

Strategic Planning Subcommittee
Meeting Agenda
February 25, 2021

11:00am-12:00pm – Zoom (details are below and in the calendar invite)

1. Approval of minutes for the December 9, 2020 meeting
2. Doctor of Professional Studies in Justice (See attached)
3. Current data in relation to Strategic Plan
4. AASHE STARS update
5. Excelencia in Education Application

Strategic Planning Subcommittee
Minutes
February 25, 2021

Present: Yi Li (*Chair*), Allison Pease (*Designated Chair*), Ric Anzaldua, Ned Benton, Brian Cortijo, Warren Eller, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Andrew Sidman, Monika L. Son, Marie Springer and Alison Orlando (*recorder*)
Guests: Hungde Chan and Alena Ryjov

- 1. Approval of minutes from December 9, 2020.** The minutes were approved as proposed.
- 2. Doctor in Professional Studies in Justice.** Ned B. gave a presentation on the proposed degree in a Doctor in Professional Studies in Justice. He first spoke about the need and justification for this degree. He went on to explain the degree in more detail describing the proposed structure, mode of instruction, and breakdown of the allocation of credits. Ned B. moved on to speak about the enrollment targets for the proposed degree, and the cost of the program against the projected revenue. He explained that the goal is that the program will have net revenue that will allow for the build-up of faculty. Ned B. ended the presentation by speaking about the regulatory approvals that would be necessary for the college to be able to offer the program. He said that he will send the presentation to the committee after he makes some necessary revisions to the financial numbers that came to light during the meeting. The floor was opened for comments. Brian C. said that doctoral degree tuition is cataloged different than master's degrees tuition, and this will have an impact on the proposal. It was decided that Mark F., Brian C., and Ned B. needed to speak about this in more detail. Allison P. explained that this committee should be looking at if the proposal aligns with the strategic plan, and strategic direction of the college. She believes that the proposal aligns with our identity, and the more rigorous discussion should occur in the FPS to decide if the proposal makes financial sense. Warren E. agreed that the needs of this committee have been met. Yi L. added that the proposed degree fits well with our vision. He added that he supports this proposal but that we need to make sure the financial model is sustainable.
- 3. Current data in relation to Strategic Plan.** Allison P. started by explaining that she would like to speak about data trends at the college that may affect our ability to reach our goals in the strategic plan. Allison P. specifically wanted to address Goal 1, Objective C within the strategic plan to "increase our undergraduate and graduate graduation rates." She said that the data trend at the college that is concerning is our fall to spring retention rates for academic year 2020-21. She explained that new undergraduate students in Fall 2020 are stopping out at a higher rate than prior years. This is problematic as students can't graduate if they aren't retained. She added that more specifically black freshmen (both male and female) and transfer students are being retained at lower rates. She explained that this effects our ability to reach Goal 3, Objective B within the strategic plan to "close graduation equity gaps among all student populations." Allison P. then went over the Undergraduate Academic Recovery Plan that is aiming to address these data trends. The floor was then opened to the committee for questions and comments. Mark F. spoke about budgeting for the Undergraduate Academic Recovery Plan. He explained that CARES and CRRSAA funds can be used towards the recovery plan in-addition to help students pay outstanding balances to the college. Andrew S. commented that there are two separate issues. The first being that the pandemic has caused a drop in retention and the second being the ongoing trend of the low retention of black students. Monica S. inquired how the university is going to address retaining these students as this issue exists on other CUNY campuses. Allison P. said CUNY has acknowledged this is a trend but does not know if they have any interventions planned. Warren E. suggested that we could model this trend over a

period of time and run a survey to see why we aren't retaining these students. This could help the college see what other common characteristics these students may share. Allison P. then asked the committee to weigh in on what they would like to talk about in our next SPS meeting and to contact her with any suggestions. Ned B. said that the Middle States Working Groups have been asked to identify areas where the college has a gap in performance. He suggested that the areas the working groups identify could be brought to the committee.

4. **AASHE STARS Update.** Allison P. gave the committee a brief overview of AASHE STARS. She explained that last year the college decided to participate in AASHE STARS as a way of committing to our efforts in sustainability. She then went through our provisional report for AASHE STARS. She explained the different categories within the provisional report and said that we have a provisional score of silver.

Doctor of Professional Studies in Justice

Version 11.0, January 14, 2021

Summary

Justice and public safety agencies face urgent challenges that currently hinder efforts to meet their missions and public goods and services in ways that are efficient, effective and equitable.

The emerging and continuing challenges faced by justice and public safety agencies demand a new paradigm for advanced professional education. To that end, John Jay College of Criminal Justice would offer a new professional doctoral degree - the Doctor of Professional Studies (DPS) in Justice.

To produce graduates with technical expertise, ethical insight, and the capacity for skillful leadership, the curriculum of this new doctoral program will include core courses in: leadership, management, professionalism and ethics, research methods and statistics, as well as elective courses in community justice, advocacy, communication and critical incident analysis.

To deliver this new level of professional leadership education for public justice agencies, the Doctor of Professional Studies (DPS) in Justice program will be a joint effort of the faculty of our current graduate programs and research institutes at John Jay College of Criminal Justice. We will make this available in the New York City region as we always have. However, through online education, we also seek to bring the best of John Jay College to every justice organization across the nation and around the world.

This degree will prepare mid-career professionals for senior-level leadership and executive management across public service agencies and institutions, with two specializations providing specific preparation for service.

- Public Safety, including leadership and professional service in law enforcement and emergency management fields;
- Oversight, Inspection and Accountability: including leadership roles advancing justice and public integrity through investigation, evaluation, and financial and legal analysis.

In addition to professional service in agencies and institutions, graduates would also be qualified for teaching positions in professional programs with similar foci.

Program Features

- This professional program will be a graduate program of John Jay College.
- The program would recruit highly qualified students of diverse backgrounds who aspire to or currently hold high-level executive and technical professional positions in criminal justice, enforcement, inspection, oversight, accountability, and public safety agencies.

- There will be two specializations: Public Safety, and Oversight, Inspection and Accountability.
- In order to be admitted, students must have completed a master's degree in a field related to their specialization.
- Students will study full-time or part-time in a cohort model. For students admitted with 24 credits from a related master's degree, the length of study to completion (including the dissertation) will be 2 years for full-time students and 3-4 years for part-time students.
- Admission standards will be highly selective, including a GPA of 3.5 or above in the courses completed toward the master's degree at the time of application, GRE examination, and a record of professional achievement.
- Up to 24 credits from the related master's degree can be applied toward the 60 credits for the doctoral degree.
- Before the dissertation proposal can be initiated, students will be expected to demonstrate external validation of their professional experience based on an independent credential such as a terminal graduate degree recognized by CUNY (JD with admission to the bar, C.P.A., P.E.) or certification by a professional organization in the student's field such as the Association of Inspector General certification for students in the Oversight, Inspection and Accountability specialization.
- Dissertation formats may include policy analysis and evaluative studies that are of publishable quality.
- DPS students will pay an excellence fee in addition to the standard graduate tuition rates. This premium will be invested in the DPS program for enhancements and services to improve student learning and achievement.
- The DPS program will combine online courses with a three-week summer session at John Jay College, required for at least two summers.

The Doctor of Professional Studies degree was selected as the most appropriate degree to offer because a) it is intended as a professional degree not a scholarly degree that aims to prepare students to make contributions to praxis not scholarship; b) it is a recognized degree by NYSED; and c) it would encompass a wide range professional areas including public safety and inspection, oversight and accountability.

Background

John Jay College's mission statement explains that our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions. Our students are eager to engage in original research and experiential learning, excited to study in one of the world's most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service.

This document recommends the development of a graduate professional doctoral program. The NYSED regulations explain: “Graduate professional degree programs must be comprised of advanced studies in professional or vocational fields. While they may have strong theoretical underpinnings, they must have as their primary purpose knowledge for application in professional practice ... the doctorate in such studies is likewise practical, insofar as it prepares the student to train or supervise others in the field, to discover new knowledge that has practical application in the field, or to prepare the student *for a life of practice in the student’s particular profession.*”

Other New York State Doctor of Professional Studies Programs

The program can be modeled after several DPS programs designed for professional leaders.

- Baruch College, CUNY: <https://zicklin.baruch.cuny.edu/academic-programs/executive-programs/doctor-of-professional-studies/>
- Pace University: <https://www.pace.edu/academics/graduate-students/doctorate-programs/doctor-professional-studies-in-business-dps>
- Albany Medical College: http://www.amc.edu/Academic/bioethics/educational_programs/graduate_programs/degrees_certificates/doctorate_pro_studies.cfm
- Fordham University: https://www.fordham.edu/info/25472/doctor_of_professional_studies_program
- St. John’s University: <https://www.stjohns.edu/academics/programs/homeland-security-doctor-professional-studies>

Program Governance

The DPS will be awarded by John Jay College. The program would be structured – for budget, enrollment, and tuition purposes – as a John Jay College graduate program. There would be Program Director, along with Deputy Program Directors for each specialization, and administrative support for the program.

Academic Program

The following table summarizes the features of the academic program anticipated for the DPS program.

Program Feature	DPS in Justice
Degree	Doctor of Professional Studies
NYSED Classification	Professional
Credits	60
Advanced Standing	Up to 24 credits for a master's degree in a related field
Degree Campus	John Jay College of Criminal Justice
Master's Degree	Graduate Degree in a related field, or 24 credits of related graduate coursework, is required.
Admission Standards	Undergraduate GPA 3.0 Graduate GPA 3.5. with GRE or approved alternative test scores. A record of professional achievement
Core Course Credits	15
Method Courses Credits	6
Specialization courses Credits/Electives	15
First Examination	Two qualifying examinations: an exam covering core competency areas, plus one for the student's specialization
Second Exam	Literature review and proposal research plan
Dissertation Topic	Professional/applied and practice focused
Career Objectives	High-level leadership and executive management across public service agencies and institutions, with specific preparation for service in forensic science, public safety, and inspection and oversight agencies. Secondary: public sector consulting and teaching appointments in specialized professional programs.

The first examination differs in the sense that core competencies courses for the DPS are dramatically different than the courses for CRJ and POA.

Course	Public Safety	Inspection and Oversight
Adv. Standing – Required MA MS degree	24	24
Core: Leadership	3	3
Core: Professionalism and Ethics	3	3
Core: Justice	3	3
Core: Advanced Research Methods	3	3
Core: Advanced Statistics and Analytics	3	3
Specialization: Five Specialization Courses	15	15
Dissertation:	6	6
Total Credits	60	60
Campus Residence Weeks	6	6

The required course in Justice will focus on many dimensions of justice including criminal justice and compliance with law and professional ethics, but also including social and economic dimensions of justice involving race, ethnicity, gender, religion, culture, age and ability. Faculty members teaching this course will be drawn from departments and programs reflecting diverse perspectives and experiences of justice and injustice.

Specializations will also differ in emphasis: Public Safety, and Oversight, Inspection and Accountability. The first examinations will test students' knowledge from the core course, plus one question covering the students' selected specialization.

In terms of the dissertation, DPS student will produce and publicly defend a project that meets the following expectations.

1. The topic is professional and applied in design, with an emphasis on advancing the professional body of knowledge;
2. The method is based on evidence derived from statistical data and qualitative information, including information that might be derived through the student's professional employment; and
3. The quality of the project shows potential for publication in a professional journal or book aimed at the profession.

Finally, the career outcomes for this degree will differ from our other degrees. While the PhD generally prepares students for careers in academic or research institutions, the DPS will prepare students for high-level leadership and executive management posts. We would expect graduates to return to their organizations and advance internally, or advance within the larger field of justice and public safety organizations. Those who wish to secure academic posts will have the most success in schools that emphasize teaching over research and/or offer studies that closely match the graduate's professional and academic expertise.

Dissertation Advising and Approval

Compared to PhD students, students in the DPS in Justice Program require a different approach to advising and the dissertation phase of their studies. In the curriculum, six credits are allocated to the dissertation – three for proposal development and three for dissertation completion.

Once DPS students qualify for advanced standing, students will be permitted to enroll in the first dissertation course that focuses on proposal development. While the students work on proposals in the course, they will be also be assigned a member of the doctoral faculty with an expertise in their specialization. The doctoral adviser will assist in the preparation of the dissertation proposal and the final dissertation.

DPS students may work with multiple faculty members and professional experts. However, they will not have traditional doctoral committees. Approvals of dissertations will take place in the following manner:

- The faculty associated with each specialization will designate a dissertation committee for the specialization.
- Specialization dissertation committees will organize and conduct blind reviews of dissertations in the same manner editorial boards for peer-reviewed journals.

- A mentor/advisor will never be a member of a blind review panel for a work produce of his or her assigned student.
- The dissertation committees will also maintain guidance documents defining expectations for dissertations.

Course Delivery and Student Engagement

As a hybrid/online degree, DPS students will connect to faculty and peers mainly via computer, making substantial use of technologies - like Blackboard and Zoom - that allow students and faculty to interact productively and which supports live video, audio, and data sharing. Additionally, students will attend an annual conference at John Jay during the summer session. During this conference, DPS students will meet and network with the College, justice, and public safety community members, and attend classes and conference sessions.

Relationship with the Criminal Justice PhD Program

The development of this program does not involve any required changes to the CRJ PhD program or assume any participation or support.

Financial Implications for the College

A detailed enrollment and financial analysis is attached as Appendix One.

The program is designed to generate net revenues to the college and to cover all instructional and student service costs, including the costs of full-time faculty to teach 40% of the course sections and serve as lead instructors, and academically and/or professionally distinguished adjunct faculty, funded at the associate professor rank, to the 60% of the sections.

The program can be implemented and operated at various scales, with program size controlled by the size of the incoming cohort each year. If the program is eventually operated with a total enrollment of 90 full-time students and 175 part-time students, which is not an unusual program scale for JJCCJ graduate programs, it would support more than 100 new faculty lines and would produce more than \$700,000 in net revenues for college operations beyond the direct costs of the program itself.

Both new and current faculty members could teach in the program, and to the extent that current faculty participate, the new faculty would be available to teach across all levels of instruction. The new lines would revitalize academic disciplines closely associated with the program focus, as well as disciplines associated with the core course about justice in its many dimensions.

Next Steps

The purpose of this concept statement is to introduce the college community to the idea of a professional doctoral program focusing on public safety policy and administration and on oversight, inspection and accountability.

If there is sufficient support for the program concept, three regulatory approvals would be necessary:

- A NYSED master plan amendment would be required to permit the college to offer a “new level of instruction” at the doctoral level. CUNY senior colleges have already been approved for doctoral programs in areas related to the campus mission, and so this is a feasible request.
- A NYSED new academic program registration application would be necessary.
- A Middle States Commission on Higher Education “substantial change” application would have to be approved unless the change in instructional level was proposed as part of our upcoming Self Study.

Each of these proposals would have to go through governance approvals at the college and university levels, and the entire application and approval process would take 2-3 years depending on the pace of college decision making and application development.

Appendix One: Enrollment and Financial Analysis

The following is a very preliminary enrollment and revenue analysis. It does not take into consideration the probable positive effect on enrollments in master's programs which would be required for local students seeking admission into the DPS program. It assumes that approximately 5% of students graduating from the CRJ, MPA, ICJ, PMT and SEC graduate programs would be qualified for and interested in continuing in the DPS program, along with approximately an equal number of students enrolling from graduate programs other than those offered by JJCCJ.

The table assumes that the tuition will be the same as the in-state and out-of-state graduate tuition, with an excellence fee of \$250 per credit. Assuming 36 credits of study for most students, the degree would cost (in FY 2019-2020 dollars) \$25,920 for in-state students and \$39,780 for out-of-state students. There may be other ways to get to the same tuition/fee result. For example, the Baruch College DPS in Business charges a higher tuition rate than the master's degree rate.

Enrollment Analysis	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Full-time	15	0	20	15	30	35	30	50	30	60
Part-time	25	0	30	25	40	55	40	95	40	135
Sub-totals	40	0	50	40	70	28	70	28	150	28
Totals	40		90		98		98		178	
Enrollment Credits	660	-	840	660	1,200	1,500	1,200	2,340	1,200	3,060
Base Tuition Revenue	437,250	-	556,500	437,250	795,000	993,750	795,000	1,550,250	795,000	2,027,250
Excellence Fee Revenue	165,000	-	210,000	165,000	300,000	375,000	300,000	585,000	300,000	765,000
Annual Combined Revenue	602,250		1,368,750		2,463,750		3,230,250		3,887,250	

The following table presents an expenditure analysis.

- The analysis assumes instructional sections averaging 18 students.

- The faculty will be 40% full-time and 60% adjunct. The adjunct faculty is budgeted at the Associate Professor rank, with the expectation that that the adjunct faculty will be highly qualified, serving not only in instructional roles but also as mentors and as non-voting members of the blind review panels for dissertations.
- The cost of full-time faculty is based on an average salary of \$100,000 with each section cost based on one-sixth of salary.
- The cost assumption for full-time faculty supports the gradual recruiting of new full-time faculty members at an average cost of \$100,000 per line. The Year Five enrollment assumptions would support the employment of 103 new faculty lines. These faculty members would not exclusively teach in the DPS program, but their teaching in other levels of instruction would free up existing faculty members to teach in the DPS program.
- Half of the Excellence Fee will be dedicated to the employment of new faculty to support the program, and half will be committed to support student services such as advising, events and financial support.
- Because the direct instructional revenues and program-level student services are fully funded in the analysis, the illustrative allocation of net revenues is based on shares of existing campus expenditures in student services, finance and administration, and academic affairs. The academic affairs proportion does not include faculty salary costs and adjunct salary costs because they are fully covered directly.

Expenditure Analysis	YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V
Sections	37	83	150	197	237
Cost 60% of Sections Adjunct	142,996	324,990	584,982	766,976	922,972
Cost 40% of sections FT	244,444	555,556	1,000,000	1,311,111	1,577,778
Leadership Reassignment	133,333	133,333	133,333	133,333	133,333
Student Services Advisors	180,000	180,000	180,000	180,000	180,000
Student Services OTPS/PS	55,000	125,000	225,000	295,000	355,000
Total Cost	755,773	1,318,879	2,123,315	2,686,421	3,169,083
Total Net Revenue	(153,523)	49,871	340,435	543,829	718,167
<i>Net Rev Academic Division</i>		15,959	108,939	174,025	229,814
<i>Net Rev Student Services Division</i>		9,974	68,087	108,766	143,633
<i>Net Rev F&A Division</i>		23,938	163,409	261,038	344,720
FT Faculty Lines Equivalents	22.67	41.33	68.00	86.67	102.67

The analysis is based on the following table of assumptions.

Tuition Rate/Credit - in-state	470.00	Degree 36 credits - in-state	25,920
Tuition Rate/Credit - out-instate	855.00	Degree 36 credits - out-state	39,780
Percent out-state	50%	Average Section Size	18
Blended Tuition rate	662.50	Adjunct section cost	6,500
Excellence Fee per credit	250.00	FT section Cost	16,667

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