FACULTY DEVELOPMENT EFFORTS
AT JOHN JAY

STRENGTHS AND CHALLENGES
QUESTIONS FOR ALL OF US

• WHAT ARE THE BENEFITS OF FACULTY DEVELOPMENT?

• HOW DO WE KNOW IF WE HAVE ACHIEVED THEM?

“Existing research and the current project confirm that faculty consistently self-report learning gains aligned with workshop goals at the end of these experiences.”
OVERVIEW OF COLLEGE-WIDE FACULTY DEVELOPMENT EFFORTS

- Faculty Development Days
- Faculty Development Seminars
- Junior Faculty Mentoring Program
- Hiring and Retaining a Diverse Faculty Workshops
- Associate Professor Workshops
- FT Faculty Workshops on Personnel Process
FACULTY SUPPORT EFFORTS (WITHOUT DEVELOPMENTAL CONTENT)

- Writing Boot Camps – day long space and food, 6x per year
- Virtual Writing Groups – continuous, in 8 week chunks
- Faculty Lunches for 8 – weekly through academic year
- Program Improvement Grants
- Faculty Recognition Awards – Teaching, Mentoring, Service to Students, Scholarship
FACULTY DEVELOPMENT DAYS

one-day conference meant to share practices and initiatives, provide support for faculty growth, and build community

held the day before classes each semester

TARGET AUDIENCE
all part-time and full-time faculty & academic staff

ATTENDANCE
262 individuals at one or both events 2017-18

CONTENT
12-18 workshops on topics faculty or we suggest + lunch + hour-long community conversation
### January 24, 2019 FACULTY DEVELOPMENT DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Mindful, Meaningful Approaches to Learning</th>
<th>Raising Awareness: How We See and Support Our Students</th>
<th>#RealCollege, #RealLearning, #RealStudentSuccess</th>
<th>Social Justice: Faculty Team Projects</th>
<th>Problem-Based and Project-Based Learning</th>
<th>Teaching Online, Teaching with Technology</th>
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<tbody>
<tr>
<td>9:15 – 9:45 am</td>
<td>Room 1.99</td>
<td>Room 1.101</td>
<td>Room 1.103</td>
<td>Room 1.103</td>
<td>Room 1.107</td>
<td>Room 1.114</td>
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<tr>
<td>9:45-10:45 am</td>
<td>Promoting Interaction and Engagement in the classroom</td>
<td>&quot;When I Look at You, I Don’t See Color,&quot; Is Not A Compliment: How Microaggression Disrupts the Educational Environment</td>
<td>Engaging CUNY EDGE Students: How to support students receiving Public Assistance</td>
<td>Introducing the John Jay Justice eReader Project</td>
<td>Designing Driving Questions and Discipline-Specific Activities for Problem-Based Learning</td>
<td>Blackboard - Introduction and What's New</td>
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<tr>
<td>11:00-12:00 pm</td>
<td>From the Heart, Through Art—Teaching to Inspire</td>
<td>Effective Faculty-Student Mentoring in Research Beyond the Classroom</td>
<td>Assessment that Works!</td>
<td>Changing Our Teaching and Awareness through HSI: John Jay HSI Seminar Faculty Reflections</td>
<td>Team Project Based Learning, Guided Inquiry with ePortfolio: How to &amp; Lessons Learned</td>
<td>Learning to teach online: Applying concepts through discussion forums</td>
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<tr>
<td>12:15-1:15 pm</td>
<td>LUNCHEON in the Anya &amp; Andrew Shiva Gallery, L.64</td>
<td>Q &amp; A with Provost Li: Faculty leadership on student learning and success L.63 NB</td>
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<td>2:30-3:30 pm</td>
<td>Richard Relkin</td>
<td>Spring and Fall 2018 HSI Seminar Faculty Members</td>
<td>Elizabeth Broccoli &amp; Edgardo Sanabria-Valentin</td>
<td>Justice eReader Editorial Board</td>
<td>Joel Freiser, Mabel Gomes, &amp; Iralma Pozo</td>
<td>Daniel Auld, Paul Bartlett, &amp; Beata Potocki</td>
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FDD website  [https://fdd2017.commons.gc.cuny.edu/](https://fdd2017.commons.gc.cuny.edu/)
FACULTY DEVELOPMENT SEMINARS
RUN IN OUR TEACHING AND LEARNING CENTER, 4-5 per year
SPONSORED BY DIFFERENT DIVISIONS OF COLLEGE
SEMESTER- OR YEAR-LONG, 12 PARTICIPANTS

• Collaborative Learning Techniques
• Funded Research, Grant Writing Workshop
• Hispanic-Serving Institution Faculty
• Problem-Based Learning
• Online/Digital Teaching
• Open Educational Resources
• Supporting/Challenging Transfer Students
• Practical Teaching
• Scaffolding 100/200 Gen Ed Critical Thinking Skills
JUNIOR FACULTY MENTORING PROGRAM

• Junior Faculty apply
• One junior faculty paired with one senior faculty member for a year
• We all meet at beginning of year to establish expected behavior from all participants
• Commitment to meet once a month for two hours
• Create an Individual Development Plan to which Mentor holds Mentee accountable
• Hold 4 all-group workshops on (a) developing a research network (b) choosing service strategically (c) teaching successfully at John Jay and (d) presenting your best self in the Form C (John Jay’s reappointment document)
BENEFITS AND MEASUREMENTS

• How do you measure the efficacy of faculty development efforts on your campus?
• Can you link student outcomes to any faculty development efforts?