Welcome to Year 2

Dear Colleagues,

Thank you for this opportunity to present the Teaching and Learning Center’s second annual report, a report which reflects John Jay’s commitments to educating for justice. In our second year, the staff and partners of the Teaching and Learning Center (TLC) expanded on our first year of activities, increased the resources for teaching and learning available to the college, and created new networks and communities to support our students and our work together.

If our first year’s theme was alliance, the past year’s collective impulse was that of capacity: building, extending, and inhabiting through sharing resources, activities, and above all, visions. In this report, then, you will find evidence of:

- Faculty choosing to raise awareness of teaching, learning, and mentoring in a Hispanic-Serving Institution;
- Faculty sharing their expertise and leadership in developing teaching and assessment skills and materials;
- Faculty, staff, and students discussing and responding to social justice challenges and opportunities; and
- University and college program practical support of these activities through shared funds and resources.

As you will see, the evidence we provide is more than a simple participation count; we include photos, quotations, and references to how much the college has grown in recognizing and celebrating teaching as a central part of our work together. To echo last year’s praise, John Jay faculty have great hearts, great passions, and tremendous commitments to increasing access and capacities for their students. Allow me to express my deep appreciation for your welcoming the TLC into your professional lives and for reaching out to become part of ours.

Sincerely,

Gina Rae Foster, Director
John Jay College Teaching and Learning Center
John Jay College of Criminal Justice
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, students, and staff to engage with and enhance teaching and learning.
Goal 1

Establish a vibrant, sustainable center for teaching and learning.

**Summary:** Sustainability lies at the center of the TLC’s first goal: while a teaching and learning center must be immediately useful to the college and its community, it must also ensure the likelihood of its useful existence in future years. In the first five years of our strategic plan, we are emphasizing maintaining, modifying, and extending physical and digital infrastructure in order to establish the sustainability faculty and staff tell us are necessary for their professional development and work with students. Year 2 for the Teaching and Learning Center has exceeded our hopes in these areas as we were able to increase services and resources for faculty and staff based on partnerships and donations.

Overall, the second year of the Teaching and Learning Center demonstrated great interest and commitment from John Jay faculty in professional development, particularly in opportunities to advance social justice and to delve more deeply into hands-on learning activities. We increased the number of events offered to 76 from 62 in Year 1; participation also increased both in Faculty Development Days and funded seminars, with an overall increase of 382 participants in 2017-18 from 266 in 2016-17. Of Year 2’s participants, 161 were full-time faculty; 121 were part-time faculty, and the remainder represented administrators (both executive and HEO line staff), students, and external guests. [282 total faculty]

In support of this increase in activity, one of the most impactful donations to note from last year came from a partnership with Student Academic Success Programs (SASP), whose cost-sharing for faculty seminar participants permitted the TLC to invest in furnishing the TLC seminar room with new tables and chairs. The new furniture allows for a variety of arrangements to suit seminars, workshops, trainings, webinars, presentations, and meetings (see the TLC website for photos). We want to express our appreciation to Katalin Szur, Director of SASP, and her staff, for helping us obtain this set of resources.

A third highlight of Year 2 that extended our resources involved a partnership with the Office of Educational Partnerships and the Lloyd Sealy Library to win a CUNY Open Educational Resources (OER) grant. This award supports the conversion of courses to zero textbook cost (ZTC) and OER based in order to reduce student course material costs and to improve teaching and learning through refining instructors’ selection of course materials and teaching strategies. Through the OER grant, the TLC was not only able to provide an additional yearlong faculty seminar but also to purchase a conference camera and speakers to enhance our seminar room’s distance communication during events and meetings.

**Fall’17-Spring’18**

<table>
<thead>
<tr>
<th>Number of Events</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funded Seminars:</strong> 42</td>
<td><strong>FDD:</strong> 114</td>
</tr>
<tr>
<td><strong>Other Events:</strong> 32</td>
<td><strong>FDD:</strong> 268</td>
</tr>
<tr>
<td><strong>FDD:</strong> 2</td>
<td><strong>Other Events:</strong> 216</td>
</tr>
</tbody>
</table>

https://www.facebook.com/jjaytlc
Faculty Participation by Rank (Fall’17-Spring’18)

Faculty Participation by Department (Fall’17-Spring’18)

Initial impact of 2017-18 Comprehensive OER Plan at John Jay College of Criminal Justice

$418,500 saved in textbook costs

3,150 students

60 instructors

(CUNY grant shared with the Office of Educational Partnerships and General Education)

TLC Furniture Purchased through SASP Reimbursements
Engage faculty and instructional staff in professional development activities that enrich and enhance teaching and learning.

Summary: In Year 2, John Jay faculty, staff, and students amplified their understanding of teaching, learning, mentoring, and research in Teaching and Learning Center-sponsored professional development activities. These included two Faculty Development Days, six funded faculty development seminars, and 32 other events whose themes ranged from Practical Teaching to mentoring Latinx students in a Hispanic-Serving Institution (HSI).

We experienced recurrence and new beginnings, the former with Faculty Development Days and the Practical Teaching and Funded Research seminars returning and the introduction of Define, Refine, and Shine workshops offered before the fall term. Our new beginnings included seminars in Graduate PBL (Problem-Based Learning), Scaffolding 100/200 Level Gen Ed Skills, (OER) Open Educational Resources, and HSI awareness and practices. We also shifted Faculty Development Day content to be more faculty-driven, which has led to a rich array of presentations and workshops facilitated by and for faculty and we believe a parallel increase in attendance.

As you will note on the following page, shared funding to support faculty development has continued, allowing the college to increase the number of faculty engaged in critical reflection and curricular change for direct and indirect influences on student success. The growth in the number and range of seminars has paralleled this support as the TLC has brought in external experts to speak with faculty, broadened pedagogical strategies and perspectives to include social justice, experiential learning, and online teaching, and partnered with Faculty Fellows as mentors and researchers (see Goal 3).

The products of these activities have begun to emerge as new courses have been proposed and accepted, as new projects and assignments have been incorporated into teaching, and as intentional changes in perceptions and behaviors towards students have been practiced. We appreciate the collegiality and commitment that frame these remarkable efforts towards improving faculty and student success.

Faculty Development Day Participation Comparisons

Year 1 & Year 2

<table>
<thead>
<tr>
<th>Faculty Development Day (FDD) Faculty Participation</th>
<th>Fall 2016-Spring 2017</th>
<th>Fall 2017-Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016-Spring 2017</td>
<td>123</td>
<td>132</td>
</tr>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>63</td>
<td>96</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>268</td>
</tr>
</tbody>
</table>

Fall 2016-Spring 2018 Faculty Participation

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016-Spring 2017</th>
<th>Fall 2017-Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>Part Time</td>
<td>63</td>
<td>96</td>
</tr>
<tr>
<td>Full Time</td>
<td>123</td>
<td>132</td>
</tr>
</tbody>
</table>
TLC Open Events Offered

Other Events Offered
(Fall’16 - Spring’17)

- Workshop: 6
- Meeting: 1
- Coffee & Conversation: 1
- Teach-In: 1
- Faculty Student Performance: 6

Other Events Offered
(Fall’17 - Spring’18)

- Workshop: 4
- Meeting: 2
- Coffee & Conversation: 2
- Focus Group: 1
- Presentation: 1
- Faculty Student Performance: 6

TLC Funded Faculty Seminars Offered

**Funded Faculty Seminar Participants (F’16-Sp’17)**

<table>
<thead>
<tr>
<th>Seminar</th>
<th># of Participants</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Student Working Group</td>
<td>6</td>
<td>TLC/SASP</td>
</tr>
<tr>
<td>ePortfolio Working Group</td>
<td>10</td>
<td>TLC/SASP</td>
</tr>
<tr>
<td>Practical Teaching &amp; Learning Seminar</td>
<td>10</td>
<td>TLC</td>
</tr>
<tr>
<td>Online/Digital Teaching Seminar</td>
<td>10</td>
<td>TLC</td>
</tr>
<tr>
<td>Grant Writing Seminar</td>
<td>19</td>
<td>TLC/OAR</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Funded Faculty Seminar Participants (F’17-Sp’18)**

<table>
<thead>
<tr>
<th>Seminar</th>
<th># of Participants</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate PBL Seminar</td>
<td>7</td>
<td>TLC/Graduate Studies</td>
</tr>
<tr>
<td>H.S.I. Faculty Seminar</td>
<td>14</td>
<td>TLC</td>
</tr>
<tr>
<td>Practical Teaching &amp; Learning Seminar</td>
<td>10</td>
<td>TLC</td>
</tr>
<tr>
<td>Gen ED Scaffolding 100/200 Seminar</td>
<td>12</td>
<td>TLC/SASP</td>
</tr>
<tr>
<td>Funded Research Seminar</td>
<td>9</td>
<td>TLC/OAR</td>
</tr>
<tr>
<td>OER Seminar</td>
<td>16</td>
<td>OER</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 3**

Provide mentoring for faculty, staff, and students that fosters professional development as well as lifelong learning.

**Summary:** In our second year, the Teaching and Learning Center intensified mentoring connections for faculty and students. Peer mentoring partnerships emerged through Faculty Fellowship projects funded by the TLC and the Center for Career and Professional Development; external experts shared their research and experiences with funded seminar faculty in the HSI Faculty and Graduate Problem-Based Learning Seminars; and the TLC Director taught workshops for Criminal Justice PhD students, Honors students, and a combined group of high school students visiting John Jay during their school’s Enrichment Week.

One of the more exciting new alliances for the TLC in Year 2 were the Faculty Fellows, two engaged in co-facilitating funded seminars and two engaged in student success research projects. Our teaching fellows included Katarzyna Celinska, Associate Professor in Law, Police Science, and Criminal Justice Administration, who developed and facilitated the Graduate PBL Seminar with TLC Director Gina Foster, and Gregory Donaldson, 2014 Distinguished Teaching Prize Winner and Associate Professor in Communication and Theatre Arts, who teamed with Foster in designing and leading the Practical Teaching Seminar. As researchers focused on understanding how best to respond to students’ experiences of racial and economic oppression connected to student success, Center for Career and Professional Development Faculty Fellows Mickey Melendez, Assistant Professor for Counseling and Human Services conducted student focus groups on mentoring Latinx student for career success, and Nicole Elias, Assistant Professor in Public Management, worked with the CUNY EDGE program to determine best practices in supporting students receiving public assistance.

Mentoring, whether from teacher to student, peer to peer, or expert to practitioner, carries a sense of reciprocal respect, shared learning, and focus on growth. An essential component of lifelong learning, mentoring is an active relationship that resists and yet responds well to structure and clear expectations. For the TLC, a commitment to mentoring permeates all of our activities and motivates our design and presentation of both static and vibrant work. Our mentoring efforts reached out to external experts in Problem-Based Learning and Hispanic Serving Institutions, resulting in dynamic conversations between visitors and seminar participants at the Graduate PBL and HSI Faculty Seminars and in faculty re-design of courses and assignments.

As the ultimate mission of the Teaching and Learning Center, underlying faculty professional development, is to enrich and improve student learning, the TLC Director offered student workshops in cognitive science-based research learning, time management, and creative writing to students in different academic cohorts. As we guide students in cycles of learning and application, we remind ourselves of the possibilities and joy that education elicits.

<table>
<thead>
<tr>
<th>Student Events (16-17)</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Faculty Coffee Hour</td>
<td>13</td>
</tr>
<tr>
<td>Spring Student Council/TLC Coffee Hour</td>
<td>5</td>
</tr>
<tr>
<td>SASP/TLC Coffee Hour</td>
<td>8</td>
</tr>
<tr>
<td>Student Open Mic Poetry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Faculty, Student, &amp; Staff Participation</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Events (17-18)</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice PhD Workshop (Fall’17)</td>
<td>5</td>
</tr>
<tr>
<td>Renaissance High School Students: Poetry Workshop (Spring’18)</td>
<td>22</td>
</tr>
<tr>
<td>Body, Memory, and Resistance: Dance and Poetry Performance (Spring’18)</td>
<td>21</td>
</tr>
<tr>
<td>Freshman Honors Student Workshop (Fall’17)</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total Faculty, Student, &amp; Staff Participation</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>
2017-18 Faculty Fellows

Greg Donaldson
Associate Professor
Communication & Theatre Arts
Practical Teaching & Learning Seminar
Faculty Fellowship

Katarzyna Celinska
Associate Professor and a member of
Doctoral Program in Criminal Justice,
Graduate Center, CUNY
Graduate PBL Seminar
Faculty Fellowship

Nicole M. Elias
Assistant Professor
Public Administration
CUNY EDGE Student Career Engagement
Faculty Fellowship

Mickey Melendez
Assistant Professor/Major & Minor Coordinator
Counseling and Human Services
Latinx Student Career Engagement
Faculty Fellowship

Graduate PBL Faculty Mentor
Dae Young Kim
Assistant Professor in Criminal Justice at SUNY Buffalo
Problem-Based Learning in Criminal Justice: Design, Implementation, and Assessment
**Goal 4**

Expand and support awareness of social justice and equity in public urban higher education.

**Summary:** Social justice efforts continued to be prioritized within and beside the Teaching and Learning Center’s activities in Year 2. Single events, a new seminar, resource development, and a teach-in resulted from the combined efforts of John Jay faculty, staff, and students to heighten awareness of social injustice and to catalyze changes in curriculum and professional behaviors. As the college engages more directly with its status as an HSI (Hispanic Serving Institution) and MSI (Minority Serving Institution), faculty and staff commitment to these conversations and to those related to LGBTQIA and economic oppressions create truer and more solid bases for our students’ success.

At the very beginning of the academic year, faculty came together for an “After Charlottesville” teach-in, much as they had after the 2016 presidential election. The teach-in, attended by 22 faculty, student, and staff, made space for the expression of concerns, sharing of resources, and generation of recommendations for talking with and listening to students affected by this and related events. Some of the discussion led to proposals for Faculty Development Day sessions, and other parts of discussion made connections with online materials and resource centers relevant to specific teaching questions.

As Year 2 progressed, the TLC hosted and co-sponsored a series of social justice coffee and conversations, presentations, and performances. In addition to six informal coffee and conversation events during Hispanic Heritage Month, Black History Month, and Women’s History Month, 14 Faculty Development Day sessions focused on social justice concerns. A faculty and student bilingual poetry and dance performance co-sponsored with the Historical Memory Project (directed by Marcía Esparza, Associate Professor of Criminal Justice) and Crónica, Palabra y Poesía brought together many of the threads passionately considered over the year.

In response to many years of discussions and advocacy, understanding and embracing John Jay’s HSI status has become a shared mission across the college. In Spring 2018, the Provost’s office and the office of Graduate Studies invited four outside speakers to present their research on HSIs to the college community. The TLC was asked to provide a faculty seminar in parallel with the presentations; 14 full-time and part-time faculty participated in discussions with the invited experts in addition to facilitated conversations about their learning through readings and observations. Seminar participants were asked to use their seminar experience to transform part or all of a course as part of their seminar commitment.

This range of events, which drew 260 participants over the year apart from other TLC activities, strongly suggests that John Jay faculty and staff view social justice and teaching and learning as natural partners and integral to the college’s mission.
## TLC Sponsored Social Justice Events 2017-18

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Occurrences</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018 H.S.I. Faculty Seminar</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Development Day Sessions</td>
<td>14</td>
<td>*174</td>
</tr>
<tr>
<td>Other Social Justice Events</td>
<td>7</td>
<td>*72</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>28</strong></td>
<td><strong>260</strong></td>
</tr>
</tbody>
</table>

*non-unique participants; may have attended more than one event

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### Social Justice Activities

- After Charlottesville: Faculty & Staff Teach-In
- Black Teaching & Learning Matter Coffee & Conversation
- Body, Memory & Resistance (Dance & Poetry)
- Faculty Development Day Sessions & College-wide Conversation
- HSI Faculty Seminar
- Latinx Student Mentoring Coffee & Conversation
- ME TOO! Coffee & Conversation
- On Being a Gender Studies Faculty Member at an HSI Coffee & Conversation
- Women Who Inspire Us to Teach and Learn Coffee & Conversation

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### John Jay HSI Informational Posters
Contribute to the Scholarship of Teaching and Learning through research and sharing of best practices.

Summary: The Scholarship of Teaching and Learning recognizes research, presentations, and products of investigations into teaching and learning as both theory and practice. At John Jay, the Teaching and Learning Center further recognizes teaching and learning scholarship in projects and activities that elevate awareness of student learning needs and environments in addition to such areas as mentorship and coaching. The TLC values and invests in the process of such scholarship while also celebrating the results and the people who contribute to effective, holistic learning.

In Spring 2018, the TLC sponsored a second series of Program Improvement Grants (PIGs) for department and program projects aimed at “closing the loop” on the findings of prior student learning assessment. Six projects were funded, including two in quantitative reasoning, two in writing, one in sharing program data, and one in departmental changes to curricula. 21 faculty and graduate students participated in PIG-funded projects, demonstrating the reach of relatively small investments in the realization of practical visions.

Other examples of excellence in teaching and learning involved the Distinguished Teaching Prize nominations and award winners. During the nomination process, students were encouraged to participate alongside of faculty and staff in making visible superb examples of teaching and mentoring. 139 nominations were submitted for 25 faculty, both full-time and part-time. After careful consideration, the faculty reviewers from the TLC Advisory Board selected Aída Martínez-Gómez, Assistant Professor in Modern Languages and Literature, and Amanda Harris, Adjunct Professor of English as the 2018 Distinguished Teaching Prize winners.

In conjunction with the Distinguished Teaching Prize selection, Allison Pease, Associate to the Provost for Faculty, has recorded a series of podcasts with recent winners as well as those from years past. The series, available through the TLC website, on Apple Podcasts, Google Play Music, and Podiant, features inspiring conversations with our Distinguished Teachers and practical tips for making small changes in the classroom. In Year 2, Dr. Pease added eight podcasts to the series, making for a total of 10 teaching and learning resources publicly available and contributing to the Scholarship of Teaching and Learning.
### Program Improvement Grant Comparison

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall'16-Sp'17</th>
<th>Fall'17-Sp'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Awards</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>No. of Participants</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Average Amount</td>
<td>$2,228</td>
<td>$2,250</td>
</tr>
<tr>
<td>Total Amount</td>
<td>$11,142</td>
<td>$13,500</td>
</tr>
</tbody>
</table>

### Spring 2018 Program Improvement Grants

- Improving Quantitative Analysis Skill for Forensic Sciences Major Students (Shu-Yuan Cheng, Sciences)
- Building Forensic Psychology Capstone Success One Step at a Time (Angela Crossman, Psychology)
- Making Work Visible: Collection, Presenting, and Sharing Program Data (Tara Pauliny, Writing Program)
- Implementing Writing Enriched Curriculum in Psychology (Timothy McCormack, Writing Program)
- Scaffolding Quantitative Reasoning between the Gen Ed and Social Sciences Majors (Raymond Patton, Educational Partnerships and General Education)
- Department Retreat for Curricular and Student Development (Andrew Sidman)
Teaching and Learning Center
Contact and Social Media Information

Location: 335 Haaren Hall
Email: tlc@jjay.cuny.edu
Phone: +1 (646) 557-4661

Facebook: John Jay College Teaching and Learning Center
Twitter: @JohnJayTLC
YouTube: John Jay Teaching and Learning Center

Website: jjay.cuny.edu/teaching-and-learning-center-tlc
Many Thanks to our TLC Partners and Contributors

Academic Affairs
Blackboard
Center for Career and Professional Development
Department of Information Technology (DoIT)
Department of Marketing and Communications
Educational Partnerships and General Education
ePortfolio
Faculty Services
Graduate Studies
John Jay Online
Lloyd Sealy Library
Office for the Advancement of Research
Student Academic Success Programs (SASP)
Theater & Event Support Services
Undergraduate Studies

2017-2018 Advisory Board

Judith Cahn; Director, John Jay Online

Bettina Carbonell; Associate Professor, English

James Cauthen; Deputy Chair, Council of Chairs; Chair & Associate Professor, Political Science

Kathleen Collins; Professor, Lloyd Sealy Library

Gina Rae Foster; Director, John Jay College Teaching and Learning Center

Elisabeth Gitter; Professor Emerita, Founder of John Jay College’s first Center for Teaching and Learning; English

Patricia Johnson Coxx; Adjunct Professor, Africana Studies

Raymond Patton; Director, Educational Partnerships and General Education

Allison Pease; Professor, Associate to the Provost for Faculty; English

Will Simpkins; Director, Center for Career and Professional Development

Carmen Solis; Associate Professor, SEEK & NYPD Graduate Leadership Program

Katalin Szur; Director, Student Academic Success Programs