**TLC Advisory Board, 2018-19**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Department</th>
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<tbody>
<tr>
<td>Gina Rae Foster</td>
<td>Chair, Director, John Jay Teaching and Learning Center</td>
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<td>Judith Cahn</td>
<td>Director, Department of Online Education and Support</td>
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<td>Interim Chair, Modern Languages &amp; Literatures; Professor, English</td>
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<td>James Cauthen</td>
<td>Chair, Political Science</td>
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<td>Kathleen Collins</td>
<td>Professor, Graduate and Reserve Librarian, Lloyd Sealy Library</td>
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<td>Elisabeth Gitter</td>
<td>Founding Director, Center for the Advancement of Teaching; Professor Emerita, English</td>
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<td>Patricia Johnson</td>
<td>Adjunct Professor, Law &amp; Police Science, Sociology, and Africana Studies</td>
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<td>Assistant Director, Office for Student Research and Creativity</td>
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<tr>
<td>Katalin Szur</td>
<td>Senior Director, Student Academic Success Programs</td>
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*Titles reflect 2018-19 status*

**Thank you for three years of advocacy and service!**
Welcome to Year 3

As I write, we are nearing what is predicted to be the peak of the coronavirus contagion in New York City, the surrounding boroughs, and suburban areas. If we have not been classified as essential personnel, we are living away from John Jay’s physical campus and sheltering in place. In less than two weeks, we have begun creating a virtual college under extraordinary circumstances.

Thank you for being present and committed. Thank you for maintaining your integrity and empathy. Thank you for working together. Above all, thank you for your constant concern and care for our students.

In this document, our third annual report since we opened the Teaching and Learning Center in 2016, we present you with two perspectives on faculty development at John Jay. We present these in parallel, as a demonstration of the TLC’s 2018–19 activities and as a comparison of our first three years. I trust you will agree with me that we have accomplished a great deal together and that these activities have in some ways established the shared strengths and vision we share now.

I encourage you to scan these pages as you connect with the tremendously rewarding range of faculty, students, and staff who are enriching our teaching and learning experience while at the same expanding awareness and action towards social justice. Learning is a fierce occupation, as is teaching. Thank you for your fierce advocacy in all.

Sincerely,

Gina Rae Foster
Director, John Jay Teaching and Learning Center
John Jay College of Criminal Justice
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Fall 2018 FDD Session Participants

Year 3 Online Seminar Participant Feedback

Year 3 TLC Office Team

Spring 2019 FDD Session Participants
Goal 1: Establish a sustainable, vibrant center for teaching and learning

At base, the Teaching and Learning Center must develop and sustain an appropriate infrastructure that supports faculty development, resources for effective, innovative, and just teaching, and opportunities for mentoring. Our first strategic plan goal addresses this, and in our third year of operations, we have accomplished the following:

- Maintained our base budget courtesy of Academic Affairs
- Partnered with the Office of Educational Partnerships and General Education for a second successful application for CUNY OER grant funding that assists faculty in converting course materials to open source, zero textbook cost (ZTC) resources
- Collaborated with Student Academic Success Programs, Academic Affairs, and Graduate Studies to fund 5 faculty development seminars, 6 Presidential Fellows curriculum improvement projects, and develop teaching and learning resources
- Employed 9 Faculty Fellows and online seminar instructors part-time to lead faculty development seminars
- Employed 5 John Jay students part-time to provide administrative support for the TLC office and OER projects
- Increased online presence through expansion of social media activities on 3 platforms, on 8 center and faculty development-related websites, and on one college microsite

I am pleased to report that the TLC remains open and active throughout the year, both in its physical office location at the college (before the coronavirus order to shelter in place) and online through email and the sites and platforms noted above. Visitors to the TLC will find the seminar room frequently filled with seminar, workshop, bootcamp, and meeting participants, while the front office remains busy welcoming students as well as answering questions from faculty and staff. Online participants will find a variety of recommendations, announcements, and resources to support their teaching and learning needs.

TLC Snapshots Year 3

Fall 2017-Spring 2019
Open Educational Resources (OER)

- 60 faculty converting courses
- 3,150 seats in converted courses
- $418,500 textbook cost savings
*estimated through January 2019

147 events/meetings in the TLC Seminar Room, Year 3

216 repeat participants in TLC events, Year 3

18 John Jay faculty podcasts on teaching and learning, Years 1-3

89 John Jay Online Teaching & Learning listser in 1st 4 months
3 Years of TLC Community:
Faculty, Students, and Staff Sharing Service and Leadership

<table>
<thead>
<tr>
<th>2016-2019 TLC Funded Faculty Seminar Fellows and Facilitators</th>
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<tbody>
<tr>
<td><strong>Number</strong></td>
</tr>
<tr>
<td>13</td>
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<tr>
<td><strong>Seminars</strong></td>
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<td><strong>Faculty</strong></td>
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<td><strong>Staff</strong></td>
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“FDD always increases my enthusiasm and optimism for the new semester.”

2016-19 Areas of Study
for 10 John Jay Student TLC Administrative Assistants

- Forensic Psychology MA
- Public Administration MPA
- Counseling Psychology BS
- Forensic Science BS
- Forensic Psychology BA
- International Criminal Justice MA
Goal 2: Engage faculty and instructional staff in professional development activities that enrich and enhance teaching and learning

In Year 3, the Teaching and Learning Center emphasized four major areas of Faculty Development: 1) Faculty Development Days; 2) faculty development seminars; 3) online teaching and learning support; and 4) specialized projects designed to partner with partner programs and fill gaps in basic teaching skills programming. Each of these areas demonstrated progress gained from our learning what had and had not worked well in previous years while new opportunities emerged.

For Faculty Development Days, we identified more productive scheduling and increased the number of faculty speakers presenting sessions for the first time. Participation numbers continued to increase over previous years, with 149 unique participants attending the Fall 2018 FDD and 137 unique participants attending the Spring 2019 Faculty Development Day.

Apart from Faculty Development Days, 127 faculty participated in seminars, workshops, discussions, and other faculty development events. 6 faculty development seminars were offered, with 16 Faculty Fellows, facilitators, and instructors leading 82 full and part-time faculty in professional development activities.

We were particularly excited to introduce structured, ongoing support for faculty teaching online in the form of intensive online faculty development seminars and a bimonthly newsletter hosted on an online teaching and learning listserv. 35 faculty participated in the two seminars, and 89 faculty and staff subscribed to the listserv during its first five months of activities.

Finally, our second year of Open Educational Resource (OER) course conversion and Open Pedagogy partnership with the Office of Educational Partnerships and General Education increased the number of courses taught using OER and dramatically reduced the costs John Jay students would have paid for textbooks by more than $300,000. Converting courses traditionally taught with textbooks to OER and library accessible materials encouraged faculty to design activities and include resources better suited to our students’ identities and needs.

NOTE: Faculty Development Day programming has remained consistent in format and focus since Fall 2017. FDD participation is assessed from this date in Year 2 of the TLC strategic plan.
Faculty Participation Years 1-3

Funded Faculty Seminars and Participants, Years 1-3

Overall Faculty Development Day Participation
2016-19

Full-Time  Part-Time  Staff, Student, Guest
Online Teaching and Learning Seminars

Overall FDD Participation, 2016-19

TLC Online Seminar Participation by Rank

Designing Effective Online Assignments
Improving Online Student Engagement
Improving Online Teaching for Student Success
**Goal 3: Provide mentoring for faculty, staff, and students that fosters professional development as well as lifelong learning.**

As a largely qualitative endeavor, the assessment and reporting of mentoring tend to be anecdotal. Mentoring is an activity profoundly rooted in relationships and indirect outcomes that nonetheless seem evident to those engaged. Fortunately, recent research into student mentoring is yielding recommendations to improve practice, and peer mentoring between faculty further supports this guidance while also providing much-needed encouragement and wisdom at all stages of faculty careers.

During our third year, the TLC co-sponsored two faculty discussions on mentoring undergraduate students in STEM majors, each facilitated by an outside expert with both research and hands-on experience mentoring STEM undergraduates. The conversations connected with five Faculty Development Day sessions devoted to similar mentoring discussions, which amplified the recommendations and shared knowledge across disciplines.

Alongside these formal opportunities, mentoring has increased within the TLC as faculty have reached out for single and recurring meetings with the TLC Director to talk about specific teaching and learning questions in their courses, classroom management, and responses to student crisis. To respect confidentiality, we have chosen not to track these visits and instead to track the materials and tips referenced and created through these interactions. Mentoring, we believe, is a reciprocal activity, and whether public and planned or private and spontaneous, it has the potential to benefit all of the participants in their current contexts of development, need, and contribution.

**Faculty Development Day Mentoring Sessions**

- Managing Students in Distress: Help I Didn't Sign Up for This Job!
- Best Practices for Writing Letters of Recommendation for Graduate/Medical/Law School (offered 3 times)
- Changing the Narrative about Our Students: Disrupting Implicit Bias
- Supporting Undocumented Immigrant Students and Families at John Jay
- Promoting meaningful engagement with CUNY EDGE students
- Changing the narrative about our students: A positive youth development framework
- Understanding Latinx students’ career planning engagement
- What are Best Practices for Mentoring Students? A Discussion
- Engaging CUNY EDGE Students: How to support students receiving Public Assistance
- Effective Faculty-Student Mentoring in Research Beyond the Classroom
Goal 4: Expand and support awareness of social justice and equity in public urban higher education

Social justice has emerged as one of the most potent and active of our strategic goals over the past three years. Unexpected political changes, systemic oppression, and increased awareness of our students’ complex identities and needs have elicited a variety of Teaching and Learning Center projects, collaborations, and resource development efforts. During Year 3, we deepened our focus on HSI related activities while broadening social justice offerings at Faculty Development Days and through the introduction of a new podcast series on trauma and resilience.

In service of deepening awareness of best practices for Hispanic Serving Institutions (HSI), the TLC partnered with the Provost’s office in offering a second HSI Faculty Seminar, in which seminar faculty met with visiting HSI experts, redesigned all or portions of their courses, and discussed the relationships between the research each expert presented and the experiences of John Jay students. From the two HSI Faculty Seminars (Spring 2018 and Fall 2018), there emerged an HSI Faculty Working Group, committed to self-education around HSI questions and to college-wide change reflecting their new insights and awareness of gaps in equity and inclusion. A well-attended faculty/student event on concerns specific to AfroLatinidad was offered by two of the HSI seminar faculty, Patricia Johnson Coxx and Dyniec Valdez, in Fall 2018.

Adding to the work of this core group of faculty, a microsite was created on the college’s website that provides essential information about HSIs and HSI efforts at John Jay. Through videos, research articles, HSI Faculty seminar products, and links to critical HSI resources, the microsite serves as an information center through which faculty, staff, and students can increase their HSI knowledge. Of particular interest are the video recording of José Luis Morín, Latin American and Latino/a Studies, presenting the history and context of HSIs and of Latinx oppression in the U.S., and the report of the HSI Faculty Seminar participants’ changes in awareness and course design during their seminar terms.

Alongside the HSI work, other social justice activities appeared through presentations at Faculty Development Day and a new podcast series. Nine FDD sessions (including HSI-themed) and three podcasts were shared throughout the year, with several new faces stepping forward to share their knowledge on topics ranging from microaggressions to resilience. Separately, the TLC Director urged individual faculty and the Diversity Council to advocate for the inclusion of religious calendars on the college calendar and improved communication regarding holy days and observances.

3 Years of Learning from Each Other:
TLC Faculty Teach-ins

- 2016: Post-Election
- 2017: Managing Difficult Conversations in the Classroom
- 2017: After Charlottesville
- 2019: Free Speech
HSI Faculty Seminar Participant Insights and Changes in Teaching Assessment Wordcloud
Goal 5: Contribute to the Scholarship of Teaching and Learning through research and sharing of best practices

In its third year, the Teaching and Learning Center recognized achievements in the Scholarship of Teaching and Learning (SoTL), contributed to SoTL projects, and shared best practices resulting from SoTL activities. As the Scholarship of Teaching and Learning is defined by the partnership of research with teaching and learning yet not confined to a single discipline, the various research methods and products also vary, sometimes with surprising discoveries.

The second Scholarship of Teaching and Learning reception was held in Fall 2018, accompanied by a booklet listing all faculty contributions to the Scholarship of Teaching and Learning in 2017. The entries were collected with the assistance of the Office for the Advancement of Research (OAR) and the Lloyd Sealy Library. 184 contributions by 65 faculty and staff are listed in this booklet, available on the TLC website.

Fostering SoTL through closing the loop departmental and program projects, the TLC sponsored five Program Improvement Grants in activities ranging from improving student resources in Security classes to enriching writing assignments in Psychology courses to designing inclusive materials for online classes. Over three years, the TLC has sponsored 16 Program Improvement Grants, several of which have shown immediate applications towards addressing the learning gaps identified as the basis for funding requests.

Finally, presentations of SoTL as research completed and in progress appeared at Faculty Development Days and the university’s annual CUE Conference, with nine FDD sessions provided in the humanities, social sciences, and STEM fields. As we approach our next sets of funding and presentations, we will be focusing increasingly on the rigor of the research underlying SoTL at the college as well as the diversity of research approaches that demonstrate the widening fields of study related to teaching and learning at a public, urban college.
3 Years of Supporting the Scholarship of Teaching and Learning

Scholarship of Teaching & Learning Contributors Years 1 & 3

- Total Faculty
- Professor
- Lecturer
- Director
- Associate Professor
- Assistant Professor
- Adjunct

SOTL Year 1 | SOTL Year 3

Scholarship of Teaching and Learning Contributors by Department

- Africana Studies
- Communication & Theatre
- English
- Interdisciplinary Studies
- Law & Police Science
- Mathematics & Computer Science
- Philosophy
- Psychology
- Sciences
- SEEK
- Teaching & Learning Center
- Anthropology
- Criminal Justice
- History
- Latin-American & Latino/a Studies
- Lloyd Sealy Library
- Modern Languages & Literatures
- Political Science
- Public Management
- Security, Fire, & Emergency Management
- Sociology
We would like to thank the following individuals and offices for their ongoing support:

Christine Baerga
Judith Cahn
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Helen Keier
Toni Mason-Clarke
Alison Orlando
Katalin Szur
Cherryanne Ward

2019 Distinguished Teaching Prize Winners Jill Grose-Fifer, Eloisa Monteoliva-Garcia, and Matthew Perry

Academic Affairs
DoIT (Department of Information Technology)
Facilities Management
Department of Online Education and Support (DOES)
Sponsored Programs
Office of Educational Partnerships and General Education
Student Academic Success Programs (SASP)
Theater & Event Services

2019 Distinguished Teaching Prize Winners Jill Grose-Fifer, Eloisa Monteoliva-Garcia, and Matthew Perry

Online faculty Lisa Tsuei, Beata Potocki, and Crystal Endsley discuss process and community in online teaching and learning

Aida Martinez-Gomez & Jill Grose-Fifer with a colleague at Spring 2019 Faculty Development Day
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