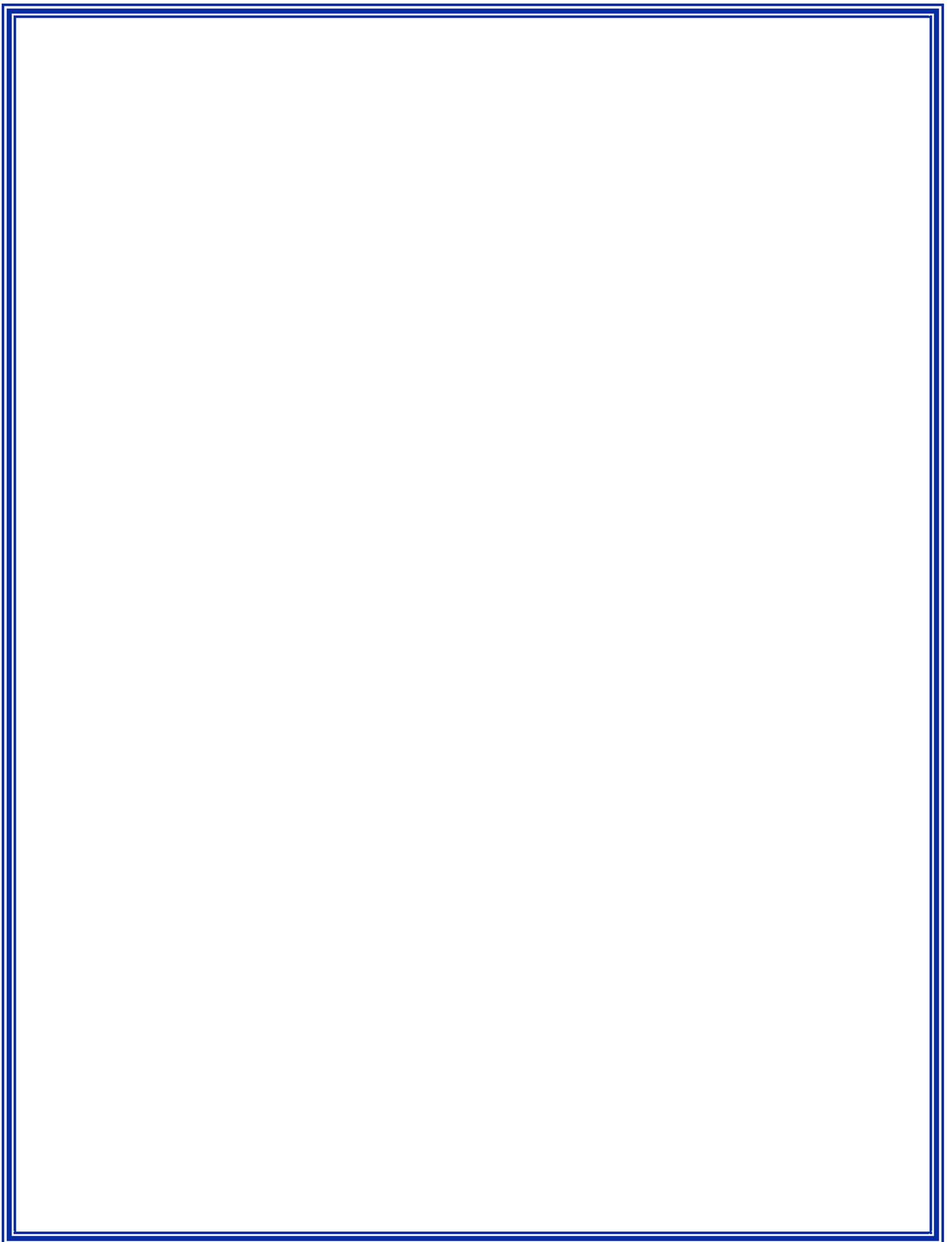


**Spring 2018**

**FACULTY  
DEVELOPMENT  
DAY**

**Thursday, January 25, 2018  
10:30 AM -3:45 PM  
1<sup>st</sup> Floor, New Building**

**JOHN  
JAY** COLLEGE  
OF  
CRIMINAL  
JUSTICE  
**TLC** TEACHING AND  
LEARNING CENTER





*Anne Lopes  
Interim Provost and Senior  
Vice President for Academic  
Affairs*

*524 West 59<sup>th</sup> Street  
Suite 621 Haaren Hall  
New York, NY 10019  
T. 212.237.8801  
F. 212.237.8623  
alopes@jjay.cuny.edu*

***January 25, 2018***

Dear Colleagues,

I am delighted to have an opportunity to welcome you to Faculty Development Day. The workshops our colleagues have designed are novel and provide opportunities to think deeply together about teaching and learning. I am excited to be part of the panel on “Enhancing Our HSI Status: What is to be Done.” Making more consequential our HSI and MSI designations is an important part of our work in Academic Affairs this year.

In the coming weeks, I will be reaching out to dialogue and to share developments about all of Academic Affairs priorities for the year. Many of these are based on addressing issues and recommendations made in the COACHE report.

I am especially grateful to Allison Pease, Gina Foster, and Kyeanna Bailey for their work in developing this exciting program.

Thank you for participating today and for all the important work you do every day. I very much look forward to working with you this semester.

All best regards,

A handwritten signature in black ink, appearing to read "Anne".

Anne Lopes, D. Phil.  
Interim Provost and Senior Vice President for Academic Affairs

# Agenda Overview

Theme	11:00 – 12:00 pm	1:30 – 2:30 pm	2:45 – 3:45 pm
Increasing Student Capacities through Educational Technologies	The Power of Visuals: Conceptual Maps, Graphic Novels & Illustrations to Enhance Teaching & Learning Alessandra Seggi (**Please note room change**) 1.124 NB	Finding Open Educational Resources (OER) Vee Harrington Library Classroom	Motivate Students by Periodically Uploading the Course-Grades Computed with Excel to Blackboard Thurai Kugan Library Classroom
Increasing Student Capacities through Intentional Engagement	Promoting Meaningful Engagement with CUNY EDGE Students Nicole Elias, et al. 1.101 NB	Understanding Latinx Students' Career Planning Engagement Mickey Melendez, et al. 1.101 NB	Resiliency Principles in Assignment and Course Design Kenn Vance 1.101 NB
Increasing Student Capacities through Social Justice Connections	Changing the Narrative about our Students: A Positive Youth Development Framework Nina Rose Fischer & Carla Barrett 1.103 NB	How Do Faculty at CUNY Discuss Justice Pedagogies with Their Peers? A Survey of Program Models Alfred Waller & Lindsey Albracht 1.103 NB	Learning in Difficult Times: Helping Students Make Practical Connections to Social Justice Gina Rae Foster 1.103 NB
Increasing Student Capacities through Enhancing Curriculum	Sustainability & Environmental Justice Across the Curriculum Paul Bartlett & Milena Popov 1.105 NB	Let's Talk about Capstones Nathan Lents, et al. (**Please note room change**) 1.124 NB	Incorporating Information Literacy into Your Course Raymond Patton, et al. 1.105 NB
Increasing Faculty Capacities through Professional Presentation	Bringing Your Work into the Open: Improving Discoverability & Access Ellen Sexton **SESSION CANCELLED**	Best Practices for Writing Letters of Recommendation for Graduate/Medical/Law Schools Edgardo Sanabria-Valentin & Elizabeth Broccoli 1.99 NB	The Art of Op-Ed Writing James Dao (**Please note room change**) 1.124 NB

# ***Welcome to Faculty Development Day***

## **Thursday, January 25, 2018**

### **Program Notes**

A John Jay tradition, Faculty Development Day is a day we set aside before the semester begins to share effective teaching practices, renew our commitment to our mission, find support for handling student challenges, and continue to enhance our work lives. Today's FDD event comprises of 14 different panels held over three one-hour sessions with a one-hour lunch in the Student Dining Hall.

- 10:30 – 11:00 am**    **Registration & Coffee**  
**1.109, 1<sup>st</sup> floor NB**
- 11:00 – 12:00 pm**    **Session 1**  
**Classrooms 1<sup>st</sup> first floor NB**
- 12:00 – 1:30 pm**    **Lunch**  
**L3.64.00 -- Anya & Andrew Shiva Gallery**
- 1:30 – 2:30 pm**    **Session 2**  
**Classrooms 1<sup>st</sup> first floor NB or Library Classroom**
- 2:45 – 3:45 pm**    **Session 3**  
**Classrooms 1<sup>st</sup> first floor NB or Library Classroom**

In the pages that follow, you will find a summary chart of the workshops offered (page 5), detailed descriptions of each workshop (pages 6-10), and a floor map to help you find the location of each workshop and lunch (page 11-12). FDD support staff will also be on hand to ensure your day goes smoothly.

Missed something? Check the Faculty Development Day website in a few weeks to find session resources, handouts, or presentations!

**<https://fdd2017.commonsgc.cuny.edu/>**

We invite you to provide us with feedback on today's event by completing a brief survey:

**<https://tinyurl.com/FDD-SP18survey>**

# Program

## SESSION 1 11:00 am – 12:00 pm

### The power of visuals:

#### Conceptual maps, graphic novels & illustrations to enhance teaching & learning

**Presenter:** *Alessandra Seggi (Sociology)*

**Room 1.124 NB**  
(\*please note room change\*)

Conceptual mapping can be used in a multitude of ways to enhance teaching and learning—from brainstorming to summarizing; from analyzing to evaluating; from note taking to problem solving. After a brief review of the literature on mind mapping, the presenter will offer examples of its many uses in a classroom setting. The presenter will also discuss the use of graphic novels in a classroom setting and share original illustrations of sociological concepts, to spice up research methods courses and introductory sociology courses, respectively. The audience will leave the session with ideas about how to make teaching and learning a more creative experience across disciplines, and also with a bibliography and list of useful links.

### Promoting meaningful engagement with CUNY EDGE students

**Presenters:** *Nicole Elias (Public Administration, CUNY EDGE Faculty Fellow), Yelena Meytes (Director, CUNY EDGE Program), & Madeleine Marrin (CUNY EDGE Social Work Intern)*

**Room 1.101 NB**

This workshop will share findings from a pilot study on engagement with CUNY EDGE students at John Jay College. CUNY EDGE students are in many ways nontraditional; they are recipients of public cash assistance, more than half are primary caregivers and about a quarter is over the age of 25. In order to maintain compliance for public assistance, CUNY EDGE staff collaborates with faculty in order to submit mandatory attendance. We will focus specifically on student perspectives of why engaging the CUNY EDGE population at John Jay College is important. Then, we will work with session participants to brainstorm how to foster greater engagement with the CUNY DGE population at John Jay College.

### Changing the narrative about our students: A positive youth development framework

**Presenters:** *Nina Rose Fischer (Interdisciplinary Studies) & Carla Barrett (Sociology)*

**Room 1.103 NB**

Our objective is to introduce and practice the innovative positive youth development approach to provide a framework for self-reflection about perceptions of our students. We will lead interactive discussion about the narratives we have and hear about our students. We will share the principles and techniques of positive youth development strength based teaching. The class will apply the skills to the narratives. We will conclude with a discussion about how these skills are applicable to every aspect of teaching: grading, one on one office hours, as well as in the class room.

## Sustainability & environmental justice across the curriculum

**Presenters:** *Paul Bartlett (Economics) & Milena Popov (Art & Music)*

**Room 1.105 NB**

Our John Jay students will face in their lifetime existential sustainability challenges and the distributive environmental justice issues they entail in everyday life and most careers. This workshop will show faculty how to easily incorporate Sustainability/Environmental Justice (EJ) content, learning activities, competencies and learning objectives in all disciplines. Sustainability core competencies include system thinking (e.g. complexity), temporal thinking, interpersonal literacy, ethical literacy, and creativity/imagination; building upon general education competencies. The workshop leaders work across the disciplines of science, economics, arts, education and statistics. The workshop uses the Association for the Advancement of Sustainability in Higher Education (AASHE) well tested workshop exercises and template and is supplemented by resources developed by the newly formed Sustainability Curriculum Consortium.

### Bringing your work into the open: Improving discoverability & access

**Presenter:** *Ellen Sexton (Library)*

**\*\*Note: Session Cancelled\*\***

An exploration of some tools for sharing your scholarly works with the world. We will show how (and why) to claim your ORCID and edit your Google Scholar profile. We'll talk about publishing in open access journals, and how to avoid predatory publishers. We will look at posting work on pre-print servers and freely accessible reputable repositories. We'll look at the uses & limitations of commercial academic social networks: Academia.edu, ResearchGate. And conclude with a look at library databases that measure social media reach with Plum Analytics.

**Look for a TLC Workshop on this topic later this spring.**

## LUNCH 12:00 pm – 1:30 pm

### Enhancing our HSI status: What is to be done?

**Presenters:** *Anne Lopes (Interim Provost), Avram Bornstein (Graduate Studies), Dara Byrne (Undergraduate Studies), José Luis Morín (Latino/a and Latin American Studies)*

**Anya & Andrew  
Shiva Gallery,  
L3.64.00**

This session presents a summary of what is being done this academic year to enhance our status as an Hispanic Serving Institution (HSI). Faculty presentations at the fall 2017 FDD, as well as in three position papers over the last few years, have outlined the importance of embracing our HSI identity and made clear recommendations. In light of this previous work, this session will explain steps taken during the fall 2017 semester, plans for the spring semester, and emerging plans for the near future. Discussion will include issues such as our student demographics, retention & graduation rates, curriculum, hiring, faculty development, website, student services, and engaging knowledge from outside the college.

## SESSION 2 1:30 pm – 2:30 pm

### Finding open educational resources (OER)

**Presenters:** *Vee Herrington (Library)*

**Library Classroom**

A hands-on exploration of the main discovery tools & repositories for open education resources, in the library classroom.

### Understanding Latinx students' career planning engagement

**Presenters:** *Mickey Melendez (Counseling & Human Services, Latinx Career Engagement Faculty Fellow), Will Simpkins (Director, Center for Career & Professional Development), Soheila Fortuna (Career Specialist & Advisor for freshmen and sophomore students), Digmairie Ruiz (ACE Career Employment Specialist)*

**Room 1.101 NB**

John Jay College is a federally-designated Hispanic-Serving Institution, but do we engage Latinx students in culturally-relevant activities to assist them in planning for their future careers? This session will explore how, when, and where Latinx students engage in career planning, using faculty experiences as a key resource. Details about an ongoing research study on the same topic will be shared, and participating faculty will engage in a discussion of their own classroom and out-of-classroom mentoring and advising strategies for Latinx students.

### How do faculty at CUNY discuss justice pedagogies with their peers? A survey of program models

**Presenters:** *Alfred Waller (Center for Teaching & Learning, Baruch College) & Lindsey Albracht (Center for Teaching & Learning, Baruch College)*

**Room 1.103 NB**

This session considers how faculty across the CUNY system have organized learning communities, interest groups, reading and discussion circles, and other models for learning more about socially conscious pedagogies. We will explore what faculty and staff participants have identified as the affordances and limitations of each model & will facilitate a brief discussion about models that faculty at John Jay might consider for the future.

### Let's talk about capstones!

**Presenters:** *Lissette Delgado-Cruzata (Sciences), Jessica Gordon-Nembhard (Africana Studies), Olivera Jokic (English), Nathan Lents (Honors Program and Sciences), Alana Philip (Honors Program), Valerie West (Criminal Justice), Michael Yarbrough (Political Science)*

**Room 1.124 NB**  
*(\*\*please note room change\*\*)*

What is a capstone project and why do we ask students to do them? What do we hope students learn and accomplish with their capstone work? How do we prepare them to undertake these ambitious projects? How do we celebrate the achievements that come from capstone projects? These are just some of the questions that we will explore with the participants of this session in our

attempt to identify and share best practices around student capstones at the college. Perhaps even more importantly, we'd like to discover what the college can and should be doing to help students and faculty in this crucially important pedagogical effort. Come join the discussion!

### **Best practices for writing letters of recommendation for graduate/medical/law schools**

**Presenters:** *Edgardo Sanabria-Valentín (Associate Director, PRISM, and Sciences) & Elizabeth Broccoli (Assistant Director, Pre-Law Institute and Center for Post-Graduate Opportunities)* **Room 1.99 NB**

Writing a strong recommendation letter for a great, deserving student can be one of the best parts of working in Academia, and is part of our duty as educators and mentors. It gives us the chance to pass along the torch and help our students and mentees continue their academic path and become experts in their disciplines. Not all letters of recommendations are created equally, and different types of post-graduate programs (like medical or law school) expect recommenders to provide particular information about each applicant. In this panel we will discuss best practices of writing a strong and fair letter of recommendation and the particularities of letters of recommendations for different disciplines. We aim to discuss what constitutes a strong letter of recommendation, what information will be most useful to admission committees, and how to determine if you are the right person to write a letter of recommendation for a particular student.

**BREAK 2:30 pm - 2:45 pm**

### **SESSION 3 2:45 – 3:45**

#### **Motivate students by periodically uploading the course-grades computed with Excel to Blackboard**

**Presenter:** *Thurai Kugan (Mathematics & Computer Science)* **Library Classroom**

Blackboard and Excel software are compatible. Downloading “Grade Center” of Blackboard to Excel and uploading back to “Grade Center” are as easy as a few clicks. Learn how to do all of the course-management related work starting from creating attendance rosters to managing grade-records, and computing course-grades, by using Excel software without having to type anything but the grades. Compute course-average for the entire class by using a simple click-and-drag. Implement any of your grade-computing strategy such as curving or dropping the lowest test-grade by a simple click-and-drag. Motivate your students by keeping them posted of their current grades periodically, by having the grade book uploaded to Blackboard, which shows each student his/her progress only. When a student sees the grade deteriorate, he/she is likely to take action. Bring a laptop for hands-on learning.

## The Resiliency Principles in assignment and course design

**Presenter:** *Kenn Vance (Political Science)*

**Room 1.101 NB**

The Resiliency Principles (2009) as developed at CUNY by Gina Rae Foster provide a framework through which to understand when a student is most able to learn, develop skills, and engage in critical thinking. Are your students attempting to read your most thought-provoking readings while being jostled on the Subway? Do your assignments offer a chance for growth over the semester? We will explore how resiliency principles of stability, capacity, flexibility, and community can help us prepare reflective courses to get the most out of your students by targeting assignments to when they are most ready to learn, and designing a scaffold into the course schedule itself. Time will be reserved to share experiences with students, successful assignments, and disaster assignments.

## Learning in difficult times: Helping students make practical connections to social justice

**Presenter:** *Gina Rae Foster (Director, Teaching and Learning Center)*

**Room 1.103 NB**

In this workshop, participants will develop class activities, assignments, and projects that make use of the Learning in Difficult Times website. This website, created at the suggestion of John Jay faculty, provides resource links to support awareness of and action in 20 social justice areas (for example, racism, immigration, and health care). Workshop participants will engage with the site and design student connections to use in their own courses as well as suggest next steps in the site's evolution.

## Incorporating information literacy into your course

**Presenters:** *Raymond Patton (Director, Educational Partnerships and General Education), Kathleen Collins (Library), Marta Bladek (Library) & Jill Grose-Fifer (Psychology)*

**Room 1.105 NB**

Teaching our students to be competent and critical users of information has never been more important – or more complex. Our students need to know how to find, evaluate, and use credible information to succeed in their majors, but also for successful professional and civic lives. This session will provide faculty with examples and guidance as they develop strategies for teaching information literacy in the context of their own disciplinary and course context.

## The art of op-ed writing

**Presenter:** *James Dao (Op-Ed Editor, New York Times)*

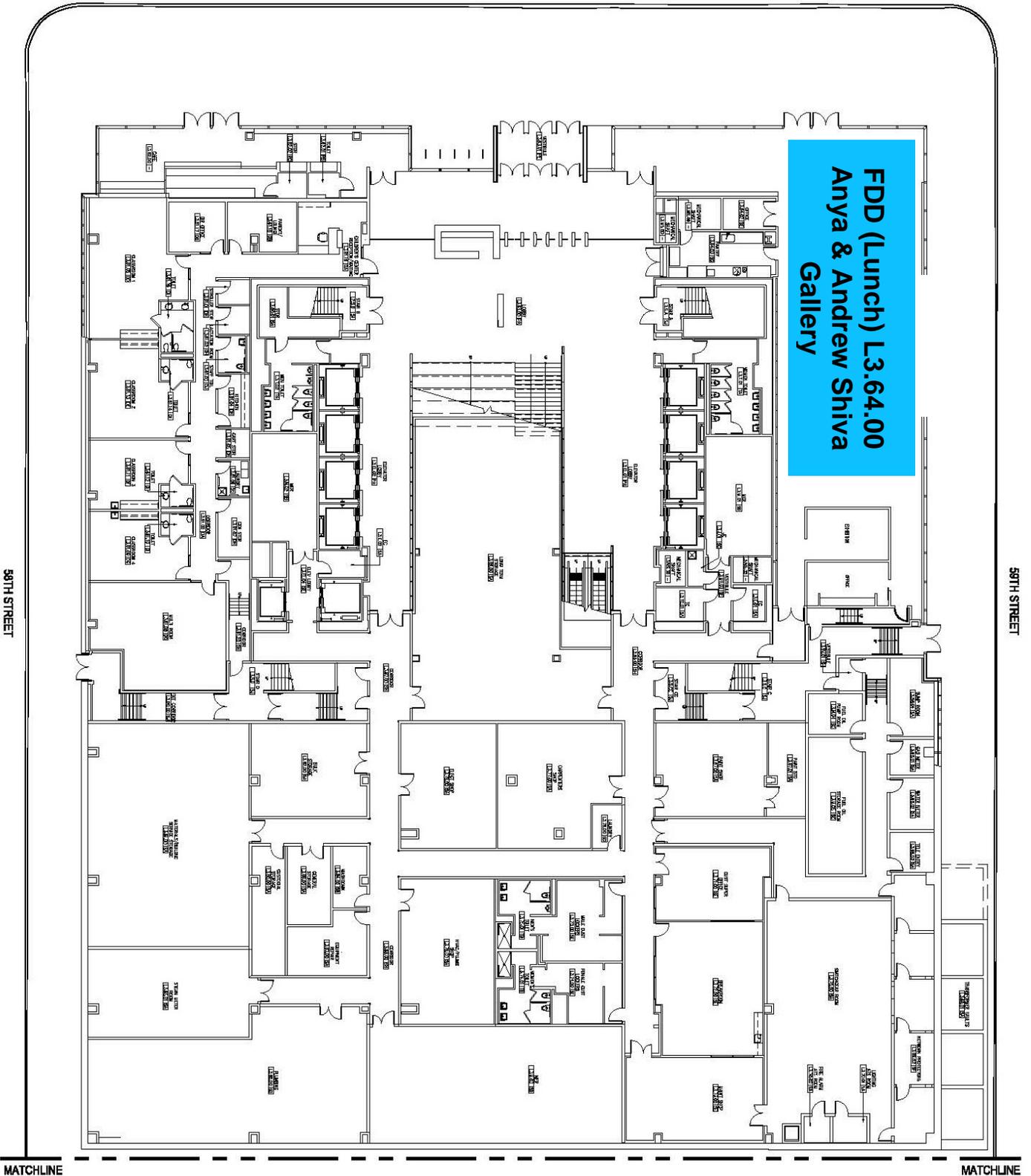
**Room 1.124 NB**

*(\*\*please note room change\*\*)*

This session will focus on what makes a good op-ed piece and what it takes to get it published. Media outlets are looking for opinion pieces that offer a unique insight or provocative perspective on the big issues of the day. As you know, getting op-eds published can be difficult. Take advantage of this opportunity to learn from an expert about best practices for writing op-eds, from selecting timely topics and the importance of originality to word count and editing.

# Lunch 12:00 – 1:30 (L3, New Building)

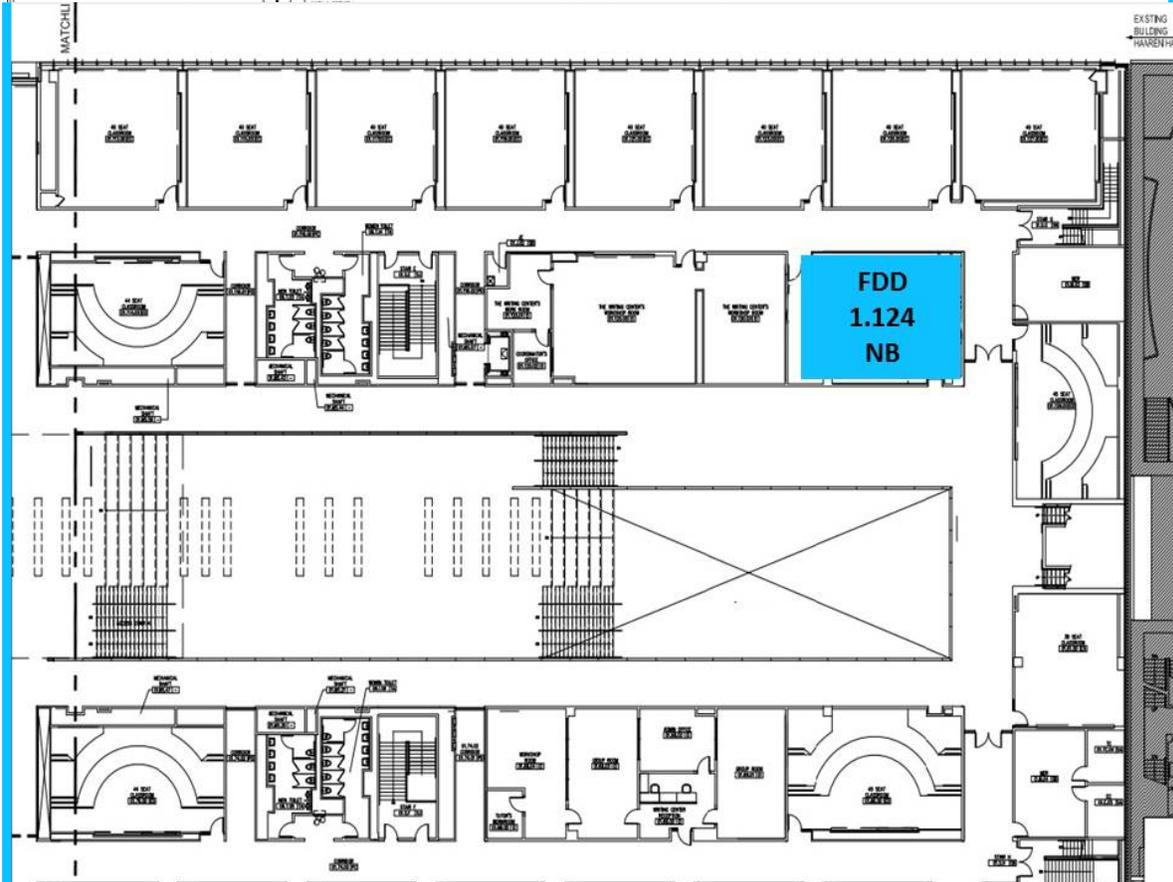
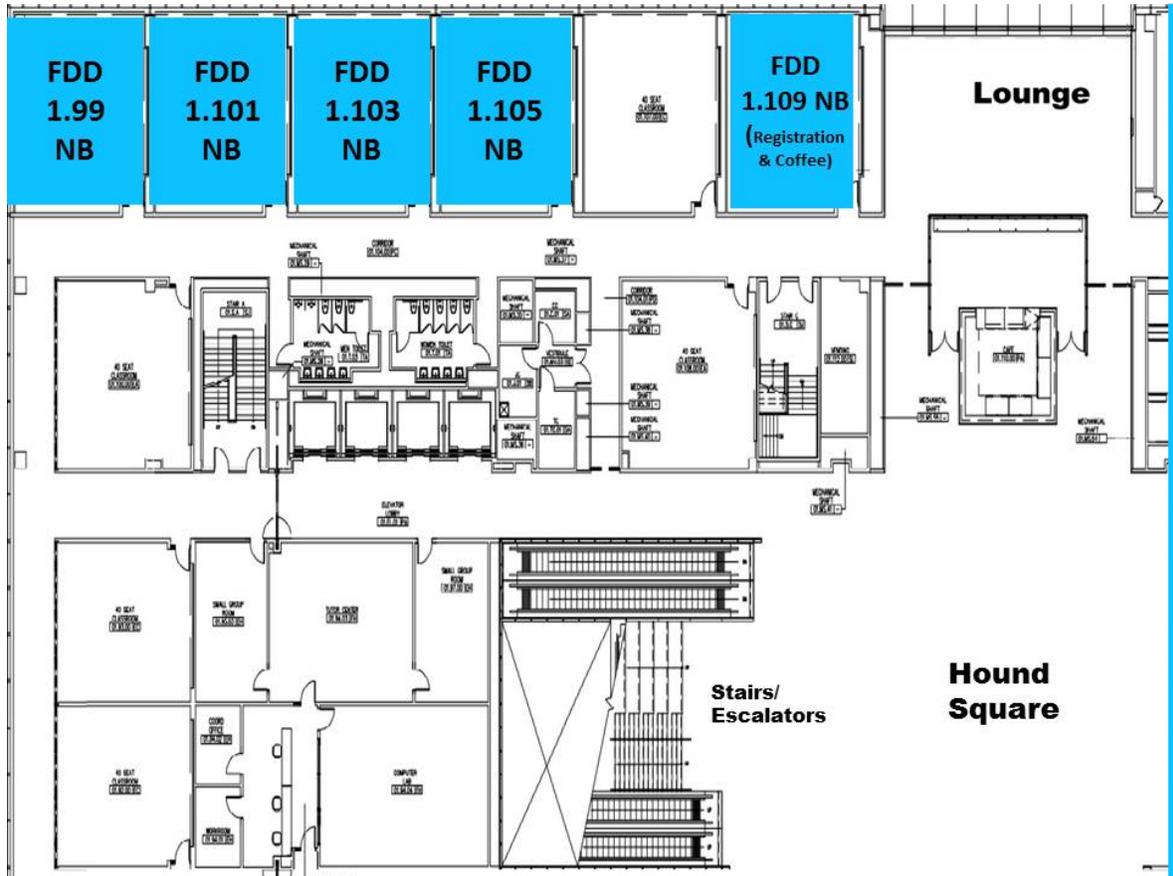
11TH AVENUE



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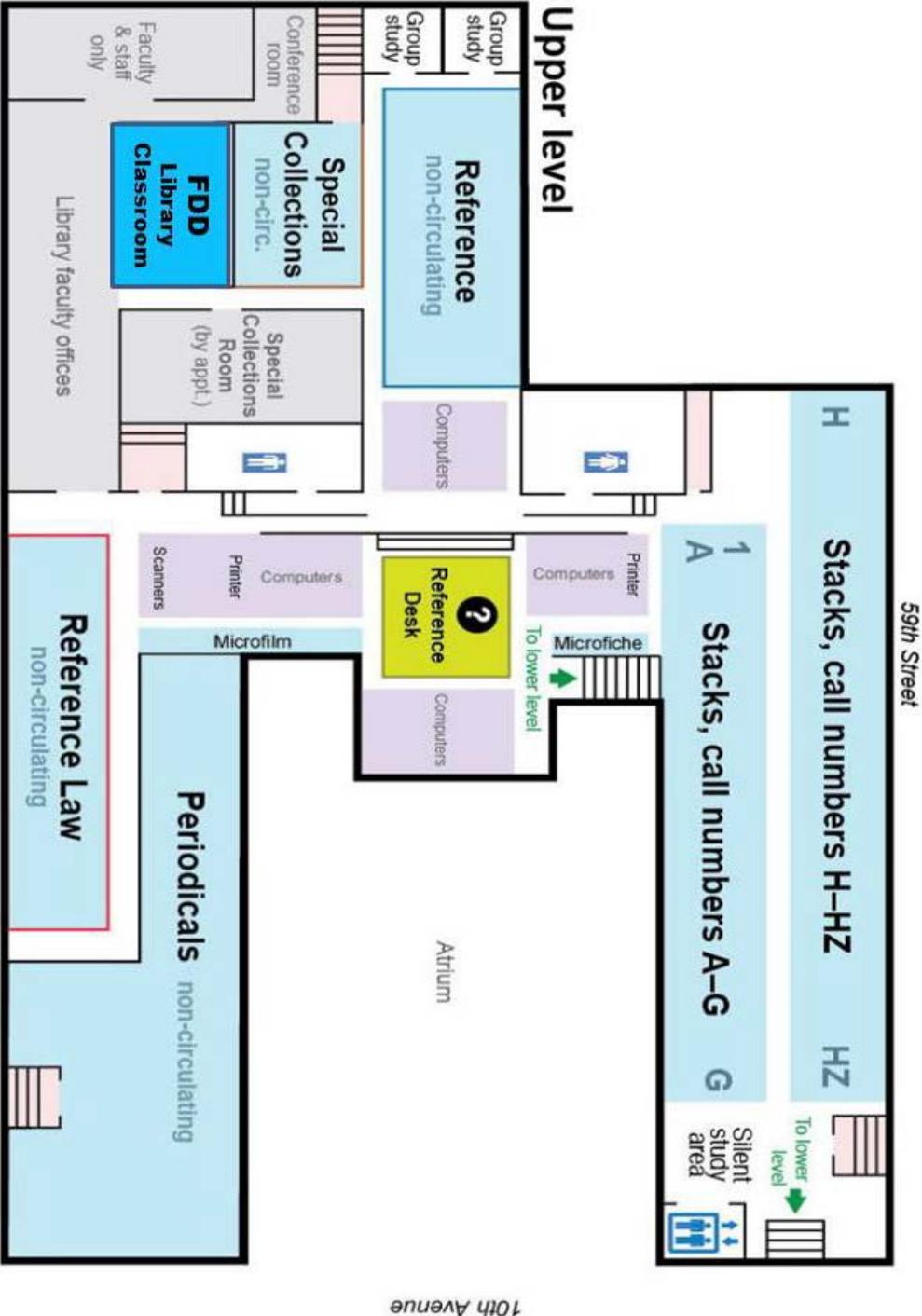
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# Sessions (1<sup>st</sup> Floor, New Building)



\*\*First floor continued\*\*

# Sessions (Library Classroom, Haaren Hall)

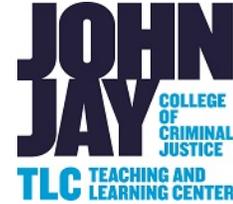


# John Jay College Teaching and Learning Center Spring 2018 Activities

## *Funded Track Seminars (in progress)*

John Jay faculty are now participating in these upcoming seminars:

- Graduate Problem-Based/Project-Based Learning
- Grant-Writing
- Open Educational Resources (OER)
- Practical Teaching
- Scaffolding 100/200 Gen Ed Critical Skills



## *Program Improvement Grants (application deadline: January 29, 2018)*

Program Improvement Grants may be used to revise curriculum, develop assignments within the curriculum that better support program outcomes, and/or engage in faculty development in such a way that will directly contribute to student learning. Visit the TLC website for application information.

## *Distinguished Teaching Prize (nomination deadline: February 15, 2018)*

The Distinguished Teaching Prize of \$1000 is awarded annually to full time or part time members of the John Jay College faculty to honor excellence in teaching. Up to three faculty members (full-time and part-time) may receive the award each year. Visit the TLC website for nomination information.

## *Coffee and Conversations*

- Black History Month: Black Teaching and Learning Matter
- Women's History Month: Me Too! Academic Conversations on Sexual Assault and Harassment
- National Poetry Month: Student-Faculty Reading
- National Poetry Month: Latin-American Poetry and the Historical Memory Project

## *TLC Resources*

- Faculty mentoring
- TLC website (including Teaching Resources)
- Learning in Difficult Times website
- Hispanic/Latinx poster exhibit
- Lending library

## **John Jay College Teaching and Learning Center**

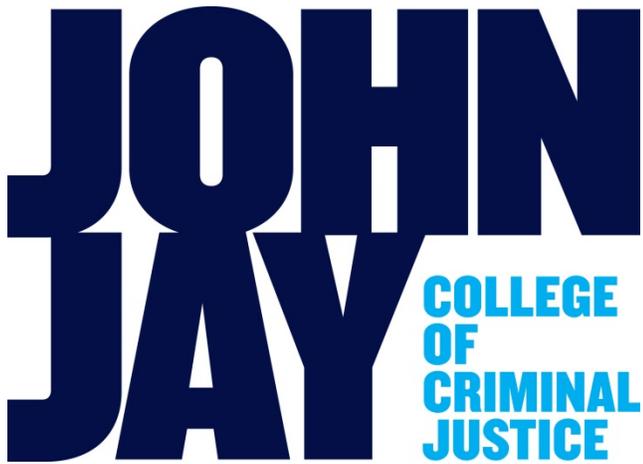
**335 Haaren Hall**

**Ph. 646-557-4661**

**Email: [tlc@jjay.cuny.edu](mailto:tlc@jjay.cuny.edu)**

**Website: <http://www.jjay.cuny.edu/teaching-and-learning-center-tlc>**





*524 West 59th Street  
New York City, New York 10019  
[www.jjay.cuny.edu](http://www.jjay.cuny.edu)*