

**Strategic Planning Subcommittee
Meeting Agenda
August 3, 2021
4:00-5:00pm**

1. Approval of minutes
2. Year 1 of Strategic Plan Recap
3. Discussion on Year 2 Emphases

**Strategic Planning Subcommittee
Minutes
August 3, 2021**

Present: Yi Li (*Chair*), Allison Pease (*Designated Chair*), Ric Anzaldua, Ned Benton, Andrew Berezhansky, Teresa Booker, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, and Alison Orlando (*recorder*)

Guests: Hungde Chan, Rulisa Galloway-Perry, and Alena Ryjov

1. **Approval of minutes from June 24, 2021.** The minutes were approved as proposed.
2. **Year 1 of Strategic Plan Recap.** Allison P. started with an overview of year one of the strategic plan. She gave an assessment of our progress along with concerns and highlights for each of the goals. She went over the 2025 Strategic Plan Dashboard, which can be used as a tool to track our progress for each goal by objective. She ended by speaking about several different datapoints in the dashboard that may be of interest to the committee.
3. **Discussion on Year 2 Emphases.** Allison P. asked the committee for their opinion on what we should focus on as we continue to move the Strategic Plan forward. Teresa B. was concerned about the data in the dashboard on critical thinking and asked how it is measured. Allison P. explained that it is measured through general education assessment and sampling capstone papers. She added that updated data on this metric should be released shortly. Heath G. wanted to identify critical thinking as a top priority and an area of focus for next year. Brian C. felt that DFWI rates shouldn't be the only metric for measuring student success among the different modalities. He added that we should also look at if a modality is successfully preparing students for future coursework. Allison P. said that she will have Erez Lenchner and Henry Chan look into this. Andrew B. was concerned about the data in the dashboard on students who feel safe and respected. He felt that students don't feel as safe on campus or virtually for multiple reasons including boundaries being violated, and microaggressions. Allison P. suggested that she share the survey questions with the Student Council for their feedback. Andrew B. also mentioned that we should focus more on sustainability courses. Heath G. had concerns about Human Resources including the payment and reimbursement processes; he felt that we could address this as a committee. Allison P. agreed as this is a strategic priority as it relates to operational efficiency. Mark F. said that there have been major improvements in Human Resources over the past six months including the adjunct payment process. Allison P. moved on to speak about space. She said that we have the opportunity to make some changes along with having the funding to do so. She suggested that we embark on a space plan and use funds from the Aux Corp to hire a space consultant. Mark F. agreed with her suggestion and said there are lost revenue funds we can use in the Aux Corp. Ned B. agreed that we should do space planning. He added that we should collect the planning that we have done over the last five years to share and consider. Brian C. responded that as the scheduling person responsible for the assignment of classrooms, he is supportive and that we need to attain more classroom space. He also said that as the President of the HEO Council, he wanted to point out that the CUNY bylaws classify HEOs as instructional staff and they are entitled to the same square footage as faculty. Yi L. said that much has changed with the use of space and agreed that we need to seriously look at space planning with the help of professionals
4. **New Business.** Ned B. spoke about Middle States and documenting the budget planning process through the creation of a table. The table would report on how we have chosen to spend our discretionary funds against our strategic plan. He added that we have chosen to allocate large amounts of stimulus funds towards our priorities in ways that we have not been able to do in the past. He felt it would be beneficial to report on this.

STRATEGIC PLAN

2020–2025

YEAR 1 UPDATE

July 2021

Goal 1

Educate and support undergraduate and graduate students at every step of their John Jay journey

Overall Assessment:

- Holding Steady – in a pandemic year, this is a good thing

Highlights:

- Transfer students graduating within 4 years rose 2 percentage points
- Students participating in paid experiential opportunities doubled

Concerns:

- Master's students graduating within 4 years declined by 6 percentage points
- Critical Thinking at the capstone level is problematically low

Goal 2

Create and advance knowledge in support of justice education, public awareness, and civic engagement

Overall Assessment:

- In-person experiences were down, naturally, but social media mentions were up and faculty received more funding.

Highlights:

- Media mentions and top-tier media mentions increased 80% and blew past our 2025 goal
- Internal research and travel funding increased by 25% and is more than halfway to our 2025 goal

Concerns:

- External research awards declined by \$1.6 million dollars
- Students participating in community service declined by more than half

Goal 3

Embody and promote our values of equity, diversity, and inclusion

Overall Assessment:

- The college adopted 7 Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum and more faculty are being mentored. But the data shows we have work to do to make John Jay an equitable place for all faculty.

Highlights:

- College adopted 7 Principles for a Culturally Relevant, Inclusive, and Anti-Racist Curriculum and 26 courses were created or revised to accord with principles.
- 24% of full-time and 10% faculty received formal mentoring this year, a big leap from the 2.5% / 0% the year prior, owing to our membership in the National Center for Diversity and Development

Concerns:

- Of all Full Professors at the college, only 14% are under-represented minorities.

Goal 4

Improve and expand financial resiliency, operational efficiency, and the college's sustainability

Overall Assessment:

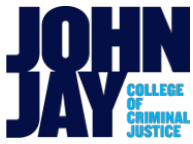
- While most sources of revenue were down, Institutional Advancement continues to break college records with fundraising.

Highlights:

- Institutional Advancement increased FY 20 funds by almost \$1.7 million dollars
- The instructional budget relative to the total budget increased by 4 percentage points

Concerns:

- Revenue generated by Professional Studies declined by more than 50%
- External grants and Auxiliary Corporation funding both declined modestly



2025 Strategic Plan Dashboard

GOAL 1

Educate and support undergraduate and graduate students at every step of their John Jay journey

GOAL 2

Create and advance knowledge in support of justice education, public awareness, and civic engagement

GOAL 3

Embody and promote our values of equity, diversity, and inclusion

GOAL 4

Improve and expand financial resiliency, operational efficiency, and the college's sustainability

GOAL 1:**Educate and support undergraduate and graduate students at every step of their John Jay journey**

You may scroll down or click on each objective to see our progress:

- a. Prepare all undergraduate and graduate students for lifelong success beyond John Jay (No figures at this time)
- b. Institutionalize academic support programs for freshmen & transfers
- c. Increase our undergraduate and graduate graduation rates
- d. Align and scaffold high impact instructional practices in general education and major courses to enhance students' critical thinking, research-based academic writing, and quantitative reasoning skills.
- e. Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy.
- f. Increase size of full-time faculty and percentage of full-time teaching



Figure 1.b.i. transfer students in peer-success coach supported seminars

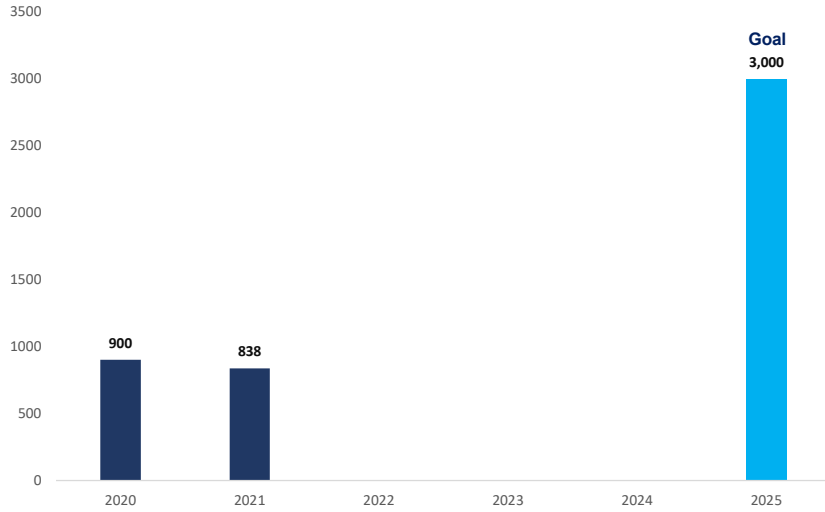


Figure 1.c.i. first-time, full-time students graduating in 4 years

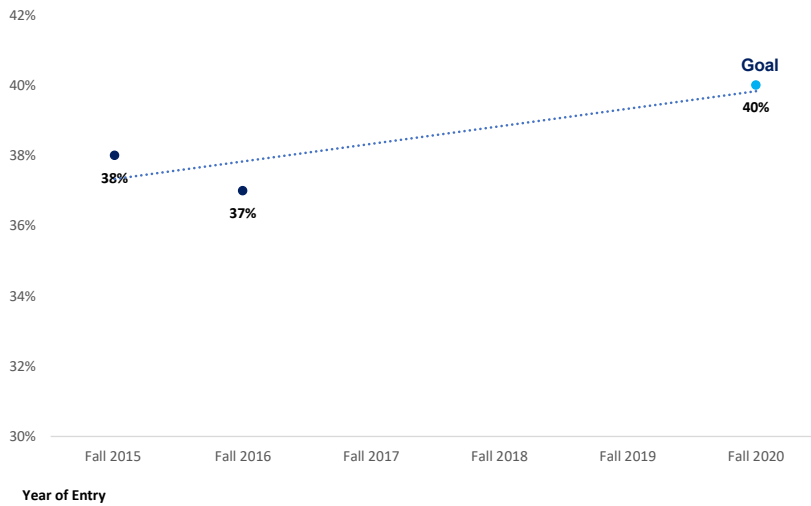


Figure 1.c.ii. first-time, full-time students graduating in 6 years

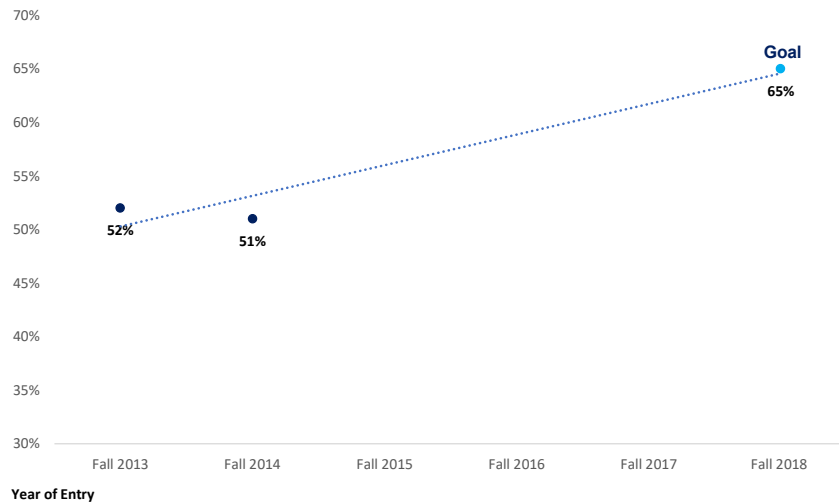


Figure 1.c.iii. transfer students graduating within 4 years

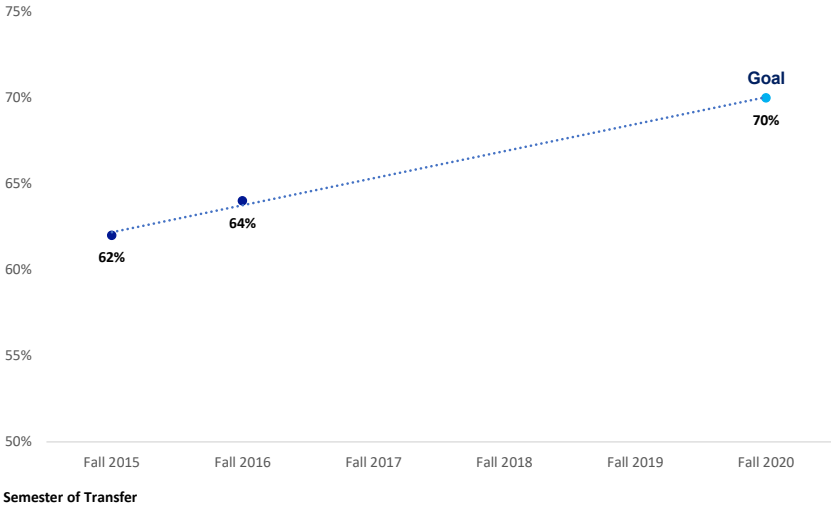


Figure 1.c.iv. full time master's students graduating within 4 years

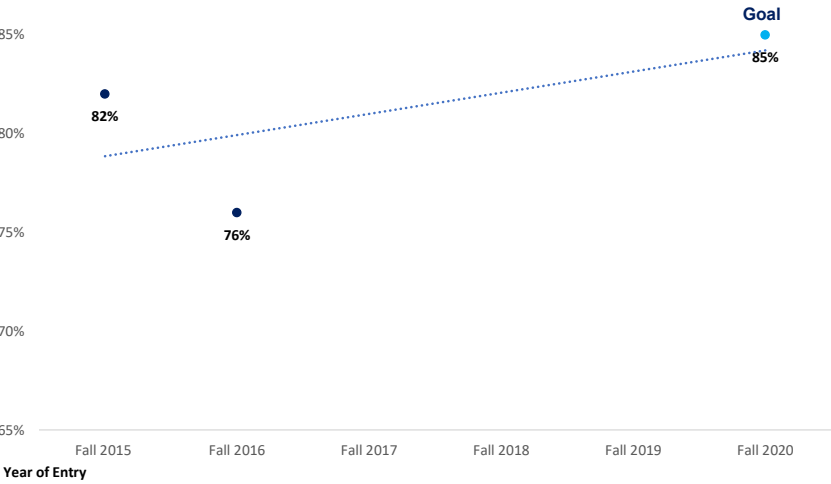
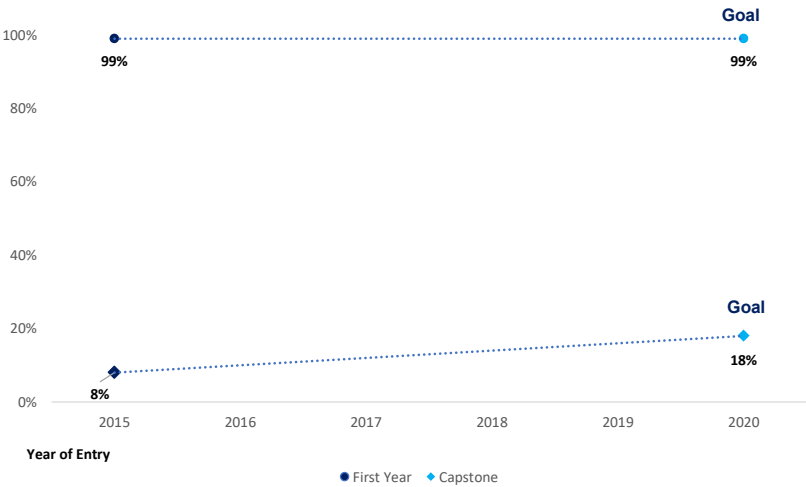
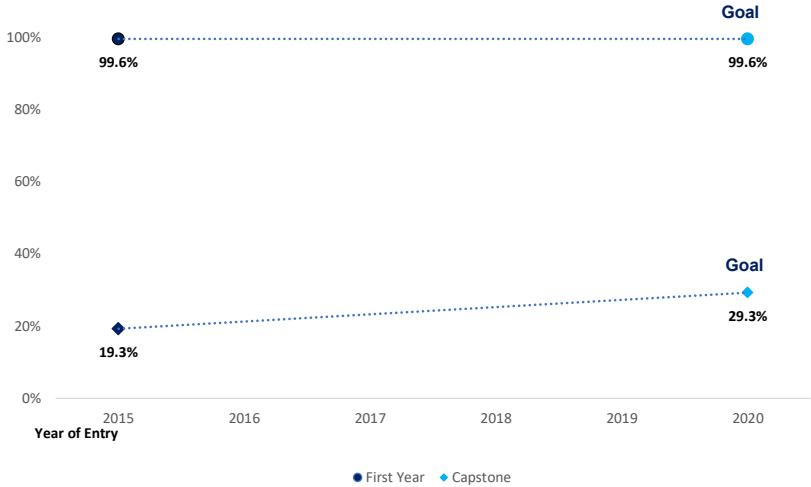


Figure 1.d.i. critical thinking met at first-year and capstone



Footnote (1.d.i): Updated data will become available in August 2021.

Figure 1.d.ii. written communication met at first-year and capstone



Footnote (1.d.ii): Updated data will become available in August 2021.

Figure 1.e.i. students participating in credit bearing experiential learning opportunities

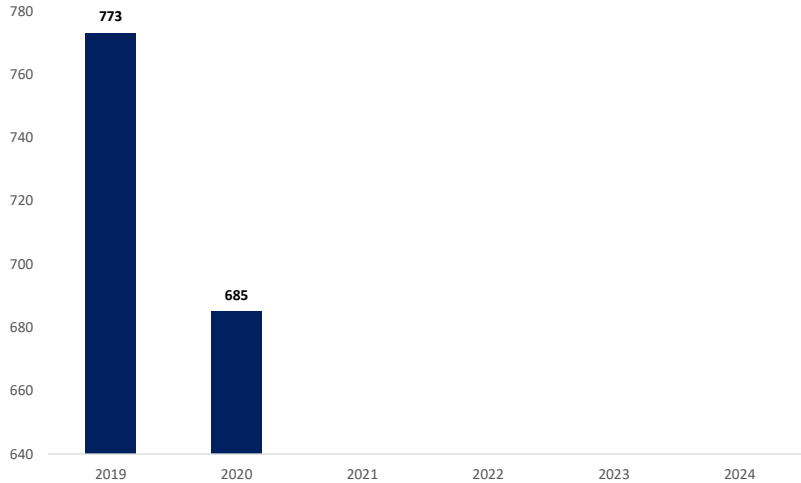


Figure 1.e.ii. students participating in paid experiential opportunities

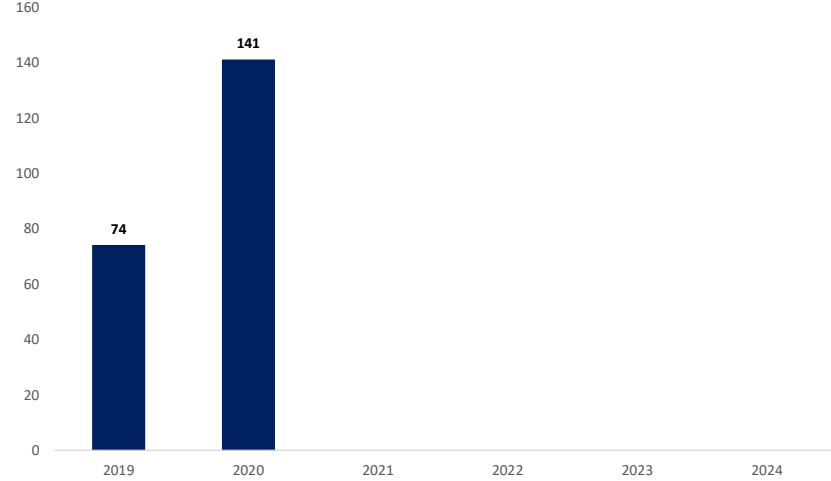


Figure 1.f.i. number of full-time faculty

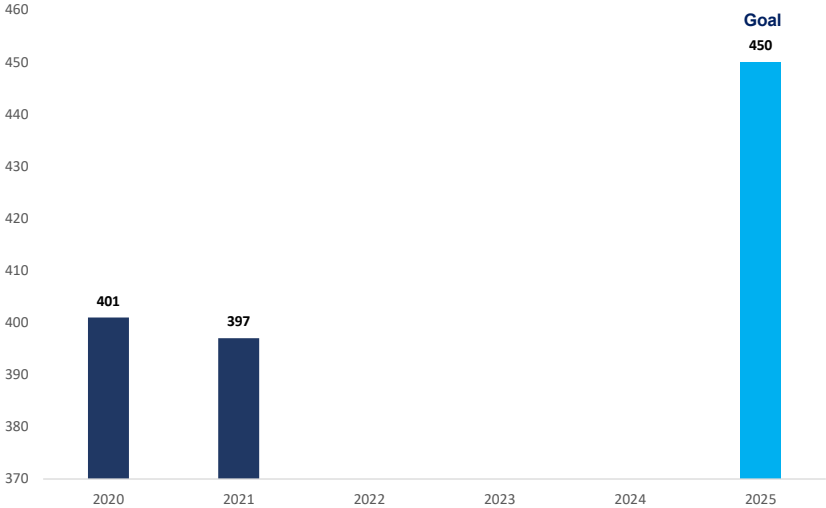
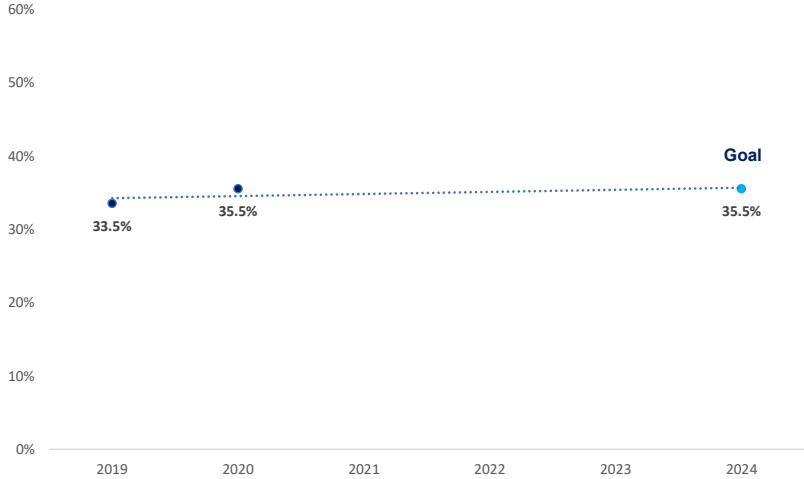


Figure 1.f.ii. percent of GS and UG courses taught by full-time faculty



Back to GOAL 1 ↗

GOAL 2:**Create and advance knowledge in support of justice education, public awareness, and civic engagement**

You may scroll down or click on each objective to see our progress:

- a. Increase number of courses supporting environmental justice, data literacy, and digital literacy in General Education and incorporate AASHE sustainability/U.N. Sustainable Development concepts throughout the curriculum

- b. Expand John Jay's reputation as a national and international voice on justice issues

- c. Support faculty to build on John Jay's reputation for excellence in research

- d. Increase intentionally designed civic engagement activities to positively impact student learning and professional outcomes, foster personal and community empowerment and deepen collaborative interactions among faculty, staff, students and community partners.

- e. Support faculty efforts to innovate justice curriculum and pedagogies.



Figure 2.a.i. number of data literacy, digital literacy, and environmental justice courses

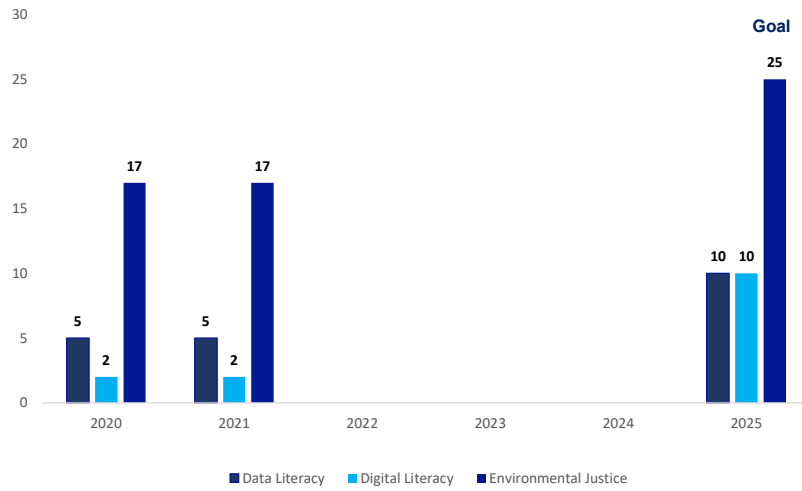


Figure 2.a.ii. enrollment in data literacy, digital literacy, and environmental justice courses

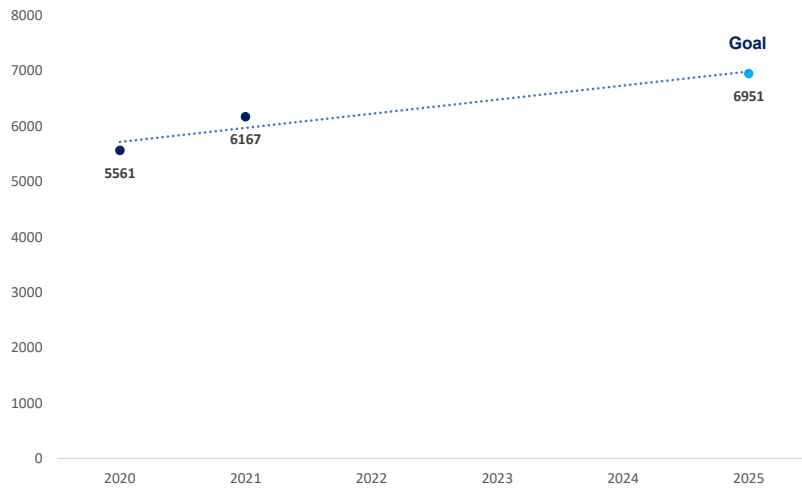


Figure 2.b.i. average monthly media mentions & average monthly top tier mentions

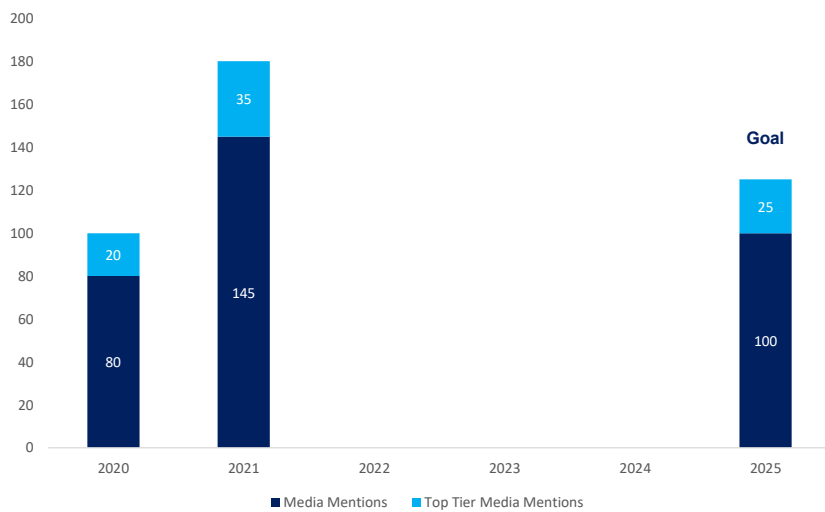
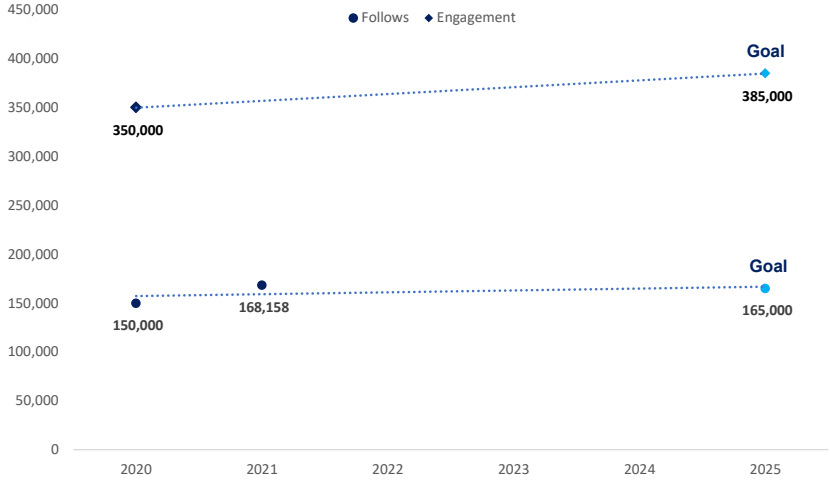


Figure 2.b.ii. social media followers and social media engagement



Footnote (2.b.ii): Social media engagement data was not collected for 2021.

Figure 2.c.i. internal research & travel funding

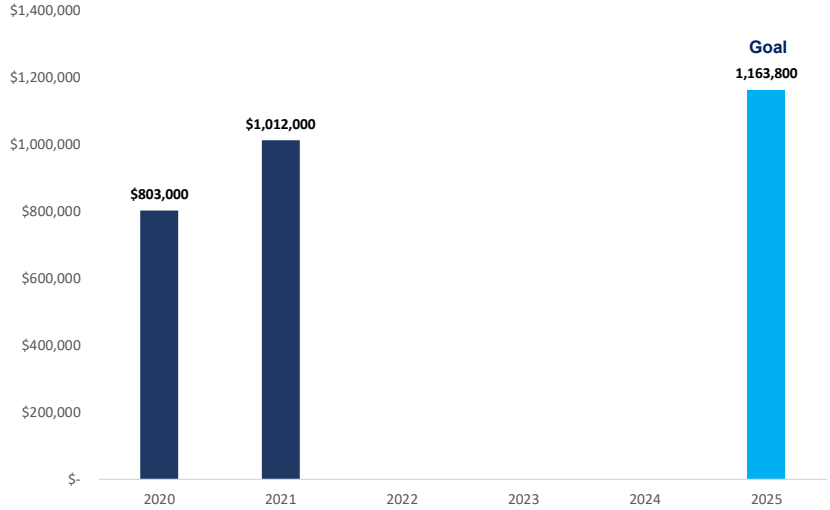


Figure 2.c.ii. percent of faculty receiving research awards

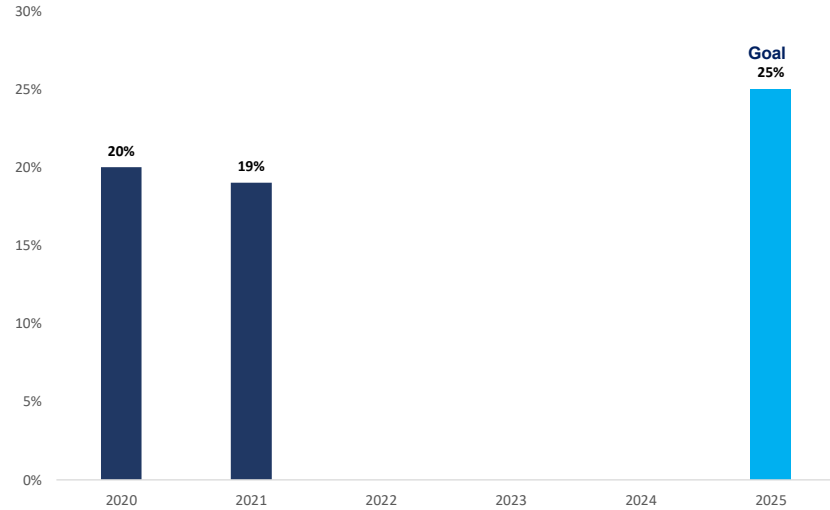


Figure 2.c.iii. external research awards

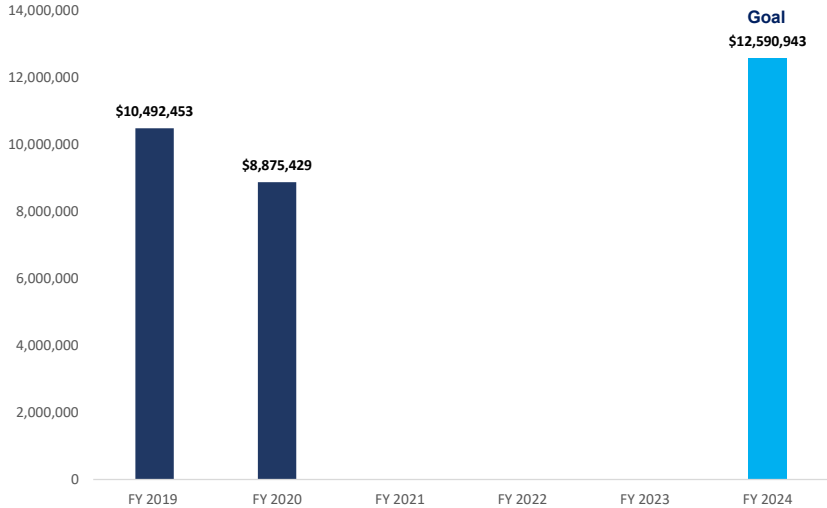
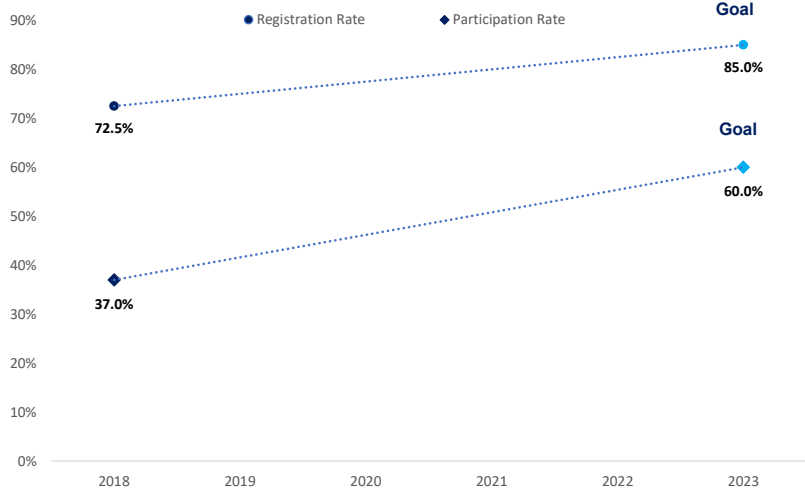


Figure 2.d.i. Voter registration and voter participation rate



Footnote (2.d.i): The National Study of Learning, Voting, and Engagement (NSLVE) is administered biennially. The 2020 report will be issued in fall 2021.

Figure 2.d.ii. students participating in community service

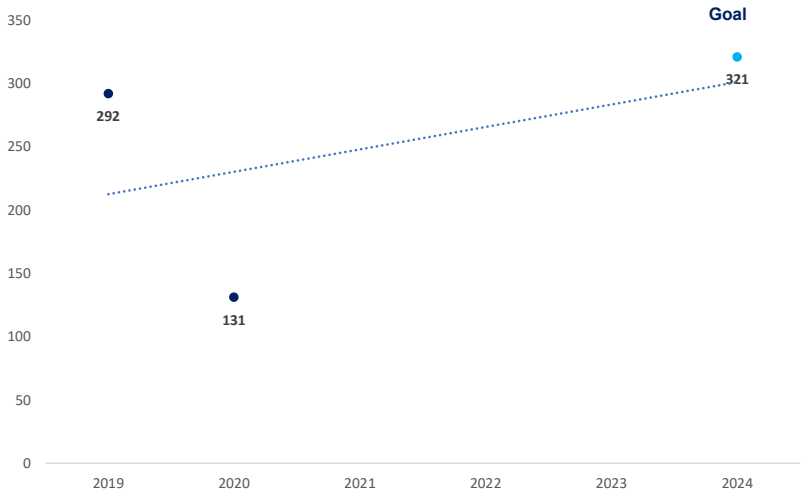


Figure 2.d.iii. community service hours

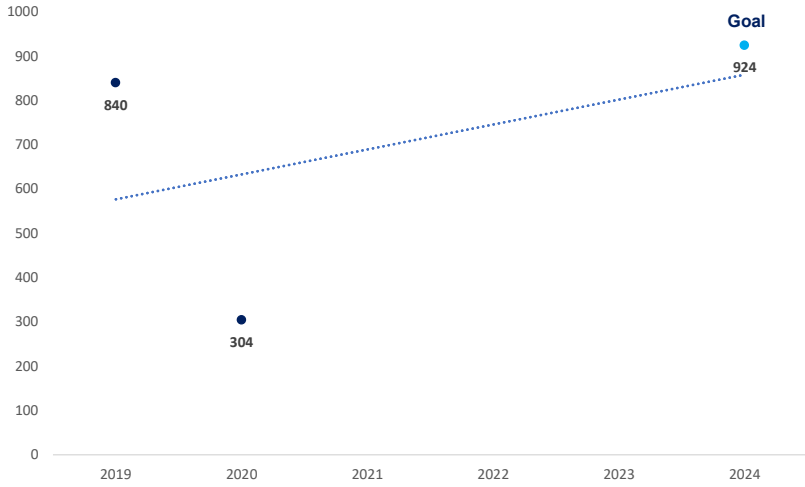
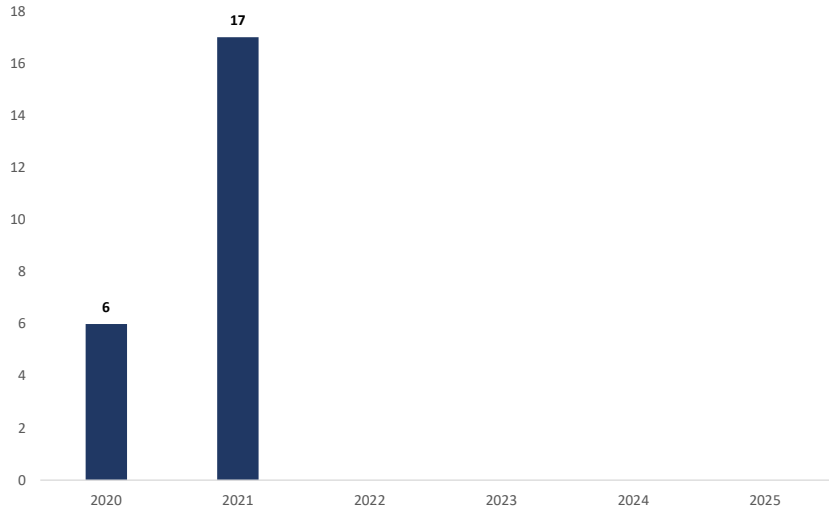


Figure 2.e.i. number of faculty fellows to support justice curriculum



Back to GOAL 2 ↗

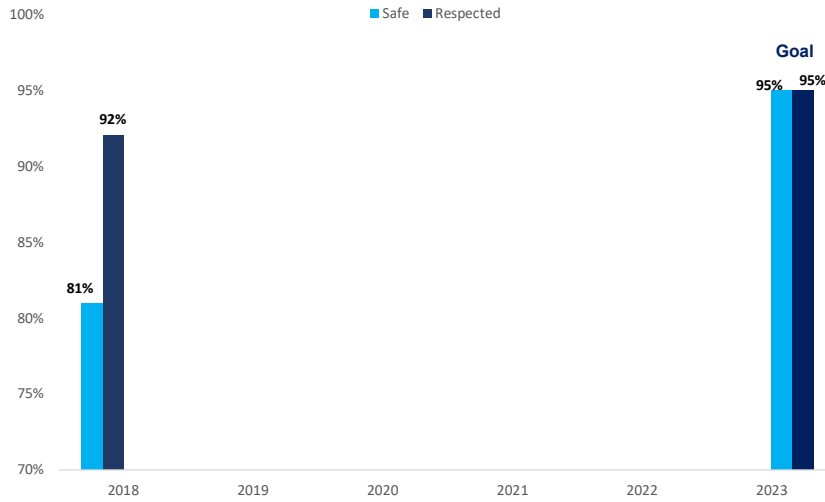
GOAL 3:**Embody and promote our values of equity, diversity, and inclusion**

You may scroll down or click on each objective to see our progress:

- a. Create and sustain a culture of equity, diversity and inclusion
- b. Close graduation equity gaps for all student populations we serve
- c. Achieve equitable student success across all learning modalities
- d. Continue to hire, retain, and advance a diverse faculty through collaborative support and mentoring services for all faculty at all stages of their careers
- e. Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design



Figure 3.a.i. students feel “safe” and “respected”



Footnotes (3.a.i): CUNY did not administer a Sexual Violence Campus Climate Survey in 2020-21.

Figure 3.b.i. inter-group graduation gap

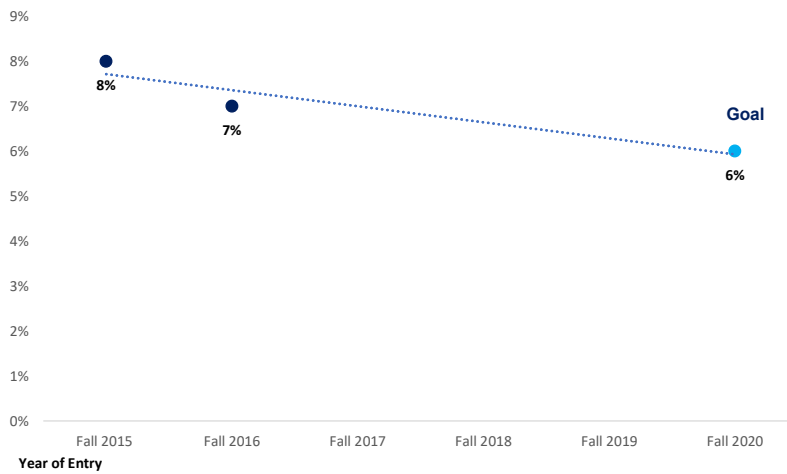
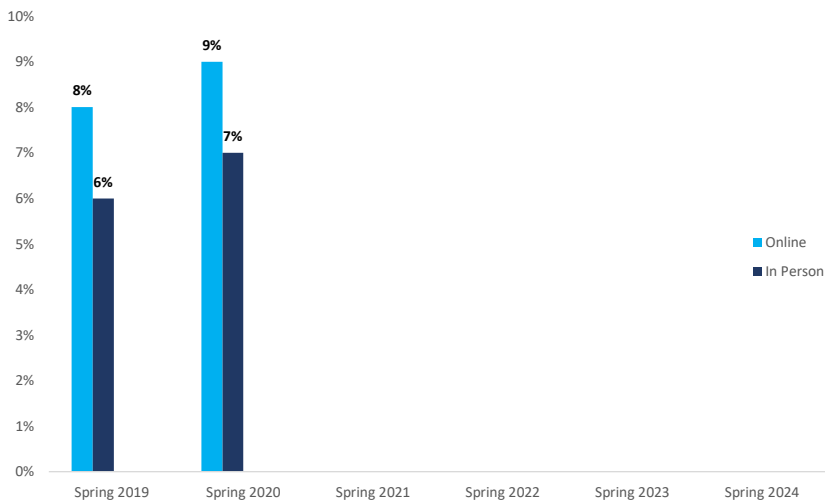
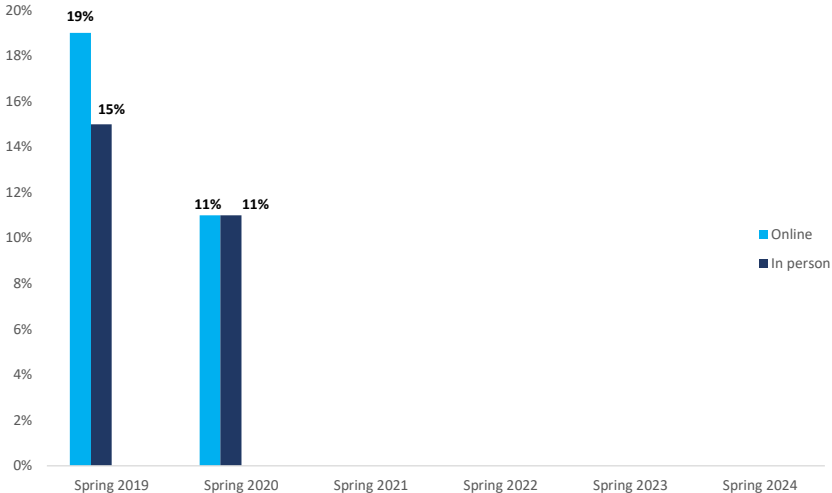


Figure 3.c.i. online vs. in person graduate FWI



Footnote (3.c.i): In Spring 2020, all converted to distance learning in March. These numbers reflect outcomes for all courses as originally designed.

Figure 3.c.ii. online vs. in person DFWI undergraduate



Footnote (3.c.ii): In Spring 2020, all converted to distance learning in March. These numbers reflect outcomes for all courses as originally designed.

Figure 3.d.i. percent of FT faculty who received formal mentoring

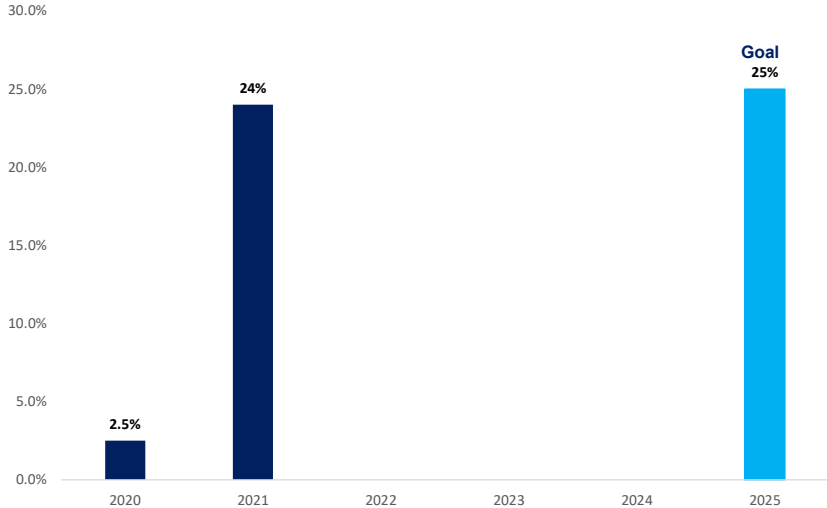


Figure 3.d.ii. percent of PT faculty who received formal mentoring

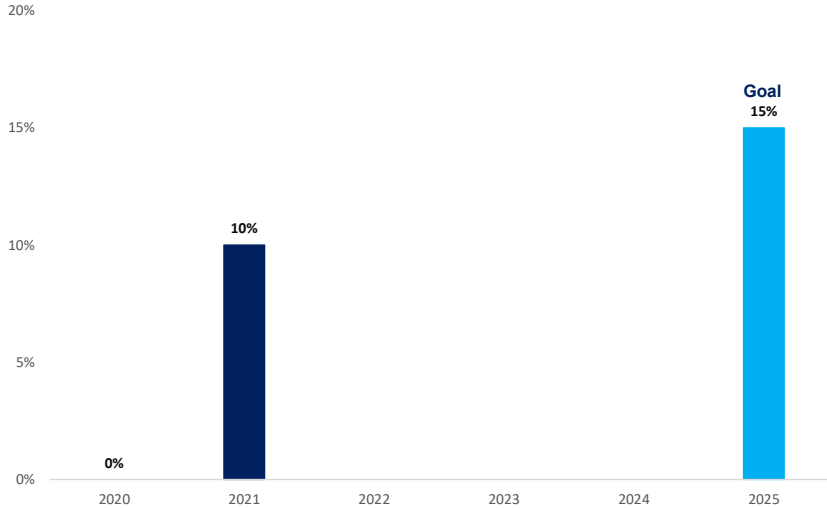


Figure 3.d.iii. percentage of department chairs who are female and/or URM

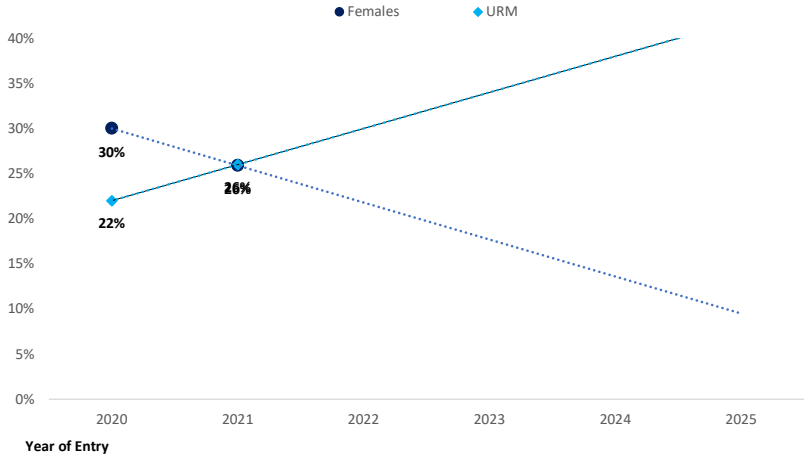


Figure 3.d.iv. female faculty by rank

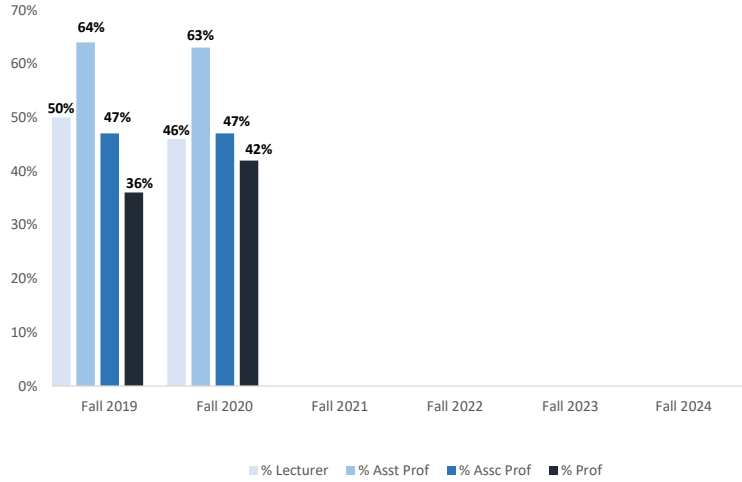


Figure 3.d.v. URM faculty by rank

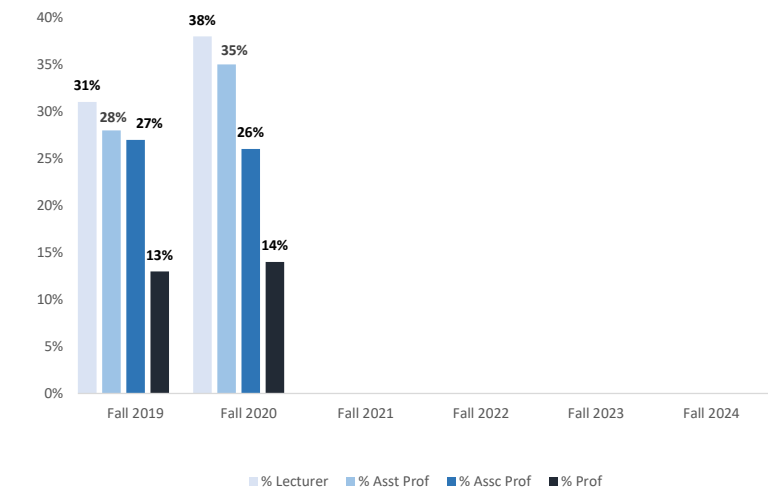


Figure 3.e.i. Number of new or revised courses that align with 7 principles

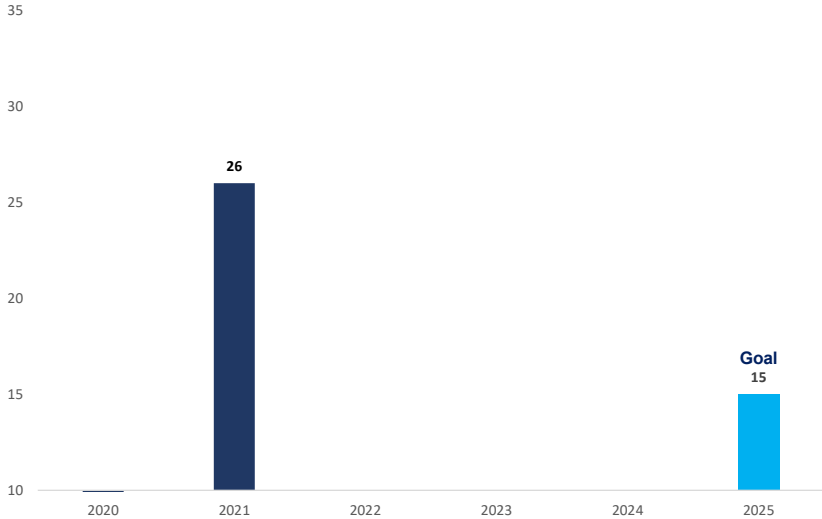


Figure 3.e.ii. number students impacted by revised or new courses

COMING SOON
(Data will be available in 2022)

Back to GOAL 3 ↗

GOAL 4:**Improve and expand financial resiliency, operational efficiency, and the college's sustainability.**

You may scroll down or click on each objective to see our progress:

- a. Create an effective, transparent budget process aligned with college priorities (Please click here to go to [SPS-FPS](#), and to [BPC](#) minutes)
- b. Expand and diversify revenue streams
- c. Improve efficiency and effectiveness of operations
- d. Implement a comprehensive sustainability program (Please click here to go to [AASHE](#))
- e. Use space creatively to sustain priorities (No Specific Graphs)
- f. Build plans for adding space to the college (No Specific Graphs)



Figure 4.b.i. revenue generated by professional studies

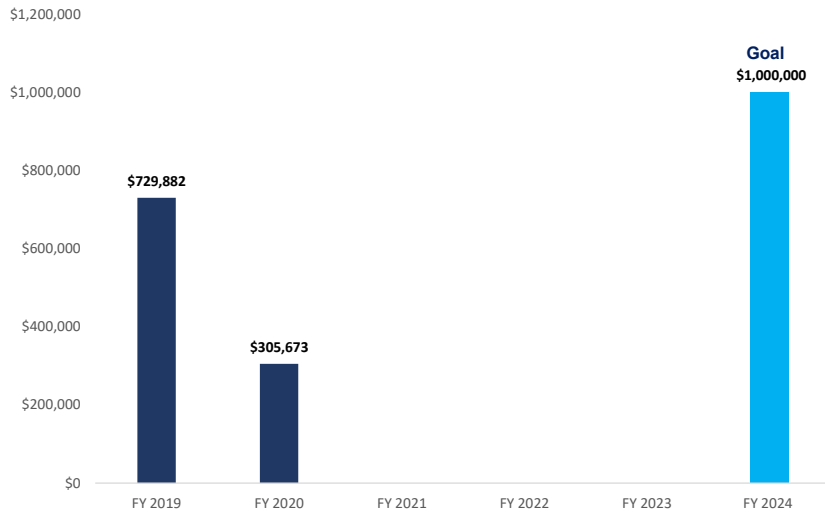


Figure 4.b.ii. funds raised by Institutional Advancement

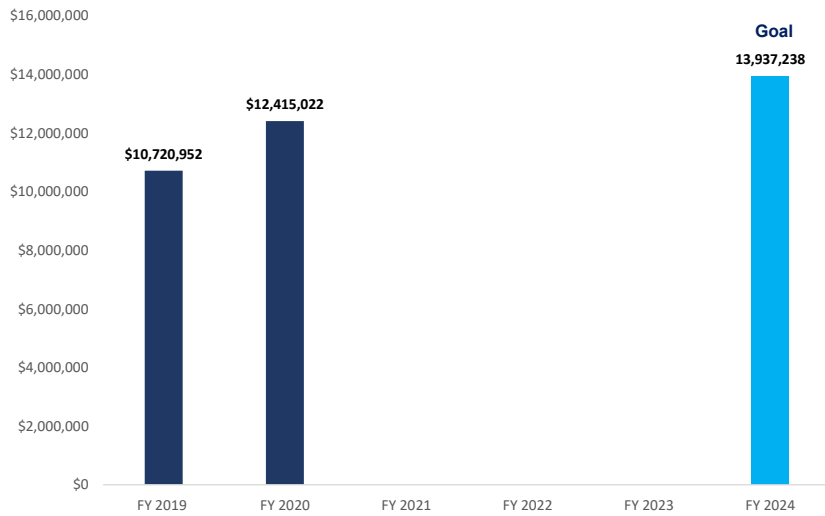


Figure 4.b.iii. funds raised through external grants

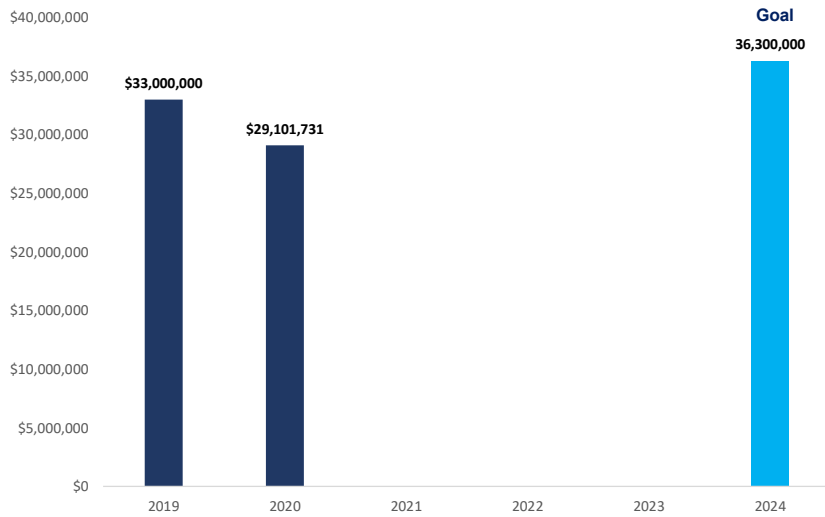


Figure 4.b.iv. revenue generated by Auxiliary Corporation

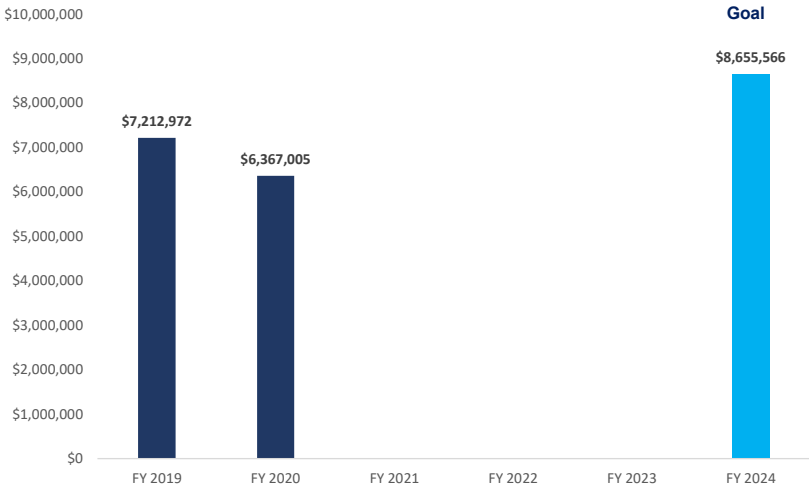


Figure 4.c.i. instructional budget relative to total budget

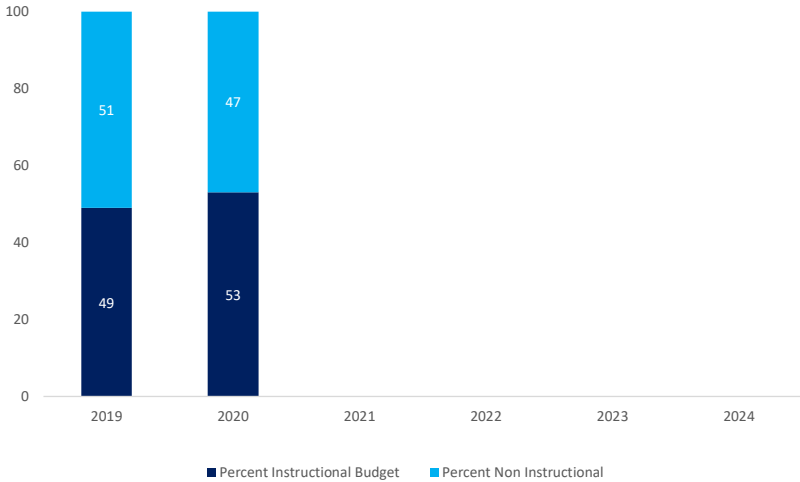
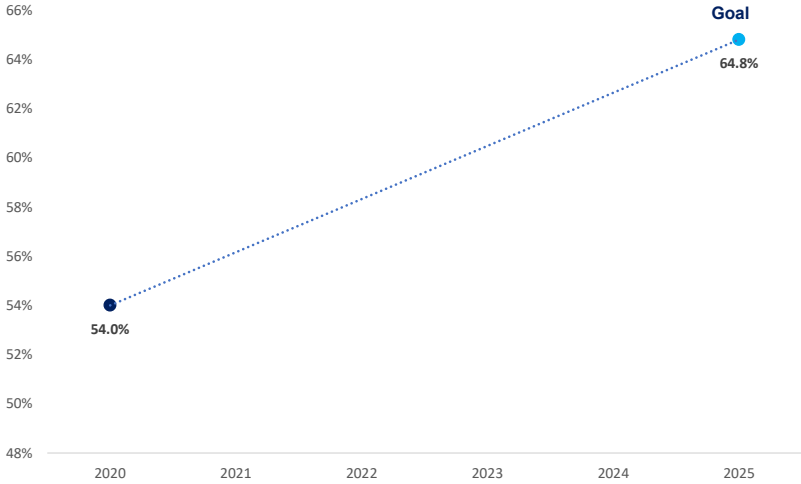


Figure 4.c.ii. human resources satisfaction rate



Footnote (4.c.ii): Finance & Administration Survey was not administered in 2020-21.