, turnitin.com, Adobe Creative Cloud, and other proprietary software and open-source sites for faculty to make use of in the classroom to help students succeed. The project promotes class-management productivity tools for instructors through demonstrations, one-on-one mentoring, and instructional videos. The project also conducts focus groups to discover, catalogue, and broadcast leading edge practices that faculty across the College, CUNY, and beyond employ to improve learning. Additionally, to promote promising approaches, the project would award micro-grants for software/hardware purchases to individual faculty to test and assess specific best practices/technologies. The Faculty Sponsors' demonstrated extensive engagement with advancing learning technologies at the College, and their success in year 1 of this project, qualifies them to successfully extend and continue to lead this project.

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John Jay has made great efforts to put resources into online learning. However, because the College at large is primarily focused on the new online distance learning programs, a gap has developed between faculty members within those programs and other faculty members and adjuncts who aim to develop individual courses, not necessarily in online programs, and which are not part of a coherent infrastructure of technology and pedagogy support. The purpose of this project in year 1 was to address that gap by tightly integrating a pedagogical focus into the use of academic technology, and make this available to all faculty that want to develop their courses, in an attempt to promote student engagement and success. Year 2 aims to consolidate the progress from year 1, and continue the demonstrated success of the program (see aims of project below for further details).

Without sufficient qualified peer-to-peer faculty mentoring and development for those not participating in distance learning programs, our students are suffering because the effective use of a range of learning technologies beyond Blackboard is as vital to campus-based classes as it is for online classes. In year 2, this project will continue to fund targeted faculty development for those faculty members who do not teach in online programs supported by John Jay Online, may teach the occasional online class, or may not teach online classes at all, and wish to enhance their use of academic technology in the classroom. We envision a continuation and expansion of faculty driven faculty development events, including participating in the faculty development days hosted by Academic Affairs and other units of the College, and hosting other training events, workshops, and symposiums throughout the year. Funding will also support one-on-one faculty-tofaculty training, a request many faculty members have made, as well as office hours for faculty-to-faculty mentorship and academic technology consulting. We also aim to use this project to "train the trainers" (the faculty sponsors) by attending conferences, and bringing back the most edgy new technology and pedagogy and delivering these through training workshops to the faculty at large. These goals are sustainable and scalable as more faculty are reached and armed with capabilities critical to the College's strategic online initiatives.

Professor Salfati is on the Advisory Board of the Center for the Advancement of Teaching (CAT) and was previously the Faculty Mentor working within John Jay Online. Professor Wandt currently works with John Jay Online as the Faculty Fellow. Professor O'Hara has, since Blackboard was adopted by John Jay, been leveraging course management software to improve pedagogy and diffuse these improvements to faculty colleagues. All the Faculty Sponsors have been the recipients of numerous Teaching Awards, including Online Teaching. The sponsors are at the forefront of activities related to technology and pedagogy at John Jay, and are uniquely qualified and positioned to pass on their tools and techniques to their colleagues who, in turn,

can pass that knowledge on to other faculty/adjuncts, thus maximizing the impact of the project.

Additionally, this project will provide the resources for the Faculty Sponsors to conduct their own research and development in the areas of academic technology and online learning, and to develop best practices. The Faculty Sponsors have created a website of resources for faculty (see section on Access below), which aims to share what is learned, including best practices. This project will also allow for the Faculty Sponsors to provide better support and input to John Jay Online, the Center for Advancement of Teaching, and other units of the College. Overall, these projects will benefit the entire John Jay community, and directly enhance the quality of courses to benefit our students.

Faculty-driven faculty development and faculty-driven research and development in the areas of academic technology and online learning are critical because faculty are in the classroom every day, working directly to meet the learning needs of John Jay students. The faculty perspective is especially critical during the College's strategic push for more online offerings, since faculty must be viewed as full partners in development. Since resources are scarce and often dedicated for strategic projects, many of which do not benefit today's student population, we need dedicated funding and resources that teaching faculty manage, and faculty input into how to best leverage technology in pedagogy. Ultimately, the Faculty Sponsors and other teaching faculty have a wealth of knowledge that needs to be developed and shared with all faculty who are interested in bettering their courses with academic technology and online learning, which directly benefits all students. The PATT program aims to develop a support service and infrastructure that aims to provide a basis for this sharing.

As all three Faculty Sponsors work closely with John Jay Online, this proposal is meant to support and add to the current developments the college is working on. Additionally, it will allow the Faculty Sponsors to enhance their research and development capabilities to allow them to develop and utilize cutting-edge best practices to help today's students maximize their learning capabilities.

SPECIFIC PROJECT AIMS IN YEAR 2 BASED ON YEAR 1
The proposed project aims to provide an integrated framework that has the following 5 key components:
1) Research And Development Into Academic Technology
2) Conference attendance
3) Training Workshops For Faculty
4) Faculty Mentoring To Enhance Pedagogy By Leveraging Learning Technology
5) Micro-Grants

Each of these are outlined in detail below, both in terms of the key impact aim on faculty and students, as well as what steps have been achieved to date in year 1, and the predicted focus for year 2 (as part of the current grant proposal).

Research And Development Into Academic Technology

Impact:

Technology is expanding on an exponential basis and playing an increasing role in our everyday lives, including in the classroom. It is critical for the College to evaluate emerging trends, hardware, software, and best practices to establish what works best for today's student population at John Jay. While most technologies can be vetted via publicly available materials, some promising technologies are best researched and developed in the classroom, especially since our College has so many unique disciplines and diversity of students. Often, testing these technologies in the classroom requires purchasing hardware, software, and other types of services. It is key that an academic or set of academics familiar with academic research and technology play a central leadership role as judgments/assessments about academic technology are best made by dedicated, technology savvy, active teaching faculty. In order to protect academic freedom, academics must have access to funding allowing them to explore academic technology and share findings in workshops, individual one-on-one meetings, and online. This will help the College identify truly revolutionary models versus temporary fads.

Work Achieved in Year 1:

Faculty and staff embraced the opportunity the PATT Program provides to collaborate on academic technology projects. The PATT Program allowed for the research and development of an array of projects that were previously just beyond the reach of faculty. Initially, the Faculty Sponsors established a standard workflow for the piloting and review of academic technology in the classroom, and built a website for the program to share these materials. Below is an overview of some of the projects worked on during year 1:

• Provided technical support to radio568.com, a faculty-student run radio show and podcast. Students in a speech and communications class created programing material, hosted the radio show/podcast live, and recorded the radio show/podcast to be made available online. The radio show/podcast is currently hosted on YouTube. Students communicated in ways they had never done before, and talked about a variety of

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subjects they otherwise would not have discussed. Students were also able to directly see the impact of their work on the public via number of listeners and comments.

- Consulted on a project in the science department making use of BYOD classroom clickers. The technology ultimately failed due to cellular and WiFi connection issues. While the project did not succeed, valuable lessons were learned about the implementation of large-scale BYOD deployment within a single large lecture hall.

- Explored the initial uses of WACOM Cintiq and screen capturing software to make ultra high-quality annotated-style (Kahn Academy) podcasts. See website for examples from multiple faculty.

- Experimented with new methods of podcast delivery and shared the knowledge. There are a multitude of inexpensive methods to create medium-quality podcasts. Several front-running technologies were examined to determine whether or not they are appropriate for implementation at John Jay, or just a marketing scam. Information learned was made in several ways, such as on the PATT website, through one-on-one sessions with faculty members, and during five different workshops for faculty members held throughout the year.

- Created training videos to assist faculty members with grading in CUNYfirst, including a very successful podcast to help faculty members navigate the new CUNYfirst system in order to enter final grades for classes. The podcast was widely acclaimed, and a new series working with the registrar's office is planned for year 2.

- Built a rudimentary faculty development webpage on the John Jay Online website. Progress on this project was slowed when John Jay Online's Director began to object to hosting faculty development materials on the website. The new Director of John Jay Online has however assigned the task of leading an effort to develop a high-quality faculty development webpage that includes PATT Program materials, in a faculty section of the John Jay Online website, which has been a great achievement in terms of making PATT, and other faculty training programs, easily accessible to faculty.

- Regular consultations with faculty and staff on academic technology projects of all types. Many of these projects include lecture capture (recording of classroom sessions and special lectures), screen capture, video conferencing, and consulting on the use of the latest emerging academic technologies.

- Beta-tested an array of inexpensive USB headsets to find the best quality headset to distribute to faculty members. A Student Technology Fee proposal is being submitted

for the 2015-2016 academic year as a result of this research to support a project approved by TAC, which would allow the school to distribute headsets to faculty members who wish to create podcasts or conference with their students online.

- Partnered with members of DOIT in forging stronger linkages between technology and pedagogy. This partnership included inviting key DOIT personnel in Blackboard support and John Jay Online to adjunct teach online courses in order to gain a faculty perspective on how John Jay's learning delivery systems impact our students. The continuing dialogue between the PATT sponsors and key personnel throughout DOIT establishes a foundation for better assessing and more effectively implementing promising learning technologies.

- Provided consultancy as a member of the John Jay Academic Technology Working Group, a team assigned by the Provost and the President charged with making recommendations on the future of technology for John Jay.

- Liaised with chairs of all departments at John Jay to discuss priorities and concerns to use as as a priority for workshop contents, and dissemination of information.

- All Faculty Sponsors are also appointed members of the Faculty Senate Technology Sub Committee, and aim to take up issues highlighted as important to faculty and students in areas of technology, to work on in research and development. As such PATT aims to be fully integrated into priorities raised at all levels of the John Jay infrastructure.

 Aims for Year 2:

- Several faculty members across different departments have asked for assistance in implementing Project Gnosis and an office hours schedulizer. Unfortunately, due to problems accessing funds at the beginning of year 1, the Faculty Sponsors were unable to assist. In year 2, the plan is reengage with faculty and departments wishing to use these systems.

- Continue working with the College's Chief Technical Officer to create a faculty "play room" accessible to all faculty, full of technology to assist with podcasts, videos and other enhanced methods of pedagogy.

- Continue to provide technical support to radio568.com by helping to establish a new website and switch to a more appropriate streaming system than YouTube, such as Airstream and Spotify.

- Continue research and development with Bring-Your-Own-Device classroom clickers in smaller classroom settings.

- Expand on the WACOM program by providing Cintiq tablets to all three Faculty Sponsors as the original proof of concept has shown an incredible potential for use of these devices in online education. Continue working with methods to create high-quality annotated-style (Kahn Academy) podcasts and make the technology available to all faculty.

- Continue experimenting with new methods of podcast delivery and sharing the knowledge through workshops and one-on-one sessions.

- Continue creating training videos to assist faculty members with CUNYfirst in conjunction with the Registrar's office.

- Continue to develop the faculty development webpage. The new Director of John Jay Online assigned the task of leading the effort to develop a high-quality faculty development webpage, which includes PATT Program materials, in a faculty section of the John Jay Online website.

- Continuation of regular consults with faculty and staff on academic technology projects of all types.

- Continue collaborating with members of DoIt and John Jay Online to assist them in improving their link between technology and pedagogy.

- Continuation of integrating key priorities by faculty brought to college committees, and brought to the attention of PATT through individual consultations.

<u>Conference attendance</u>

<u>Impact:</u>

The model that will be taken will be one of "Train-the-Trainer", whereby the faculty sponsors will attend key local and national academic technology & pedagogy conferences and events in order to obtain the latest in this area, to bring this back to John Jay and integrate into not only further research and development, but also into faculty training workshops, allowing all John Jay faculty to access the latest in new developments, that go over and beyond what they can currently access through John Jay or through CUNY.

Work achieved in Year 1:

Faculty sponsor attendance at learning technology conferences is critical for translating hardware and software advances into leading edge pedagogy at John Jay. Though CUNY online administrators attend The Online Learning Consortium (formerly Sloan C) and Blackboard conferences, their focus necessarily centers on courseware infrastructure and content delivery in general. Faculty attending these same conferences will be looking primarily for teaching and learning tools that can be rapidly diffused to faculty. The aim of the PATT project will be that three workshops to be provided to John Jay faculty will result from each PATT member attendance at a conference. As such attendance at conferences will employ a "Train-the-Trainer" model whereby PATT team members will be trained at conferences, and in turn train John Jay faculty members.

PATT members to date have attended the CUNY IT conference (December 2014) and will be attending the Emerging Technologies for Online Learning (formerly Sloan C) Conference, the major showcase for advances in technology enhanced learning, in April 2015, and workshops resulting from training at this conference will brought to John Jay Faculty following the conference through a series of workshops.

Aims for Year 2:

Many of the key conferences in the field occur over the summer. Year 2 of the grant therefore aims to start on July 1st, to enable PATT members to use grant funds to attend these conferences and be ready for the start of Fall 2015. Key conferences focused on educational technology in the field occur over the summer, including BbWorld, which is Blackboard's annual teaching and learning conference. In addition, the conferences attended in 2014-2015 grant year will be attended, as well as other events that showcase technologies that make teaching more effective.

Training Workshops For Faculty

Impact:

These introductory workshops are designed to be quick and easy introductions to key issues that concern faculty about moving their teaching online. The focus is on how to leverage technology to encourage effective pedagogy and student engagement in the online classroom. Faculty members will leave each session with a variety of ideas on how to develop their classroom activities, as well as key resources to smooth the implementation of these new teaching approaches. Each session aims to build off the

previous one so that those who want to build up a portfolio of training can do so, but each individual session can also be taken as a stand-alone session. No previous experience necessary, although some knowledge of Blackboard is useful. Faculty are encouraged to bring their own syllabi or questions with them to the sessions.

<u>Work achieved in Year 1:</u>

Grant sponsored workshops highlighting areas of faculty interest were offered in Fall 2014, covering a range of topics.

1. The first workshop was provided at the Faculty Development Day in August 2014, prior to the start of the semester to introduce the program to the faculty.
2. Pedagogical foundations workshops were then offered during the Fall semester. Each workshop was delivered twice, during community hour, on different teaching days to enable more access to the faculty with different teaching schedules. Fall workshops included a total of 8 sessions, that covered the flowing topics:

    • Intro to JJ Tech Training programs & J500: This workshop gives faculty an overview of all the different training programs available for developing online classes, including the new JJO500 course which provides a ready-to-use self-paced course template, which includes how-to's. Participants will be able to leave this workshop with all the tools they need to start designing their own online classes and courses.

    • Time management in online teaching: This workshop provides good practice guides and tips on how to make the online teaching experience easy to manage whilst also providing a quality student learning and engagement experience.

    • Moving student engagement activities online: This workshops outlines good practice and ideas for how to turn in-class activities into online student engagement activities that will enrich the learning and teaching experience. Participants are encouraged to bring activities with them that they use so that these can serve as discussion points in the workshop.

    • Assessment as learning activities: This workshop discusses how assessment strategies can be used as actual teaching tools to more fully solidify the learning outcomes of a course, as well as providing another opportunity for using assessments as actual student activity and engagement tools. The workshop will also discuss how to ensure diversity on assessment methods to ensure that all learning styles are targeted.

 3. In the Spring semester, the project offers more advanced level workshops to faculty. This set of workshops were included in the Faculty Development Day for January 2015, prior to the start of the semester. As the FDD was cancelled, and a total of 79 faculty members had signed up for these session, the PATT team decided to provide the workshops as a one-day PATT sponsored symposium, to be held on March 5th.

4. The 4 introductory workshops offered in the Fall semester will be scheduled again in the Spring semester to enable faculty who were not able to attend to access these.

5. For the spring semester an addition number of workshops illustrating practical skills have also been advertised. These include workshops on podcasting, virtual video conferencing, how to run a research and development trial, using iPads with Microsoft Office (Word, Excel, PowerPoint) and a general workshop on iPhone use for academics.

6. Several additional workshops resulting from PATT members attending key conferences will also be scheduled. As each member will be attending one conference minimum, and each member will schedule three workshops based on new key resources and technologies brought back from these conferees, it will be expected that an additional 9 workshops will be scheduled.

7. Also for the Spring semester two major conferences have been organized, sponsored by the PATT team, that aims to situate John Jay as the go to place. These two events include:

- The CUNY Online Learning Invitational Symposium has the goal of getting together 40 top CUNY leaders in online education for a day of discussion on topics such as faculty development, program development and best practices.

- The Online Educational Open: What Works, What Does Not, and Best Practices. This event will take place May 1, 2015 and will invite anyone who wants to come to a day of plenary seminars. A call for papers inviting faculty from across CUNY to showcase best practice will be going out in early March.

Aims for Year 2:

Year 2, which aims to include conference attendance and training for PATT members over the summer, will allow for new workshops to be added to the Fall and Spring schedules. In addition, summer salary will enable PATT members to turn the Year 1 workshops into podcasts, and post these on the PATT website for the start of the new

academic year as a resource for faculty, thus consolidating the work done in year 1 for on-demand access by faculty in the future.

Faculty Mentoring To Enhance Pedagogy By Leveraging Learning Technology

This project element aims to conduct peer-to-peer sessions where individual faculty work with a PATT Project sponsor with the goal of offering students a richer and more supportive learning environment that utilizes the full range of tools present in course management and assignment review software, as well as other social media modalities where already high student engagement can be leveraged.

Impact:

Faculty who want to integrate new technologies, and develop student engagement through technology, will have the opportunity to work with the faculty sponsors one-on-one, to enable focused and directed mentoring on their course development, This will be specifically advantageous and productive for faculty members very new to technology enhanced or online teaching, and will enable faculty to get engaged whilst being supported by peers, which will increase engagement with online technologies.

Work achieved in Year 1:

In both the Fall 2014 and Spring 2015 semesters, PATT Project counseling was scheduled twice weekly throughout the semester to work one-on-one with faculty in matching their specific learning goals with courseware features for furthering those goals by better engaging students. Through Fall 2014, over a dozen faculty received one-on-one mentoring in extended sessions, with several faculty returning for follow-up sessions to gain mastery of particular techniques. This activity will continue. In addition to weekly office hours, PATT Project sponsors also served as on-call advisors for faculty seeking to integrate cutting-edge learning technology into their teaching repertoire.

Faculty have responded very positively to having an "on-call' faculty consultant whose advice is grounded in pedagogical experience as well as technical know-how. This mode of consultation makes possible in-semester adjustments to online course delivery elements, as well as the addition of techniques and exercises to future courses that improves the student experience while streamlining faculty effort.

Aims for Year 2:

Weekly office hours for on-on-one peer development will be continued and enhanced in the 2015-2016 award year. The faculty mentor's physical location will move from North Hall to Haaren Hall, which is a more accessible location for a greater number of faculty. A companion Blackboard organization development site, the Peer-to-Peer Learning Network, will be established so that model approaches conveyed in one-on-one office sessions can be studied, discussed and applied in the learning delivery environment. In addition, the Peer-to-Peer Learning Network site will host real-time Blackboard Collaborate sessions during community hour that will alternate with physical office hours in delivering peer-to-peer mentoring to faculty who wish to participate from their offices or homes. The creation of the Peer-to-Peer Learning Network and associated realtime collaboration capabilities will take place in Summer 2015 in order to be ready at start of the Fall semester.

Micro-Grants

Grants for faculty who seek to test out and integrate additional new technologies into their course.

Impact:

30-40 micro grants will be available to faculty who wish to try out new technologies in their classes, but who do not have access to funding elsewhere for the materials needed. In addition, these faculty members will be asked to produce a 10-minute online podcast, illustrating how the technology was used, and the advantages to student engagement. The podcasts will be posted online for faculty access in a site that will also feature training podcasts by PATT team faculty as well as links to promising technologies for enhancing pedagogy. This will help consolidate all technology trainings in one place at John Jay, and will allow other faculty to use this site to search for the most appropriate technologies, whilst also getting a short and concise training video on how they can be used. In addition to the high impact that many micro grants could have directly in the classroom within the next year, this development of a teaching technology database available to all faculty will also extend the impact of the funding to a much larger audience.

Work achieved in Year 1:

Several applications have been submitted in year 1, and approved. Examples of completed projects and podcasts that have been created as training videos to serve as an

online library resource of technology for other faculty, are posted on the PATT website. As more faculty have attended workshops and mentoring sessions, an increasing number are submitting proposals, with a noted increase in submissions in the Spring semester s the PATT grant has become more established and well known by the faculty as a resource.

Aims for Year 2:

It is anticipated that in year 2, the micro-grant system will be well established, and we are keen to continue to make this a resource available for faculty to enable and encourage innovation in teaching.

BUDGET RATIONALE

July 1st 2015 – June 30th 2016
Personnel
• College Assistant, Program Coordinator, $18/hour, 10 hrs/week, $11,000
• College Assistant, Videographer / Editing, $2,000
• Reassigned Time – Faculty, 18 credits (6 credits Research & Development, 6 credits Workshop Development
& Delivery, 6 credits Faculty Mentoring), $24,000
• Summer salary, Assistant Professor, Adam Wandt, $8,000
• Summer salary, Full Professor , Gabrielle Salfati, $8,000
• Summer salary, Full Professor, Patrick O'Hara, $3,000
OTPS
• Faculty Conference Funds: To allow for attendance at key academic technology conferences to allow for further integration of new technology trends into the activities proposed in the current project. Funds will also be used to support numerous conference and workshop activities at John Jay, $15,000
• General OTPS / R&D / Hardware and Support: To allow for key software and hardware to support R&D and Workshop developments, $9,000
• Micro-grants: ~ 120 grants (approximately $500 each), allowing for faculty to continue to access funds to develop new technologies in their courses, and for each grant holder to give back to the community by developing a 10-minute podcast illustration of how the technology works in practice to allow for further faculty access and training, $10,000
TOTAL $90,000

 (cont'd)

John Jay Online 2015-2016

Overview and Rationale:

The purpose of the project is to develop two new online Master's programs, introduce 6 online certificate programs and update offerings for students through John Jay Online. John Jay Online develops and offers programs based on best practice pedagogies that stimulate and support optimal student academic success. This request is a needed addition for the exponential growth of course development at John Jay Online.

Access:
Students will have access to the programs developed through the funding through the Bb course management system as well as through innovative use of iBooks. Judith Cahn, the Director of John Jay Online, will oversee this effort. Henry Chan will manage the budget. All efforts are overseen by the requester, Anne Lopes, Associate Provost for Strategic Initiatives who work is overseen by Provost Jane Bowers.

Location:

John Jay Online offices are located at 610 BMW building. John Jay Online is located in Cyberspace through the College at online.jjay.cuny.edu.

Benefits:

The development will provide new online courses for 2 Master's programs (MA Criminal Justice, MPA-PPA) and 6 Certificate Programs: Law Enforcement Leadership, Investigative Psychology, Modern Policing, Disabilities Act Program, Corporate Social Responsibility, and Writing. Course Development for degree programs, budgeting for 18 courses, $81,000. Technology (software and services) for course development and phone support, $110,000. Course revisions for existing 8 courses, $12,000. Development of non-credit courses, $15,000. Materials for online course development, $7,000. Faculty development, $15,000.

Timing:

Spring 2016 (Law Enforcement Leadership, Investigative Psychology, Disabilities Act Program, Modern Policing)
Fall 2016 (Master's programs and Writing Certificate)

Maintenance:

John Jay Online will monitor its equipment collaborating with DoIT.

Supervision:

Judith Cahn will oversee the equipment, software, etc., and collaborate with DoIT and consultants to ensure maintenance.

Master Plan

The development of John Jay Online is directly related to the goals of extending John Jay College nationally and globally. In addition, it is directly related to student success and teaching goals. It is a key area for the development and investment in the new Strategic Plan.