

Previous emails in this series can be found [here](#)

My dear colleagues,

Our summer has been far more challenging than many of us were prepared to face. And it continues for another week, a week during which we are preparing once again for uncertainty and danger, a week during which we are beginning to reform our professional communities and refocus our beliefs towards strength, hope, and commitment. So many of you, of us, are teaching us forward in these times through your hard work and personal resilience. Thank you.

We are preparing to return and begin once again the cycles of teaching and learning, of research and service. We do these preparations off-balance, in the midst of loss and outrage and insufficiencies. Ironically, impossibly, we are attempting to be present and connected when we know we will largely be distant and differently timed. How, then, do we find **meaning, purpose, and efficacy** for these not-normal, not-normalizing, months ahead? How do we find these with, for, and from our students?

As a community, we will be carrying grief in its many expressions. Grief for the loss of loved ones. For the loss of jobs. Of homes. Of plans and networks. We will also be carrying determination because we will continue teaching, learning, researching, supporting, and guiding each other. We will be determined because we want our worlds to heal and change towards ones we believe more just and authentic. We will continue because we believe joy, contentment, and happiness are possible.

What does this mean in practical terms? We can address **attention, memory, production, and performance** in our teaching. In practical terms, we can think about how to help our students (and ourselves) **find and focus attention** in order to form the memory we need to do the actual work that has been assigned. We can do this through compartmentalizing assignments and activities into tighter pieces that take less time individually to process and still accumulate towards the whole. To build memory, as our circumstances are often larger than we can take in and process easily or productively, we can return to **practices that help form memory** and help me engage in and complete tasks. I need **transparently-defined context**, then, to remind me of the meaning and purpose in my assignments. This context provides a container for **repetition, the practice** that helps me establish working memory. As I contain my work in smaller chunks that I am used to, I look for **models** of how my work ought to occur and become as products. Through **comparing my practice** to these models, within the context I find so necessary, I then can begin to perform and present my assigned tasks and can take in **specific, focused feedback** that connects to all four of these processes.

In your own reflections on the term ahead, I am confident that you will find your ways towards engaging your students and opening to their lessons about how and what they are learning through this indescribable year. May I encourage you to share your questions and reflections with those you feel will understand your intentions and offer feedback you have confidence in hearing? And...may I urge you to consider all that is disrupting and distracting your students'

attention, interrupting their faith in their dreams, and design your assignments and discussions towards healing and those gaps and reinforcing those visions?

Thank you for all you do and are. I look forward to our journeys this fall.

Upcoming Events

TLC Open Conversation, Tuesday, August 18, 2-3pm

Racial Justice and Our Students: How Can I Increase My Openness to Learning from My Students?

Click [here](#) to register.

Faculty Resilience Week Workshops (co-sponsored by the Provost's Office and the TLC)

- ***Uncover Your Strengths and Reclaim Your Energy, Tuesday, August 18, 12-3pm***
- ***Aligning Self-Care with Resilience, Wednesday, August 19, 1-3pm***
- ***Embracing Our Emotions to Manage Stress, Thursday, August 20, 1-2:30pm***

Click [here](#) to register (you will be able to select the workshops through this form)

Faculty Development Day, Tuesday, August 25, 9am-3pm

Resilient and Resolute: John Jay Across the Distance

- Click [here](#) to register
- Click [here](#) for the FDD website and program

Recommended Resources

[Lloyd Sealy Library](#): Using electronic resources for teaching in Fall 2020

As you prepare syllabi and assignments for the Fall semester, please continue to plan on using resources that can be obtained and accessed electronically. The library remains physically closed until further notice and there is no access to physical books on reserve or in the circulating collection. Please note that even when the library reopens, we will continue to promote **fair use** guidelines that indicate that **no more than approximately 10% of an entire work** should be scanned and uploaded into Blackboard, eReserves, etc. Please also be aware that when the library does reopen, we will very likely be working with **limited** staff and resources and will not be equipped to fulfill scanning requests except on a very **limited**, case-by-case basis. The links below provide further information on using electronic resources for remote learning and on fair use/copyright.

Providing online resources to students during remote

learning: <https://www.lib.jjay.cuny.edu/content/providing-online-resources-students-during-remote-learning>

Fair Use & Copyright Info for Faculty & Staff: <https://guides.cuny.edu/cunyfairuse/faculty>

Fair Use in the Context of COVID-19: <https://guides.cuny.edu/c.php?g=1012839&p=7339827>

[Department of Online Education and Support \(DOES\)](#)

The Office of Online Education and Support at John Jay College builds the college's capacity in online education, develops and sustains the online degree programs through John Jay Online, promotes improvement in the quality of online courses by encouraging best practices in online education, supports online faculty, and fosters innovation, with the focus on supporting online student success.

- [Handbook of Online Teaching](#)
- [Webinars](#)
- [Virtual Appointment Scheduling with Instructional Designers](#) (scroll down for the button)

[John Jay Open Educational Resources \(OER\)](#)

The Open Educational Resource (OER) movement is inspired by research showing that the unaffordability of textbooks is a major obstacle to educational justice. The cost of textbooks is an impediment to students' academic success and completion, particularly for the low income students that John Jay serves. Students often are unable to buy textbooks, or are forced to delay textbook purchases, putting them at a disadvantage from the first day of class. Further, using new, open material affords faculty (with support from Undergraduate Studies and the Teaching and Learning Center) the opportunity to redesign courses with best practices in student learning and success. *"As an institution defined by its commitment to justice, John Jay College of Criminal Justice is dedicated to fostering the use of open and alternative resources in order to provide every undergraduate student, regardless of their financial resources, access to education of the highest quality."*

- [OER for Faculty](#)
- [Zero-cost \(to students\) textbook alternatives: Home](#)