

**Strategic Planning Subcommittee  
Meeting Agenda  
October 29, 2019  
12:00-1:30pm  
531 Haaren Hall**

1. Feedback on Briefing Book and its distribution (10 min)
2. Drafting of possible priorities in breakout groups of 2-3 based on areas we feel we want to cover (using Queens C as a model) (20-30 min)
3. Looking at list of priorities together – discussing, revising, finalizing (30 min)
4. New Business

**Strategic Planning Subcommittee  
Minutes  
October 29, 2019**

**Present:** Yi Li (*Chair*), Allison Pease (*Designated Chair*), Ric Anzaldua, Ned Benton, Hungde Chan, Brian Cortijo, Angela Crossman, Warren Eller, Mark Flower, Jay Gates, Musarrat Lamia, Karen Kaplowitz, Erica King-Toler, Dyanna Pooley, Fidel Osorio, Steven Titan and Alison Orlando (*Recorder*)

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1. **Approval of Minutes from October 2, 2019.** The minutes were approved as proposed.
2. **Feedback on Briefing Book and its distribution.** Allison P. started by asking for feedback on the briefing book that was distributed to the committee. There were several suggestions for improvement including ordering the research topics in alphabetical order, and correcting inconsistencies in formatting throughout the document. Erika K. asked what can be done if we have questions about the content of the briefing book as she has questions about the enrollment research brief; several committee members concurred that they had questions about this section as well. Allison P. said she will contact the enrollment research group and inquire about the committees questions. Warren E. asked about the purpose of the briefing book. Allison P. explained that the briefing book will be used as background material for the next two phases of the process.
3. **Drafting of possible priorities in breakout groups of 2-3 based on areas we feel we want to cover.** Allison P. explained that the next step is for the SPS to come up with a list of priorities to give to the college community for feedback. She explained that these priorities should be broad, and should echo the mission of the college. She then handed out John Jay's mission statement and strategic planning goals from other colleges for reference. Dyanna P. agreed that the priorities should be broad, and added that the strategic plan should end up with four to five goals. Allison P. then asked the committee to break up in groups and that each group should come up with four areas that the priorities should cover. After the exercise, the committee agreed upon the following five areas: "Student Success for Undergraduate and Graduate Students," "Cultural Competence and Inclusivity to support HSI/MSI Status," "Fiscal Stability/Viability," "Leader in Justice Research and Teaching," and "Focus on Faculty Teaching Learning Service Research Excellence."
4. **Looking at list of priorities together – discussing, reviewing, finalizing.** Allison P. then asked the committee to break out once more into groups and write descriptions for each area to form the strategic priorities that the college community will provide their feedback. After the exercise, the committee discussed the sentences and agreed upon the following:
  1. Advance undergraduate and graduate student success through a holistic, student-centered educational model.
  2. Promote diversity, inclusion, equity, access, and cultural competence in the classroom, across the campus, and in post-graduate contexts.
  3. Build financial stability and sustainability including a focus on enrollment, the environment, and space.
  4. Be a leader in justice education, research, and public engagement.
  5. Improve organizational capacity, effectiveness, and excellence by investing in staff, faculty and infrastructure.Allison P. said that these five strategic priorities will be sent out to the community in the following week.
5. **New business.** There was no new business.



**STRATEGIC  
PLANNING  
PROCESS  
2019-2020**

**BRIEFING  
BOOK**

**JOHN JAY  
COLLEGE**



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## STRATEGIC PLANNING RESEARCH BRIEF

# ENROLLMENT

*Given the forecast models for student enrollment over the next 5-10 years, John Jay should implement a multi-tiered recruitment and retention approach in order to maintain student enrollment levels.*

### 1. Description of the current trends in this area

#### Freshman Trends:

- Over the next four years, 12<sup>th</sup> grade DOE enrollment projections will decrease almost 4%; from 63,378 to 60,913 students in 2022.
- The racial profile of high schools' students will significantly change over the next 10-15 years. Decreasing white graduates by approximately 250,000 students by 2032 and increasing non-white graduates by 165,000.
- Race gap in Math SAT scores continues, with the average Asian score of 612, White score of 553, Hispanic score of 489 and Black score of 462.

#### Transfer Trends:

- Nationwide two-year institutions served almost 1.5 million students of the fall 2011 cohort. Representing more than half of the entire fall 2011 cohort and all transfers, indicating that two-year institutions not only served most of the starting cohort, but most of the transfer population as well. However, many two-year students who transfer from community colleges do so without a degree. Only 5.6 percent of this cohort transferred after receiving a credential from their starting institution, either a certificate or an associate's degree. The vast majority transferred without a degree.

#### Graduate Trends:

- While graduate degree applications have increased nationwide 5.2% from 2007 – 2017, applications to John Jay decreased 1.8% from 2016 - 2017.

- Graduate applications and enrollment are tied to the economy. The better the economy, the lower application/enrollment numbers.
- In fall 2016, international students accounted for 21.2% of first-time graduate students, a similar share as the prior year (22.0%). John Jay only offers 2 of the top 10 majors for international students.
- In fall 2016, more than one-third of total post baccalaureate students (1.1 million) participated in distance education, with 819,000 students, or 28 percent of total post baccalaureate enrollment, exclusively taking distance education courses.

## **2. Description of best practices in higher education regarding this trend**

- Colleges and Universities are diversifying their recruitment strategies to help off-set the graduation and application trends. They are relying on technology to communicate with students and using platforms this generation would utilize. (Texting, social media, email, video, etc)

## **3. Assessment of John Jay's current strengths with regard to this area**

- Over the past 4 years, John Jay admissions has developed a strategic recruitment plan to strengthen and add new recruitment strategies. In collaboration with the Enrollment Management Marketing department, they started an integrated social media marketing campaign. They also developed a robust email communication plan, redesigned all brochures, expanded recruitment event attendance and visits, offering 3 tours daily Monday – Friday and monthly Saturday sessions, and used ZOOM meeting software to counsel students from outside the NYC area. They also implemented a waitlist and early action program over the last 2 years.

## **4. Assessment of John Jay's current weaknesses regarding this area**

- John Jay College's reputation is centered around justice. While this has been a trending topic over the past 4 years, what happens when it is no longer popular?
- With John Jay offering a small number of programs in STEM, business and no education, we have limited opportunities in recruiting domestic and international students interested in those ever-expanding fields.

## **5. Assessment of John Jay's opportunities in this area**

- John Jay has strong relationships in the criminal and social justice communities, which can be used to continue to promote and maintain enrollment levels.

- John Jay has the opportunity to increase online offerings at the undergraduate and graduate levels.
- Reassess recruitment and marketing priorities based on annual fiscal budgets.

**6. Based on your research and assessment, what strategies in this area should John Jay consider pursuing?**

1. Mission, Justice is a hot topic, what happens if it stops? Image and branding
  - John Jay College of Criminal Justice and its mission of advocating for both criminal and social justice is quite relevant in society and current events at this time. We have seen an increase in interest and enrollment in our college due to the societal influences and political and social upheaval in the country. How do we evolve social justice majors to address the concepts and complexities surrounding economic, environmental, political, historical and social injustice? We want our students to receive the education and knowledge needed to prepare for advocacy in local, national and international organizations.
2. Determining the optimal sizes of the freshman, transfer, graduate and total student headcounts at John Jay.
  - Enrollment has steadily increased at John Jay College over the past 4 years, so that we now have an opportunity to shape our classes of freshman, transfer and graduate enrollment. We should make decisions on new enrollment capacities, admission requirements and enrollment targets to shape the incoming class so that we stay true to our mission and promote our student success initiative.
3. Articulation/CJA expansion
  - John Jay College has added more programs to its CUNY Justice Academy programs, which has steadily increased the number of transfer students entering into John Jay College from select Community Colleges. This results in having a natural feeder program for new transfer students but also in students entering with the maximum amount of transfer credits given articulation agreements embedded in the CJA program. Expanding CJA program offerings can assist in maintaining new transfer student enrollment and assist in directing them towards low enrolled and new undergraduate programs. (Examples of possible new CJA majors include: Liberal Arts and Economics)
4. Reverse engineering careers to help recruit in majors
  - Many John Jay students have career aspirations in mind when starting college. Some of those students are enrolled in the wrong majors to pursue those careers. The college should look into

reinstating the Communities of Practice (COP) visits, software and advising sessions that would allow students to enter their career goals and list majors they should inquire about studying.

5. Meta-majors

- Many John Jay students would like to try different courses before deciding what major they would like to study. The college should look into the development of Meta-majors to offer the students more flexibility in course selection, without having to worry about financial aid implications.

6. Waitlist/Application/Early Action:

- John Jay College should expand its Early Action and waitlist programs in order to maintain and manage enrollment levels.

7. Adult Learners (Public Services Major)

- Over the past couple of years, the college did some research into offering a Public Services adult learner major. There are additional opportunities the college should research. For example, many workers displaced by increasing automation over the next decade will be those without a bachelor's degree, and these displacements will tend to affect Hispanic workers most. One of the job areas that is predicted to increase is "socioemotional" - including psychologists, one of our large majors.

8. Race/Gender diversity (NYC, NYS, Nationwide) and impact at John Jay (changing entrance requirements could have impact on diversity)

When deciding to increase admissions standards at John Jay, we should pay close attention to the national trends in race and SAT scores. Blindly raising standards could affect our HSI and MSI standings.

9. Expansion of Online programs

With national trends showing an increase in online education in graduate enrollment, John Jay College has added 5 online degree programs in the last 5 years and has seen a 20% increase in applicants and a 10% increase in graduate enrollment as a result. Expanding some of our program offerings for our more popular graduate programs can expand graduate enrollment by 10 to 15% per year. Adding a popular undergraduate degree program other than Security Management, can increase undergraduate enrollment as well if that is a goal.

## **Submitted on October 25, 2019 by:**

Heath Brown, Associate Professor of Public Policy

Hung De Chan, Director of Strategic Analysis

Sulema Ebrahim, Director of Special Projects, EMSA

Wynne Ferdinand, Director of Educational Partnerships and General Education

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Jennifer Holst, Lecturer, Department of Mathematics and Computer Science



Musarrat Lamia, President, Student Government Association  
Vincent Papandrea, Director of Admissions  
Elaine Thompson, Associate Director of Graduate Admissions

## Sources and Resources:

- John Jay Fact Books: [jjay.cuny.edu/fact-books](http://jjay.cuny.edu/fact-books)
- WICHE: <https://knocking.wiche.edu>
- IPEDS: <https://nces.ed.gov/ipeds/use-the-data>
- CGS: [https://cgsnet.org/publication-pdf/5464/CGS\\_GED17\\_Report.pdf](https://cgsnet.org/publication-pdf/5464/CGS_GED17_Report.pdf)
- NCES: <https://nces.ed.gov/fastfacts/display.asp?id=171>
- Data.gov: <https://catalog.data.gov/dataset/statistical-forecasting-demographic-projection-report-enrollment-projections-new-york-city-c97b1>
- IIE Open Doors: <https://www.iie.org/en/Research-and-Insights/Open-Doors/Data>
- College Board: <https://research.collegeboard.org/>
- National Clearinghouse: <https://studentclearinghouse.org/>
- Brookings.edu: <https://www.brookings.edu/research/eight-economic-facts-on-higher-education/>
- Census.gov: <https://www.census.gov/content/dam/Census/library/publications/2018/demo/P20-580.pdf>
- NSF.gov: <https://nsf.gov/statistics/2018/nsb20181/report/sections/higher-education-in-science-and-engineering/graduate-education-enrollment-and-degrees-in-the-united-states>
- National Clearing House Transfer Findings: <https://nscresearchcenter.org/signaturereport15/>
- NACAC: [https://www.nacacnet.org/globalassets/documents/publications/research/2018\\_soca/soca18.pdf](https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca18.pdf)
- Adult Learners, The Future of Work in America:  
<https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/Future%20of%20Organizations/The%20future%20of%20work%20in%20America%20People%20and%20places%20today%20and%20tomorrow/MGI-The-Future-of-Work-in-America-Report-July-2019.ashx>



## STRATEGIC PLANNING RESEARCH BRIEF

# ONLINE EDUCATION

How are colleges improving student learning and maximizing college resources by offering more online courses and programs?

GROUP: Interim AP Allison Pease (IE), Joe Laub (CIO), Judy Cahn (Director - DOES), Prof Al Coppola (ENG), Kermina Tofek (student), Anthony Leonardo (student)

*Online education is not the future, it is our current reality, and John Jay needs to ensure quality online instruction and an infrastructure to support students and faculty involved in it now.*

### **1. Description of the current trends in this area**

While overall enrollment at colleges and universities is declining at an annual rate of 1% to 2%, and the number of students taking all of their courses on campus has declined at an annual rate of 2.5% over the past four years, the number of students taking some or all of their courses online has grown at a 5% annual rate during the same period, according to IPEDS. Nationally, one-third of all college students take at least one course online as part of their baccalaureate degree (at John Jay 75% of undergraduates in the class of 2018 took one or more courses online on their way to earning their degree). 72% of public and 50% of private, nonprofit schools offer fully online programs. Nationally, the online student population is complex, with learners from multiple generations – they skew female and poorer. One-third of online college students are first-generation; of online students with past college experience, about one-third are returning to college after a break of five or more years. Wiley Online Student Preferences 2019 cites three trends to watch: (1) an increased number of undergraduate students in arts and humanities as well as STEM programs (2) increasing male population online and (3) expected increase in Hispanic students online.

## 2. Description of best practices in higher education regarding this trend

- **Infrastructure:** Institutions committed to achieving online outcomes that are similar to or better than those for face to face courses must make significant investments in instructional design, learning science, and digital tools and capabilities.
- **Student Support:** Institutions need to offer a network of remotely accessible support structures adapted to the needs of online learners; providing students with a sense of “presence” by a college is imperative.
- **Faculty:** Institutions must engage faculty in key decisions, professional development opportunities, and foster a culture of pedagogical innovation
- **Courses:** student-faculty interaction is critical to student success in online courses. Researchers emphasize the need to design online courses that facilitate robust interactions as essential to improving the quality of learning and student outcomes and satisfaction.

## 3. Assessment of John Jay’s current strengths with regard to this area

- The College Council passed in 2013 a set of definitions, policies, and standards for all online programs and courses at John Jay that promote Middle States Commission on Higher Education guidelines and best practices.
- The Department of Online Education and Support (formerly John Jay Online) has expertise in online education and a proven record of success in developing online courses and programs that support students and keep them connected to the college. The office now supports all online learning experiences at the college.
- The Teaching and Learning Center has developed a faculty development community for online teaching and learning through its Faculty Fellow in Online Education, bimonthly listserv, and online faculty development seminars.
- Student demand for online courses is growing (41% of the class of 2018 took 4 or more courses online before graduating).
- John Jay now has the “Are You Ready?” learning module to prepare students for taking an online course which teaches basic technological proficiency, using Blackboard, netiquette, and services for students at John Jay.

#### **4. Assessment of John Jay's current weaknesses regarding this area**

- 2013 Policies for online education were approved but have not been disseminated nor enforced. It is not clear how to best to hold ourselves accountable for them.
- Little awareness of our online students as students with needs distinct from face to face students – no infrastructure or services in place to support this demographic particularly.
- “Are You Ready?” course to prepare students is not mandatory.
- Enforcing quality instructional design and online engagement standards amongst all faculty is difficult
- Lack of policies, guidelines or oversight of what constitutes faculty preparedness to teach online.
- The overall quality of online offerings at the undergraduate level, and their student success rates, are uneven.
- Blackboard does not fully accommodate students with disabilities.

#### **5. Assessment of John Jay's opportunities in this area**

- Robust online offerings can help more students with complicated schedules to complete their studies
- Online offerings attract adult students, an important segment of the student market, especially as the traditional-age population decreases.
- Online offerings allow us to offer more courses without using more space; online courses can clear programmatic bottlenecks.
- John Jay is already a leader within CUNY in offering online courses – we could advertise our online offerings to all CUNY students, particularly gen ed and courses unique to John Jay.
- Online courses support the mission of providing access to all students.
- As the marketplace for higher education shifts, quality online offerings allow us to stay competitive, particularly as it marks the future of urban, public education.

#### **6. Based on your research and assessment, what priorities in this area should John Jay consider pursuing?**

- John Jay should develop assessment rubrics for online learning to ensure quality designed courses.

- John Jay should consider requiring certification for teaching online, as in the model of certification for teaching Writing Intensive courses.
- Academic departments should assess which of their courses ought to be offered online (key or popular courses which present bottlenecks, for example). They should appoint a faculty member to serve as their online education quality expert who can work with faculty, lead observations, and study the factors for student success within their disciplines.
- John Jay should improve its communication strategies around online policies and procedures for faculty and students alike.



## STRATEGIC PLANNING RESEARCH BRIEF

# JUSTICE EDUCATION

Group: Dean GS Avi Bornstein, Diego Redondo (Public Safety), Prof Casey LaDuke (PSY), Prof Brian Lawton (CJ), Prof Michael Yarbrough (POL), Jasmine Chevez (student)

*John Jay has an excellent foothold in major areas of criminal justice and justice education, but needs more faculty resources to meet the demands of our current students and potential audiences.*

### 1. Description of the current trends in this area

The phrases criminal justice education, social justice education, and justice education describe a wide variety of sometimes overlapping pursuits. Educating for social justice is something that is widely pursued in K-12 education and higher education, while criminal justice education is largely pursued only in higher education, though some attention is given to it in secondary school social studies classes.

Educating for social justice, with its roots in 20<sup>th</sup> century liberation struggles, is a well-known paradigm in education. Social justice educators engage in analyzing and transforming oppression and injustice by helping to create a more democratic and equitable world. Critical Race, Gender and Class Theory are the leading approaches. In general, critical pedagogy aims to help students move from seeing racism, sexism, homophobia and other forms of oppression as something individual, malicious, overt, and possibly exaggerated to seeing them “as a pervasive reality that they themselves have a responsibility to address” (Miller & Harris 2005: 224).

Educating for criminal justice is a much more complicated terrain because criminal justice systems are distributed across one federal, 50 state, 3,142 county and tens of thousands of municipal jurisdictions and sets of criminal laws; “Across the country, there are about 18,000 separate law enforcement agencies, the vast majority of which are local (municipal and county)” (Cordner 2019: 2). Nevertheless, contemporary waves of innovation are evident in the slow spread of paradigms such as problem-oriented policing and evidence-based policing. These are “widely acknowledged as the most scientific perspectives on policing... yet they are not [yet] a significant part of what is taught in current police education.” (Cordner 2019: 11). Alongside these experimental approaches to crime control is the growing movement of practice and theory in procedural justice. The theory of procedural justice, popularized by psychologist Tom Tyler (1990), maintains that when decision-making procedures and representatives of legal institutions treat people fairly, those people are more likely to accept laws and engage in self-regulating behavior.

“Justice studies” programs can take many forms, but they generally use a mix of empirical, legal, and normative approaches to study legal systems broadly, including both the civil and criminal justice

systems as well as non-state religious or customary legal systems. Within this broad umbrella, “legal studies” programs are the most common. They tend to emphasize legal analysis by focusing primarily on undergraduate versions of “black letter” law school courses such as constitutional law or anti-discrimination law. “Law and society” programs, by contrast, tend to emphasize social science analyses of legal phenomena, using tools from sociology, political science, anthropology, geography, and other social science disciplines. Law and society programs are less numerous than legal studies programs, and they have historically predominated at elite liberal arts colleges and flagship state institutions.<sup>1</sup> Also related to the “justice studies” umbrella are interdisciplinary humanities programs studying law and legal phenomena using the tools of history, literary analysis, philosophy, and related fields. John Jay launched its own Humanities and Justice major.

Education in STEM related criminal justice fields have also made huge leaps in recent years. Forensic computing, concerned with providing cybersecurity and investigating cybercrime, now works in the frontiers of artificial intelligence, crypto-jacking and block-chain crypto currency mining, targeted phishing attacks, the needs of institutional compliance and anti-hacker literacy. Forensic science has been revolutionized by DNA technologies and other advances in criminalistics. Forensic psychology has taken a turn to the science of the brain with the growth of advanced scanning technologies.

## **2. Description of best practices in higher education regarding this trend**

The meaning of a criminal justice education has radically changed over the past fifty years. In the 1950s and 1960s, the focus was on Police Sciences. Since then, the language has moved toward a more general concept of the Criminal Justice system, by incorporating actors from all criminal justice, and criminal justice adjacent, related agencies. This, in turn has resulted in a division in what is considered to be the required elements of a criminal justice education. This division is reflected in the development of stand-alone programs such as Law and Society or International Criminal Justice. While some of these differences can be attributed to a change in context, such as moving towards an international focus, the larger differences can be attributed to moving from a discipline that simply reported on what the Criminal Justice system did, to programs that evaluate the actions, actors and outcomes of the Criminal Justice System.

The social justice paradigm is evident in multiple ways in higher education. Colleges have incorporated the phrase into mission statements. Some accreditors, like in Public Administration and Social Work, have included social justice as one of their standards. There has been a growth of related academic fields such as Cultural Studies, Critical Race Theory, Queer Studies, and Critical Criminology, as well as a growing number of social justice programs at the undergraduate and graduate level (Smith 2012). In addition to professional standards and scholarly research, student affairs managers at many colleges have created offices to deal with specific social justice issues such as women’s centers, LGBTQ centers, immigrant centers, centers for disabled students and underrepresented ethnic or racial groups. Currently, there exist over one hundred social justice majors, minors or concentrations available to students.

Criminal Justice has exploded even faster than social justice. “There are some 1,800 colleges and universities offering criminal justice or closely related degree programs in the U.S. Many of these are 2-year community colleges and technical schools, but an estimated 800 are 4-year colleges and

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<sup>1</sup> See Consortium on Undergraduate Legal Programs, “List of Programs,” available at <https://www.culjp.com/programs.html>. Visited on October 2, 2019.

universities” (Cordner 2019: 2). “[T]he criminal justice share of total bachelor’s degrees awarded increased from under 1% in 1970– 1971 to 3.4% in 2014–2015 and that criminal justice bachelor’s degrees went from 29th to 9th most awarded in the U.S.” (Sloan 2019: 194). With this growth came concern about the academic quality of these programs, and numerous efforts by ACJS to create an accreditation process. “The problem is few programs at any level have undergone this review, leaving unanswered 50-year-old concerns about the quality of degree-granting programs in criminal justice” (Sloan 2019: 215). The ACJS required areas of coverage in the BCJ curriculum are (Sloan 2019: 206):

1. Administration of justice
2. Corrections
3. Criminological theory
4. Law adjudication
5. Law enforcement
6. Research and analytic methods
7. Diversity and ethics

Within the broad field of justice studies, legal studies programs have historically predominated but there has been a trend toward law and society programs, in part because the latter take a more liberal arts approach perceived as better preparation for law school. Across both legal studies and law and society programs, the strongest programs tend to have a curriculum in which approximately half the courses are shared experiences for majoring students to learn the program’s interdisciplinary perspective, and the other half includes courses drawn from various disciplines.

Related fields that are central to criminal justice such as forensic science and forensic computing have been significantly transformed in recent years by advances in technology. Forensic science programs must have hands on laboratories where exercises include up to date and standardized methods. Forensic science programs must teach ethics, professional responsibility, communication to a lay audience and stakeholders, and a commitment to the quality of data and scientific reasoning, not just being a lab technician. Forensic science programs are accredited by the Forensic Science Education Programs Accreditation Commission. Modern digital forensics is a multidisciplinary effort that embraces several fields, including law, computer science, finance, networking, data mining, and criminal justice. The best practices are hybrid curriculum that allow inter/multi-disciplinary education and research. Within NYC, several schools, Columbia, NYU, NYIT, and Pace, are creating cyber programs at some level and exploring commercialization of Cyber security research.

### **3. Assessment of John Jay’s current strengths with regard to this area**

Based simply on a survey of academic programs and courses, John Jay’s curriculum is very strong in social justice, criminal justice, and justice education. Appendix 1 illustrates that John Jay offers 13 majors focused on justice or law from one of our oldest on criminal justice, the Police Studies BS, to one of our newest in social justice, the Human Services & Community Justice, BS, and 11 more minors from longstanding Corrections to the new Sustainability & Environmental Justice. Appendix 1 also shows that there are seven more majors and six more minors that are in fields related to security from a Fire Science BS to a Toxicology BS. Appendix 2 shows that in the law, justice, and security majors and minors, there are over 180 course offerings. Even in the 42 more liberal arts majors and minors that are not explicitly law, justice and security, Appendix 3 shows that the catalogue lists at least 157 courses that are directly related to social or criminal justice.



In addition to our regular curriculum offerings, John Jay has also developed programs in collaboration with criminal justice agencies. Since 2001, John Jay College has partnered with the New York City Police Department to offer a unique program in Police Leadership that serves as a pilot for this grand vision. For over 18 years the program has offered 3-credit college courses at the undergraduate and graduate level on topics including policing a diverse and unequal society, the role of police leadership, police ethics and management. Currently, about two-hundred self-selected student officers enroll in the program on a first-come, first-served basis. In 2017, John Jay College and the NYPD also launched a new Executive Master of Arts in Criminal Justice for selected rising leaders serving in the highest levels of the Department. In 2018, John Jay also launched an Advanced Certificate in Corrections Management with the NYC DOC.

John Jay also hosts the Apple Corps and the CEEDS Program (Cadet Education, Empowerment & Development for Success), which provide students with academic, professional, and financial assistance. Apple Corps is a collaboration with the NYPD and recruits students interested in social justice issues, public service or law enforcement careers. CEEDS is a collaboration between John Jay College of Criminal Justice and the NYC Department of Correction, which prepares juniors and seniors for future leadership opportunities at the NYC Department of Correction.

With approximately 615 majors in its seventh full year, John Jay's Law and Society major is by far the largest undergraduate program in the country and the only one working at a large scale with predominantly working-class students of color. It is thus a key pipeline for diversifying the legal and related professions. Moreover, because law and society scholarship primarily studies the sort of problems our students face, John Jay is uniquely positioned to innovate new approaches to law and society research and pedagogy. For example, students and faculty in the major have already launched the first phase of a large research project in which students will frame the research question and gather data about important problems facing their own communities. Law and Society graduates have been accepted into a wide array of graduate programs, including PhD study at University of Massachusetts-Amherst and law school at Brooklyn, Cardozo, CUNY, Emory, Fordham, Harvard, Indiana, Kansas, New York, Pace, SUNY-Buffalo, Washington University in St. Louis, and more. External evaluators in the program's recent five-year review concluded that John Jay is "poised to become a national leader in undergraduate education in the field of Law and Society."

John Jay has strong STEM-related criminal justice programs. Our forensic science programs, undergraduates and graduates, get hands on experience with state of the art laboratory components. We have good working relationships with local crime labs. These labs employ many of our alumni and offer internships to our students. Our alumni are in prominent forensic science positions in many different agencies and serve as a resource to our students, specifically at forensic meetings. Similarly, John Jay has growing cybersecurity Bachelor's and Master's programs. The programs provide hands-on cyber experience to students exploring cutting-edge research questions. The College just received a \$2.4 million 3-year CUNY 2x Tech grant from the City of New York to increase the number of Computer Science and Information Security graduates each academic year.

John Jay's greatest strength is in the diversity of student body. As an HSI and a MSI, with a student body in fall 2018 that was approximately 60% female, over 30% foreign born, 43% Latinx and 21% Black, John Jay is an engine of diversification in all areas of justice leadership and justice administration. This diversity make John Jay's career fair an important destination for criminal justice employment recruiters from across the country. John Jay has one of the biggest pre-law programs in the country and is the #4 producer of black applicants, the #8 producer of minority applicants, and the #12 producer of Latinx applicants to law school. John Jay's graduate programs are 27% Black and 26% Latinx.

#### **4. Assessment of John Jay's current weaknesses regarding this area**

John Jay's greatest weakness in providing social justice, criminal justice and justice education is the lack of fulltime faculty to teach our courses. This is especially evident in the lack of faculty with an expertise in policing. Only a small handful of full time faculty conduct research and teaching on policing. In this area, the College relies almost entirely on part-time faculty who do not do evidence based research. Further, it is important that our students have the opportunity to learn about social justice and criminal justice from faculty that are representative of the various groups involved in these institutions, with a particular need to increase the representation of non-majority, culturally diverse faculty within our College.

Lack of funding for STEM programs is also a weakness. In forensic science and cybersecurity, not many faculty members have external grants to include students in research. The forensic science instrumentation budget is a big concern. Not only do we need to update our instrumentation on a regular basis, we also have to carry yearly maintenance costs. These costs are a large portion of the science budget and prevent us from investing in other areas. John Jay cybersecurity programs need labs with a variety of operating systems, reconfigurable networks and "testbeds" which can operate in isolation to emulate various cyber-attacks for education purposes. John Jay does not have an incubator, which would support faculty and students interested in research commercialization.

There are also several administrative weaknesses that hinder interdisciplinary study across our departments. Current obstacles to interdisciplinary training appear to include the strictness of General Education requirements, lack of clarity about whether courses from external departments can satisfy major requirements, and what these courses might be. Additionally, students may be restricted from enrolling in courses with high potential for interdisciplinary interest because of obstacles in course design (i.e., instructors not taking interdisciplinary students into account when developing the course), and related obstacles due to the number and type of prerequisites. Finally, the aforementioned weaknesses related to fulltime faculty and knowledgeable advising further restrict the number of these courses available, and undermine students' awareness of and enrollment in these courses.

Additionally, John Jay has not historically succeeded in comprehensively tracking and building a supportive community among its alumni. Our alumni represent a critical resource for real-world experience and leadership in justice; as such, our ability to educate the future workforce and leadership of criminal justice and social justice is hampered by difficulties knowing who our graduates are, where they now working, what work they are doing, and what opportunities and support they might have to offer our academic community.

#### **5. Assessment of John Jay's opportunities in this area**

Cordner (2019) argues that police education has been marginalized within criminal justice education and most programs offer few policing courses (Cordner 2019: 4). John Jay has the opportunity to be a leader in a police education that emphasizes connections with "the social services system, the mental health system, the public health system, the emergency services system, and the security system" (Cordner 2019: 9). Because of the success of our Executive Program with the NYPD, John Jay College could pursue executive police education across the country and internationally.

We are in a good position to offer continuing education workshops in criminal justice, forensic computing and forensic science for criminal justice stakeholders (lawyers, interested non-science audience). These events could be a platform to bring practitioners and criminal justice researchers together to produce and discuss ideas and solutions.

The College could develop online courses for forensic computing and forensic science students. We could turn this into a certificate program for individuals who already have backgrounds in these areas.

With the only Law and Society program in the country working with a student body like ours, John Jay has the opportunity to be a national leader in Law and Society education and research.

As a leading HSI and MSI, John Jay could expand its role as a diversifying force in justice leadership and justice scholarship.

#### **6. Based on your research and assessment, what strategies in this area should John Jay consider pursuing?**

John Jay College should pursue:

1. hiring more fulltime faculty, especially in evidenced based policing in the CJBS major where fulltime coverage is lowest;
2. hiring more fulltime faculty from underrepresented groups;
3. more staffing for pre-law institute and related post-graduate opportunity development;
4. creating executive and practitioner education and training across the country and internationally through online and hybrid delivery;
5. creating international collaboration in forensic computing and forensic science;
6. pursuing institutional grants such as National Science Foundation Research Infrastructure and capacity building grants.

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JUSTICE EDUCATION Appendix 1: Majors, Minors and Graduate Programs

|                      | Liberal Arts   | Security  | Justice & Law   |
|----------------------|--|---|---|
| Undergraduate Majors | <ol style="list-style-type: none"> <li>1. Anthropology, BA</li> <li>2. Cell &amp; Molecular Biology, BS</li> <li>3. Economics, BS</li> <li>4. English, BA</li> <li>5. Gender Studies, BA</li> <li>6. Global History, BA</li> <li>7. Latin American &amp; Latinx Studies, BA</li> <li>8. Philosophy, BA</li> <li>9. Political Science, BA</li> <li>10. Public Administration, BS</li> <li>11. Sociology, BA</li> <li>12. Spanish, BA</li> </ol> | <ol style="list-style-type: none"> <li>1. App Math: Data Sci<br/>Cryptography, BS</li> <li>2. Computer Sci &amp; Info Security, BS</li> <li>3. Emergency Services Admin, BS</li> <li>4. Fire &amp; Emergency Service, BA</li> <li>5. Fire Science, BS</li> <li>6. Security Management, BS</li> <li>7. Toxicology, BS</li> </ol> | <ol style="list-style-type: none"> <li>1. Criminal Justice (Crime Control &amp; Prevention), BA</li> <li>2. Criminal Justice (Institutional Theory &amp; Practice), BS</li> <li>3. Criminal Justice Management, BS</li> <li>4. Criminology, BA</li> <li>5. Culture &amp; Deviance Studies, BA</li> <li>6. Forensic Psychology, BA</li> <li>7. Forensic Science, BS</li> <li>8. Fraud Examination &amp; Financial Forensics, BS</li> <li>9. Human Services &amp; Community Justice, BS</li> <li>10. Humanities &amp; Justice, BA</li> <li>11. International Criminal Justice, BA</li> <li>12. Law &amp; Society, BA</li> <li>13. Police Studies, BS</li> </ol> |

|                      |  |   |   |
|----------------------|--|---|---|
| Undergraduate Minors | <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Africana Studies</li> <li>3. Anthropology</li> <li>4. Art</li> <li>5. Biology</li> <li>6. Chemistry</li> <li>7. Computer Science</li> <li>8. Creative Writing</li> <li>9. Digital Media &amp; Journalism</li> <li>10. Economics</li> <li>11. English</li> <li>12. Film Studies</li> <li>13. Gender Studies</li> <li>14. Health &amp; Physical Education</li> <li>15. History</li> <li>16. Interdisciplinary Studies</li> <li>17. Journalism</li> <li>18. Latin American &amp; Latina/o Studies</li> <li>19. Latina/o Literature</li> <li>20. Mathematics</li> <li>21. Music</li> <li>22. Philosophy</li> <li>23. Political Science</li> <li>24. Psychology</li> <li>25. Public Administration</li> <li>26. Sociology</li> <li>27. Spanish</li> <li>28. Speech &amp; Media</li> <li>29. Theatre Arts</li> <li>30. Writing</li> </ol> | <ol style="list-style-type: none"> <li>1. Addiction Studies</li> <li>2. Counseling</li> <li>3. Dispute Resolution</li> <li>4. Fire Science</li> <li>5. Human Services</li> <li>6. Security Management</li> </ol>                        | <ol style="list-style-type: none"> <li>1. Community Justice</li> <li>2. Corrections</li> <li>3. Criminology</li> <li>4. Cybercrime</li> <li>5. Environmental Justice</li> <li>6. Fraud Examination</li> <li>7. Human Rights Studies</li> <li>8. Humanities &amp; Justice</li> <li>9. Law</li> <li>10. Police Studies</li> <li>11. Sustainability &amp; Environmental Justice</li> </ol> |
| Graduate             | <ol style="list-style-type: none"> <li>1. Economics MA</li> </ol>  | <ol style="list-style-type: none"> <li>1. MPA Public Policy</li> <li>2. Security Management MS</li> <li>3. Protection Management MS</li> <li>4. Emergency Management MS</li> <li>5. Digital Forensic &amp; Cyber Security MS</li> </ol> | <ol style="list-style-type: none"> <li>1. Forensic Psychology MA</li> <li>2. Forensic Mental Health Counseling MA</li> <li>3. Criminal Justice MA</li> <li>4. International Crime &amp; Justice MA</li> <li>5. Human Rights MA</li> <li>6. MPA Inspection &amp; Oversight</li> <li>7. Forensic Science MS</li> </ol>  |

## Appendix 2: Courses in Law, Justice & Security Majors

1. CJBA 110 Introduction to Major Problems in Criminal Justice I
2. CJBA 111 Introduction to Major Problems in Criminal Justice II
3. CJBA 120 Dimensions of Justice
4. CJBA 210 Criminal Responsibility
5. CJBA 220 Race, Gender, Ethnicity, Crime & Justice
6. CJBA 230 Understanding Criminal Behavior
7. CJBA 240 Quantitative Inquiry of Problems in Criminal Justice I
8. CJBA 241 Quantitative Inquiry of Problems in Criminal Justice II
9. CJBA 250 Crime Prevention & Control
10. CJBA 289 Independent Study 200-level
11. CJBA 340 Research Methods in Criminal Justice
12. CJBA 361 Rights of the Accused
13. CJBA 362 Historical Perspectives on Violent Crime in the United States
14. CJBA 363 Space, Crime & Place: Methods, Applications & Theory
15. CJBA 364 Death Penalty: Law & Policy
16. CJBA 365 Change & Innovation in Criminal Justice
17. CJBA 380 Special Topics in Criminal Justice Research
18. CJBA 381 Special Topics in Criminal Justice Research
19. CJBA 400 Criminal Justice Internship Experience
20. CJBA 401 Agency Analysis: Connecting Practice to Research
21. CJBS 101 Introduction to the American Criminal Justice System
22. CJBS 250 Research Methods & Statistics for Criminal Justice
23. CJBS 300 Criminal Justice: Theory in Practice
24. CJBS 385 Special Topics in Criminal Justice
25. CJBS 415 Capstone Seminar for BS in Criminal Justice
26. COR 101 Introduction to Corrections
27. COR 201 The Law & Institutional Treatment
28. COR 202 The Administration of Correctional Programs for Juveniles
29. COR 230 Sex Offenders in the Criminal Justice System
30. COR 250 Rehabilitation of the Offender
31. COR 282 Principles of Correctional Operations
32. COR 303 Comparative Correction Systems
33. COR 320 Race, Class & Gender in a Correctional Context
34. COR 380 Selected Topics in Corrections
35. COR 401 Evaluating Correctional Methods & Programs
36. COR 402 Administration of Community-based Corrections Programs
37. COR 415 Major Works in Corrections
38. COR 430 Senior Seminar in Correctional Studies
39. CRJ 101 Introduction to Criminal Justice
40. CRJ 236 Victimology
41. CRJ 255 Computer Applications in Criminal Justice
42. CRJ 321 Police Ethics
43. CRJ 322 Judicial & Correctional Ethics
44. CRJ 420 Women & Crime
45. CRJ 425 Seminar on Major Works in Criminal Justice
46. EJS 200 Earth Justice: Intro to Sustainability Studies
47. EJS 240 Environmental Crime
48. EJS 280 Selected Topics in Sustainability & Environmental Justice
49. EJS 300 Environmental Justice

50. ESA 101 Introduction to Emergency Management
51. ESA 114 Introduction to Emergency Medical Services
52. ESA 215 Emergency Incident Management
53. ESA 225 Responder Health, Protection and Safety
54. ESA 227 Emergency Dispatch and Communications
55. ESA 355 Geographic Information Systems for Emergency Services
56. ESA 360 Response to Large Scale Disaster and Mass Casualty Incidents
  
57. FIS 101 Introduction to Fire Science
58. FIS 104 Risk Management
59. FIS 106 Safety Engineering
60. FIS 202 Fire Protection Systems
61. FIS 205 Fire Service Hydraulics
62. FIS 207 Water-based Fire Suppression Systems
63. FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy
64. FIS 210 Fire Safety Administration
65. FIS 220 Survey of the Concepts of Operations Research
66. FIS 230 Building Construction and Life Safety Systems I
67. FIS 257 Fire Dynamics
68. FIS 303 Fire Investigations
69. FIS 319 Hazard Identification and Mitigation
70. FIS 330 Building Construction and Life Safety Systems II
71. FIS 350 Management Applications in Fire Protection
72. FIS 401 Seminar in Fire Protection Problems
  
73. FOS 108 Concepts of Forensic Science
74. FOS 313 An Introduction to Criminalistics for Forensic Science Majors
  
75. FOS 380 Selected Topics in Forensic Science
76. FOS 382 Selected Topics in Forensic Science with Laboratory
77. FOS 415 Forensic Science Laboratory I
78. FOS 416 Forensic Science Laboratory II
  
79. HJS 100 The Individual on Trial
80. HJS 250 Justice in the Western Traditions
81. HJS 310 Comparative Perspectives on Justice
82. HJS 315 Research Methods in Humanities & Justice Studies
83. HJS 380 Selected Topics in Humanities & Justice
84. HJS 410 Reading Scholarship in Humanities & Justice
  
85. ICJ 101 Introduction to International Criminal Justice
86. ICJ 310 Foundations of Scholarship in International Criminal Justice
87. ICJ 380 Selected Topics in International Criminal Justice
88. ICJ 401 Capstone Seminar in International Criminal Justice
  
89. LAW 202 Law & Evidence
90. LAW 203 Constitutional Law
91. LAW 204 Criminal Law of New York
92. LAW 206 The American Judiciary
93. LAW 207 Law for Security Personnel
94. LAW 209 Criminal Law
95. LAW 211 Civil Disobedience, Urban Violence & Dissent
96. LAW 212 The Criminal Process & the Criminal Procedure Law
97. LAW 213 The Impact of the Mass Media on the Administration of Justice
98. LAW 245 Immigration Law
99. LAW 29 Comparative Criminal Justice Systems
100. LAW 264 Business Law
101. LAW 301 Jurisprudence

102. LAW 310 Ethics & Law
103. LAW 313 The Law & Politics of Race Relations
104. LAW 319 The Death Penalty
105. LAW 320 Seminar in the Law of Search & Seizure
106. LAW 340 Employment Discrimination Law, Affirmative Action & Police Organization
107. LAW 350 Introduction to Legal Research
108. LAW 370 Psychology & the Law
109. LAW 380 Selected Topics in Law
110. LAW 401 Problems of Constitutional Development
111. LAW 420 Contemporary Administration & the Judiciary
112. LWS 200 Introduction to Law & Society
113. LWS 225 Introduction to Research in Law & Society
114. LWS 380-381 Selected Topics in Law & Society
115. LWS 425 Colloquium for Research in Law & Society
116. PSC 101 Introduction to Police Studies
117. PSC 107 Introduction to Criminal Investigations
118. PSC 135 Supervisory Leadership for Police Services
119. PSC 201 Police Organization & Administration
120. PSC 202 Police & Diversity
121. PSC 204 The Patrol Function
122. PSC 205 The Traffic Control Function
123. PSC 207 The Investigative Function
124. PSC 210 Colloquium on Criminal Justice Literature
125. PSC 213 Survey of Criminalistics
126. PSC 216 Crime Mapping
127. PSC 220 Survey of the Concepts of Operations Research
128. PSC 223 Personnel Administration & Supervision
129. PSC 227 Police Training Programs: Goals, Content & Administration
130. PSC 230 Sex Offenders in the Criminal Justice System
131. PSC 235 Women in Policing
132. PSC 245 Community Policing
133. PSC 250 Criminal Justice in Eastern Europe
134. PSC 255 Research Methods in Policing
135. PSC 260 Evidence-based & Problem-Oriented Policing
136. PSC 271 Psychological Foundations of Police Work
137. PSC 289 Independent Study 200-level
138. PSC 300 Police Management & Administration in the U.S.
139. PSC 301 The Police Manager
140. PSC 306 Police Work with Juveniles
141. PSC 309 Comparative Police Systems
142. PSC 312 International Police Cooperation
143. PSC 315 An Economic Analysis of Crime
144. PSC 321 Police Ethics
145. PSC 324 Police Use of Force: Legal, Theoretical & Practical Implications
146. PSC 337 Chinese Americans in Policing
147. PSC 340 Planning for Police Operations & Management
148. PSC 350 Police Labor Relations
149. PSC 355 Money & the Police Manager
150. PSC 380 Selected Topics in Police Science
151. PSC 401 Capstone Seminar in Police Problems
152. PSC 405 Organized Crime in America
153. PSC 415 Seminar on Terrorism
154. SEC 101 Introduction to Security
155. SEC 107 Introduction to Cybercrime: Theories & Applications
156. SEC 210 Methods of Security
157. SEC 211 Security Management



- 158. SEC 213 Cyberlaw & Cyberliberties
- 159. SEC 217 Cybercrime Investigations
- 160. SEC 270 Security of Computers & Their Data
- 161. SEC 307 Cyberpredators
- 162. SEC 310 Emergency Planning
- 163. SEC 313 Cyberservice
- 164. SEC 315 Private Security & the Law
- 165. SEC 317 Cyberfraud & Identity Theft
- 166. SEC 320 Private Security: Trends & Movements
- 167. SEC 323 Private Security & Home& Defense
- 168. SEC 327 Risk & Vulnerability Analysis
- 169. SEC 329 Security, Risk & Technology
- 170. SEC 331 Maritime Security & Safety
- 171. SEC 342 Energy Industry Security
- 172. SEC 344 Introduction to Executive & Event Protection
- 173. SEC 346 Retail & Commercial Security
- 174. SEC 348 Security & Safety for Financial Institutions
- 175. SEC 350 Security in Art Museums & Cultural Institutions
- 176. SEC 352 Security Investigations & Consulting
- 177. SEC 354 Hospital & Healthcare Security
- 178. SEC 380 Selected Topics in Security Management
- 179. SEC 405 Seminar in Security Problems
- 180. SUS 240 Environmental Crime
- 181. SUS 280 Selected Topics in Sustainability & Environmental Justice
- 182. SUS 300 Environmental Justice

### Appendix 3: Courses in Liberal Arts Majors

1. AFR 123 Justice, the Individual & Struggle in African American Experience
2. AFR 145 Introduction to Community Justice in Human Systems
3. AFR 215 Police & Urban Communities
4. AFR 220 Law & Justice in Africa
5. AFR 225 Police & Law in Africa
6. AFR 227 Community-based Approaches to Justice
7. AFR 229 Restoring Justice: Making Peace & Resolving Conflict
8. AFR 237 Institutional Racism
9. AFR 250 Political Economy of Racism
10. AFR 315 Community-based Justice in Africana World
11. AFR 317 Environmental Racism
12. AFR 319 Self, Identity & Justice: Global Perspectives
13. AFR 320 Perspectives on Justice in the Africana World
14. AFR 322 Inequality & Wealth
15. AFR 325 Research Methods in Human Services & Community Justice
16. ANT 100 The Ethnography of Youth & Justice in New York City
17. ANT 130 Policing in a Multiracial & Multicultural City
18. ANT 230 Culture & Crime
19. ANT 315 Systems of Law
20. ANT 328 Forensic Linguistics: Language as Evidence in the Courts
21. ANT 330 American Cultural Pluralism & the Law
22. ANT 332 Class, Race, Ethnicity & Gender in Anthropological Perspective
23. ART 230 Issues in Art & Crime
24. ART 241 Forensic Drawing
25. ART 318 Social Activism in the Visual Arts
26. ECO 170 Crime, Class, Capitalism: The Economics of Justice
27. ECO 215 Economics of Regulation & the Law
28. ECO 315 An Economic Analysis of Crime
29. ECO 333 Sustainability: Preserving the Earth as Human Habitat
30. ECO 360 Corporate & White-Collar Crime
31. EDU 100 Education & Justice (for SEEK students only)
32. EDU 300 Education for Social Change in the U.S.
33. GEN 140 Gender, Activism & Social Change
34. GEN 205 Gender & Justice
35. HIS 100 Criminal Justice & Popular Culture
36. HIS 106 Historical Perspectives on Justice & Inequality
37. HIS 219 Violence & Social Change in America
38. HIS 224 A History of Crime in New York City
39. HIS 277 American Legal History
40. HIS 281 Imperialism in Africa, South Asia, & the Middle East
41. HIS 320 Topics in the History of Crime & Punishment in U.S (was History of Crime & Punishment in U.S.)
42. HIS 323 History of Lynching & Collective Violence
43. HIS 325 Criminal Justice in European Society, 1750 to the Present
44. HIS 352 History & Justice in Wider World
45. HIS 359 History of Islamic Law
46. HIS 374 Premodern Punishment
47. HIS 375 Female Felons in the Premodern World (was Female Felons in Premodern Europe & Americas)
48. HIS 380 The Secret Police in Western Society
49. HIS 383 History of Terrorism
50. ISP 100 Justice: Who's In, Who's Out
51. ISP 321 Moral, Legal & Ethical Dilemmas that Shape the U.S.A.
52. ISP 322 Making Waves: Troublemakers, Gadflies & Whistleblowers
53. ISP 334 Sex, Gender & Justice in Global Perspective
54. ISP 335 Violence in the Pursuit of Justice

55. ISP 336 Just Intentions: Global Humanitarianism
56. LIT 133 Justice Across Literature
57. LIT 135 Justice & Heroism
58. LIT 138 Justice by the Book
59. LIT 314 Shakespeare & Justice
60. LIT 315 American Literature & the Law
61. LIT 319 Law & Justice in European Medieval Literature
62. LIT 323 The Crime Film
63. LIT 326 Crime, Punishment & Justice in the U.S. Literature
64. LIT 327 Crime, Punishment & Justice in World Literature
65. LIT 342 Perspectives on Literature & Human Rights
66. LLS 100 Latina/os & Justice in New York: Freshman Year Seminar
67. LLS 107 Puerto Rican Literature: Criminal Justice Themes in Poetry & Drama
68. LLS 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story & Novel
69. LLS 220 Human Rights & Law in Latin America
70. LLS 223 Revolution & Social Change in LA Lit & Arts
71. LLS 232 Comparative Perspectives on Crime in the Caribbean
72. LLS 250 Drugs, Crime & Law in Latin America
73. LLS 322 Latina/o Struggles for Civil Rights & Social Justice
74. LLS 325 Latina/o Experience of Criminal Justice
75. LLS 341 Immigrant Rights in the Americas
76. LLS 343 Race & Citizenship in the Americas
77. LLS 356 Terror & Transitional Justice in Latin America
78. PAD 331 Fraud, Waste, Abuse & Corruption in Public Organizations
79. PAD 348 Justice Planning & Policy Analysis
80. PAD 445 Seminar in Justice Administration & Planning
81. PHI 102 Ethical Foundations in Just Society (was Intro to Ethics)
82. PHI 202 Philosophical Visions of American Pluralism
83. PHI 310 Ethics & Law
84. PHI 315 Philosophy of the Rule of Law: Theory & Practice
85. PHI 317 Philosophy of Law in Global Perspective
86. PHI 321 Police Ethics
87. PHI 322 Judicial & Correctional Ethics
88. POL 105 Struggles for Justice in the Workplace
89. POL 235 Judicial Processes & Politics
90. POL 242 U.S. Foreign Policy in Latin America
91. POL 244 The Law & Politics of Immigration
92. POL 246 Politics of Global Inequality
93. POL 250 International Law & Justice
94. POL 259 Comparative Criminal Justice Systems
95. POL 305 Constitutional Rights & Liberties
96. POL 308 State Courts & State Constitutional Law
97. POL 313 The Law & Politics of Race Relations
98. POL 316 The Politics of Rights
99. POL 318 Law & Politics of Sexual Orientation
100. POL 319 Gender & Law
101. POL 320 International Human Rights
102. POL 325 The Politics of Transnational Crime
103. POL 328 Politics of International Security
104. POL 344 The Law & Politics of Immigration
105. POL 362 Terrorism & International Relations
106. POL 375 Law, Order, Justice & Society
107. POL 420 Senior Seminar in Law, Courts & Politics
108. POL 423 Selected Topics in Justice
109. POL 435 Seminar in Judicial Processes & Politics
110. PSY 141 Memory: Imperfections, Injustices & Improvements

111. PSY 271 Psychological Foundations of Police Work
112. PSY 370 Psychology & the Law
113. PSY 372 Psychology of Criminal Behavior
114. PSY 373 Correctional Psychology
115. PSY 375 Family Conflict & the Family Court
116. PSY 421 Forensic Social & Experimental Psychology
117. PSY 425 Seminar in Forensic Psychology
118. PSY 430 Clinical Topics in Forensic Psychology
119. PSY 476 Seminar in the Psychological Analysis of Criminal Behavior & the Criminal Justice System
120. PSY 477 Advanced Seminar in Youth, the Family & Criminal Justice
121. SOC 104 Tabloid Justice: Causes & Consequences of Crime Sensationalism
122. SOC 203 Criminology
123. SOC 213 Race & Ethnic Relations
124. SOC 215 Social Control & Gender: Women in American Society
125. SOC 216 Probation & Parole: Theoretical & Practical Approaches
126. SOC 222 Crime, Media & Public Opinion
127. SOC 236 Victimology
128. SOC 251 Sociology of Human Rights
129. SOC 275 Political Imprisonment
130. SOC 301 Penology
131. SOC 302 Social Problems
132. SOC 305 The Sociology of Law
133. SOC 308 The Sociology of Violence
134. SOC 309 Juvenile Delinquency
135. SOC 333 Gender Issues in International Criminal Justice
136. SOC 335 Migration & Crime
137. SOC 341 International Criminology
138. SOC 351 Crime & Delinquency in Asia
139. SOC 354 Gangs & Transnationalism
140. SOC 360 Corporate & White-Collar Crime
141. SOC 364 Food Justice
142. SOC 385 Selected Topics in Criminology
143. SOC 420 Women & Crime
144. SPA 208 The Theme of Justice in 20th-century Spanish Literature
145. SPA 250 Spanish for Criminal Investigation
146. SPA 308 The Theme of Justice in Spanish Literature
147. SPA 309 The Theme of Justice in Spanish Lit (Taught in Spanish)
148. SPA 335 Themes of Justice in Latin American Lit & Film
149. SPA 336 Themes of Justice in Latin American Lit & Film (Taught in Spanish)
150. SPA 340 Legal Interpreting I
151. SPA 357 Violence Against Women in the Spanish-Speaking World
152. SPA 435 Legal Translating
153. SPA 440 Legal Interpreting II
154. SPE 213 The Impact of the Mass Media on the Administration of Justice
155. SPE 285 Courtroom Communication
156. SSC 100 Education & Justice
157. SSC 325 Research Methods in Criminology & Sociology

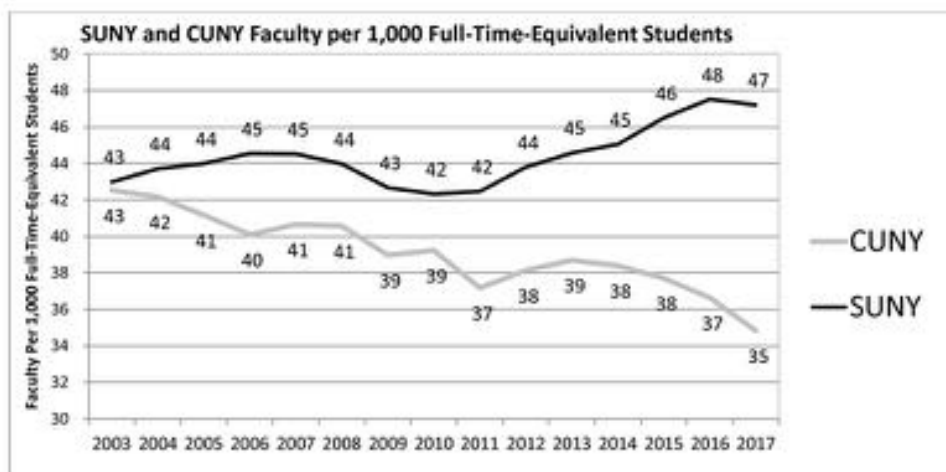
**Research Brief on Funding**

**Best Practices in Financing Public Colleges in an Era of State Divestment**

The statistics are grim. Since the 2008-09 school year, average tuition at public four-year institutions has increased by more than 60 percent in seven states; more than 40 percent in 20 states; and more than 20 percent in 40 states, according to a 2018 report from the Center on Budget and Policy Priorities.<sup>2</sup>

State appropriations per full-time student have fallen from an inflation-adjusted \$8,489 in 2007 to \$7,642 in 2017, the last period for which the figures are available, according to the State Higher Education Executive Officers Association, or SHEEO. That has pushed up the portion of university budgets that come from students to \$6,572 from \$4,817 over the same 10 years. Ten years ago, students and their families paid for about a third of university operating costs, says SHEEO. Now they pay for nearly half.<sup>3</sup> These trends have taken place in CUNY and John Jay.

One consequence of slashed state funding is an accelerating decrease since 2011 in the number of faculty per 1,000 FTE students as shown in the graph below.



<sup>2</sup> “Unkept Promises: State Cuts to Higher Education Threaten Access and Equity,” Center on Budget and Policy Priorities, October 4, 2018, <https://www.cbpp.org/research/state-budget-and-tax/unkept-promises-state-cuts-to-higher-education-threaten-access-and>

<sup>3</sup> <https://www.pbs.org/newshour/education/most-americans-dont-realize-state-funding-for-higher-ed-fell-by-billions>

How should John Jay finance its operations to advance the goals set forth in the Strategic Plan? We propose the following.

**1. Assess how our financial management processes integrate planning and assessment with investment and financial decisions.**

Middle States Commission (MSCHE) sets our five primary expectations for college finance.

III.2.c Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;

VI.3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.

VI.4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.

VI.6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.

VI.9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

We should assess "the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources."

**2. Strengthen our capacities to evaluate the efficiency and effectiveness of programs and activities to inform financial priorities for revenue expenditure support.**

A recent Chronicle of Higher Education report titled "The Right Mix of Academic Programs" described academic program planning processes that integrate academic, student demand, student success, and financial sustainability factors to achieve an optimal mix of academic programs. The following is a summary of the processes.

Focusing on a few disciplines and programs, formulate a measurement model that rates programs and disciplines on academic, student demand, student success, and financial sustainability factors.

It is necessary to select distinct categories of courses and enrollments that do not duplicate such as the graduate programs and undergraduate majors and minors, or the academic departments, or the academic disciplines.

Rank the programs and disciplines for levels of growth and investment, also considering new program ideas and opportunities.

This is one strategy to respond to the MSCHE expectation that we engage in a “financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives.”

### **3. Strengthen our capacity to efficiently and effectively organize and deliver our academic programs and their courses, including multi-year planning.**

A large share of our expenditures supports the delivery of undergraduate and graduate courses for students to complete our academic programs. We need to develop and implement a multi-year course delivery plan that describes, for each course, the number of sections to be offered each semester in our primary delivery modes: campus day, campus evening, weekend and online. The plan can support decisions about:

- How many sections to offer based on enrollment demand;
- The preferred times and modalities based on student preferences and logistical constraints;
- Positioning larger programs for delivery on weekends;
- Optimal use of fully-online and hybrid-online instruction.

Appendix A presents a copy of a report template developed more than a decade ago to structure schedule planning.

### **4. Advocate for equitable funding for the college and for our students, particularly from Federal state and local governments, and also in our internal allocations for resources within the college.**

There is extensive evidence that CUNY is underfunded compared to SUNY, and that within CUNY, JJCCJ is underfunded compared to most of our senior college peer campuses.<sup>4</sup> According to some internal calculations based on a new preliminary funding model using FY 2018 data, JJCJ should have gotten 11.7% more funding from CUNY than it actually did. Thus, we should continue to advocate for equity in fund allocations for JJCCJ.

### **5. Reinforce our pursuit of supplemental revenues from donations, grants, contracts and partnerships.**

JJCCJ is a leading CUNY campus in generating external funding from grants and contracts, and our capacity and achievement of external funding from donations is consistently improving. JJCJ is third in CUNY FY 2019 external funding, with almost \$34 million in total.<sup>5</sup>

To enhance future financial stability, consider expansion of sources of donations to include faculty, staff, and recent alumni to build up an endowment and to support student-centered programs such as tuition scholarships and supplemental learning experiences, e.g., field trips, study abroad programs, and travel to academic conferences.

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<sup>4</sup> Although data is from 2012, the Chronicle of Higher Education in 2014 showed that for CUNY senior colleges, the share of revenue coming from state support hovered in the 40 to 49% range while the share for equivalent SUNY campuses, i.e., those in the category of “master’s colleges and universities,” hovered in the 50 to 59% range.

<sup>5</sup> “JJ Research IMPACT: Key Metrics, 2018-19” (Informational Insert in IMPACT, 2019)



## STRATEGIC PLANNING RESEARCH BRIEF

# CAREER READINESS

GROUP: Dean Dara Byrne (UGS), Prof Sam Majic, VP Steve Titan (F&A), VP Robin Merle (D), Steven Dercole (D), Hung De Chan (IE), Adam Fane (student)

### 1. Description of the current trends in this area

Overall, it is a good time to be a college graduate. According to The National Association of Colleges and Employers' (NACE) "Class of 2019 Student Survey," graduating seniors from the Class of 2019 are entering a promising job market: those who applied for full-time jobs received an average of 1.10 job offers, "the highest rate of average job offers in 12 years."<sup>6</sup> College graduates also tend to cluster in certain fields of employment. As the *Harvard Business Review* reports, they are more than five times as likely to be advertising and promotions managers, actuaries, news reporters, and law clerks as are workers overall, and they are also disproportionately likely to be financial and credit analysts, geological engineers, and agricultural scientists. Very few recent grads are bus drivers or housekeepers, or work in construction or manufacturing.<sup>7</sup>

Yet these positive trends exist alongside some contradictory and problematic realities. For one, even as the job market is promising, salaries are not. Recent college graduates are more likely to be underemployed (i.e. in jobs that don't require a college degree) today than between 1998 and 2003. Furthermore, median earnings for recent grads were no higher in 2018 than they were in 2000 and 1990 (after adjusting for inflation), and earnings inequality among recent grads has actually increased in that time.<sup>8</sup>

Second, as the Economic Policy Institute reports, employment opportunities (and, by extension, earnings) are not equally available to and distributed across racial and gender groups. Overall, young white graduates are the most likely group to be employed and the least likely to be idled (meaning they are neither enrolled in further schooling nor employed), while young Black graduates are less likely than their white and Hispanic peers to be employed. However, since young Black graduates are simultaneously employed and enrolled in further schooling at a higher rate than any other racial/ethnic group, their lower employment rate is driven (in part) by their low likelihood of being employed only.<sup>9</sup>

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<sup>6</sup>See <https://www.nacweb.org/job-market/trends-and-predictions/offer-rate-points-to-best-job-market-since-2007/>. NACE's *Class of 2019 Student Survey* was conducted from February 13, 2019 to April 30, 2019. A total of 22,367 students across bachelor's, master's, and doctoral degrees and all year levels at colleges and universities nationwide took part

<sup>7</sup> What the Job Market Looks Like for Today's College Graduates" *Harvard Business Review*. <https://hbr.org/2019/05/what-the-job-market-looks-like-for-todays-college-graduates>

<sup>8</sup> Ibid.

<sup>9</sup> "Class of 2019: College Edition". Economic Policy Institute. <https://www.epi.org/publication/class-of-2019-college-edition/> Note that this research focuses on "college graduates" defined as adults ages 21–24 who have a four-year college degrees but no advanced degrees.



Ultimately, though, their lower employment rate is also driven by racism: as a recent study shows, Black students who graduate from elite institutions like Harvard are about as likely to get a well-paid job as a white graduate from a less-selective state university; the latter group can expect to get a response every 9 résumés, while equally qualified black candidates need to submit 15.<sup>10</sup>

And when race and gender are taken into account, college graduates' job prospects are less promising. While women are on track to make up a majority of the college-educated labor force this year, they are still earning less than men. (On average, a man with a bachelor's degree out-earns an equally credentialed woman by about \$26,000 per year).<sup>11</sup> Reasons for this include the history of sexism in the labor market, women's choice of and concentration in lower paying fields,<sup>12</sup> and of course ongoing discrimination, as evidenced by the fact that employers generally evaluate male and female candidates differently for the same job.<sup>13</sup> It is not surprising, then, that given the intersections of racism and sexism, young women and Black college graduates face large and growing pay penalties in the labor market relative to young men and white graduates, respectively. Today, young Black college graduates are paid, on average, 12.2 percent less than their white counterparts.<sup>14</sup>

## 2. Description of best practices in higher education regarding this trend

NACE defines "career readiness" as the "attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace." These competencies are critical thinking/problem solving, oral/written communications, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. NACE recommends that institutions use the definition and competencies as a framework for the development of strategies and tactics—from advisement through to curriculum enhancement and mentoring opportunities—that will prepare college students for the realities of the work force.

Though social capital is missing from NACE's list of factors that define career readiness, this topic should not be overlooked when developing career readiness strategies for first generation students and students of color. Although there is no single definition of social capital, it generally refers to the factors/resources that contribute to a well-functioning society, such as networks of information and

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<sup>10</sup> S. Michael Gaddis, Discrimination in the Credential Society: An Audit Study of Race and College Selectivity in the Labor Market, *Social Forces*, Volume 93, Issue 4, June 2015, Pages 1451–1479, <https://doi.org/10.1093/sf/sou111>

<sup>11</sup> "New Report Says Women will Soon be Majority of College Educated Workers" <https://www.npr.org/2019/06/20/734408574/new-report-says-college-educated-women-will-soon-make-up-majority-of-u-s-labor-f>

<sup>12</sup> Ibid. See also "Equal Opportunity, Unequal Outcomes" at <https://www.nacweb.org/job-market/compensation/equal-opportunity-unequal-outcomes-exploring-gender-inequality-in-post-college-career-outcomes/>

<sup>13</sup> A recent study found that even though women outperform men grade-wise, employers value competence and commitment in considering male applicants, but they focus on "perceived likeability" when evaluating female applicants. "This finding, combined with stereotypes many men have about smart women, may explain the findings about high-achieving female graduates not receiving the same job market attention as those of moderate achievement. Quadlin, Natasha. 2018. "The Mar of a Woman's Record: Gender and Academic Performance in Hiring." *American Sociological Review* 83 (2):331-360. doi: 10.1177/0003122418762291.

Summarized at <https://www.insidehighered.com/news/2018/03/21/study-finds-female-college-graduates-newly-job-market-are-punished-having-good>

<sup>14</sup> "Class of 2019: College Edition". Economic Policy Institute. <https://www.epi.org/publication/class-of-2019-college-edition/>

resources, norms, trust, etc. Some research shows that a decline in social capital is contributing to a decline in college graduates' soft skills (leadership, problem-solving, communication and teamwork capabilities, and social, personal and self-management behaviors). But while employers blame colleges for this, fewer soft skills are more likely due to declining face-to-face interactions, which is essential for building social capital, rather than colleges not preparing graduates for success in the business environment.<sup>15</sup>

The *Liberal Education and America's Promise Employer-Educator Compact* from the Association of American College & Universities explicitly states that experiential learning is required for the 21st century, calling on institutions to "support, and expand 21st-century designs for high-quality, hands-on learning, including senior projects, undergraduate research, internships, global and community-based projects and experiences, and other experiential learning programs." One of the key findings of a survey by the Chronicle of Higher Education is that employers "place more weight on experience, particularly internships and employment during school vs. academic credentials including GPA and college major when evaluating a recent graduate for employment." A heightened awareness of experiential learning came to New York through a provision of the 2015 state budget that required CUNY and SUNY to make experiential learning activities available to students in New York public institutions and to think about making experiential learning a graduation requirement.

Experiential learning not only helps to build students' resumes with relevant experience, but will also help them begin building their professional networks. Close collaboration with faculty and professionals help build the professional networks, or social capital, that is sometimes lacking in the lives of first generation students and students of color. Academic internship programs are just one example of how experiential learning helps strengthen career readiness and social capital. Students build confidence, gain valuable work experience, explore different career paths, enhance their resumes, get a leg up on the job market, develop leadership and other important skills, network with professionals in the field and establish mentors. Internships can also lead to a job placement at the same institution and in the case of paid internships, financial compensation.

### **3. Assessment of John Jay's current strengths with regard to this area**

John Jay houses a number of programs and initiatives—academic internship courses, pre-professional cohort and research mentoring programs, employer engagement strategies, and career education resources—that demonstrate our commitment to equipping students with career readiness and social capital. Our programs and initiatives also recognize that there is a critical step between students' career exploration and students' entrée to their profession: linking academic programs to experiential opportunities and developing the skills to secure and succeed in their post-graduate lives.

To maintain currency with workforce trends, for example, several academic departments have refreshed and expanded key programs of study. The college has hired new faculty in fields with projected growth, and it has bolstered relationships with its public, private and non-profit partners. John Jay has also been engaged in several workforce development partnerships that resulted in resources for departments and faculty along with new internship and job opportunities for students.

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<sup>15</sup> Andreas, S. (2018). Effects of the decline in social capital on college graduates' soft skills. *Industry and Higher Education*, 32(1), 47–56. <https://doi.org/10.1177/0950422217749277>

According to MENTOR, a national mentoring partnership non-profit, “at-risk students with mentors are 55% more likely to enroll in college, 78% more likely to volunteer regularly, 90% more likely to become interested in becoming a mentor, and 130% more likely to hold leadership positions than their un-mentored peers.” John Jay is home to three pre-professional criminal justice cohort programs that incorporate proven mentoring strategies: APPLE Corps (NYPD), NYCDOC CEEDS (Dept of Correction), and the Police Cadet Program. John Jay’s successful post-graduate preparation programs—which connect students with faculty and industry mentors— have had a demonstrable effect on students’ readiness for graduate and professional school. Some of these programs include the Ronald E. McNair Program, the Ronald H. Brown Law School Prep Program, the PreLaw Institute’s programs, and the Program for Research Initiatives in Science and Math (PRISM). The Student Affairs and Undergraduate Studies also offer a number of mentoring and leadership programs that connect students to experienced professionals and peer leaders. Our peer-led advisement, coaching, tutoring, advocacy, and leadership opportunities provide paid work opportunities for approximately 300 successful upper class students who serve the college community as frontline advocates for student engagement, academic success, and retention.

There are several dozen undergraduate academic internship courses, at the 300 and 400 levels, which combine faculty instruction with employer-driven fieldwork. The Career Center supports undergraduates through course enrollment, internship placement, learning agreements, and evaluation. In 2017, The Office of Undergraduate Studies partnered with a faculty leader and several departments, including the Career Center and John Jay ACE, to launch the Professionals In Residence program. The PIR courses are taught by experienced justice professionals from the field and each course is designed to “help students make connections between academic concepts and the professional experiences gained from experiential learning opportunities in the broad areas of advocacy and justice” (Course Description, 2017). To date, more than 400 students have taken such courses.

In 2019, John Jay launched The LEAP Program—Linking Experiences Academics and Practice—to target the 1000 freshmen who are not enrolled in any of the college’s special program. LEAP programming emphasizes the value of, and opportunities for, experiential learning with an integrated approach to major and career advisement, documentation and presentation of academic and career development, and guidance in securing skills-enhanced pre-professional opportunities. And lastly, Project BASTA, a non-profit focused on the career success of first generation college students, received funding to support career readiness, mentoring, and job search strategies to a cohort of graduating seniors. Project BASTA will work with each student until they secure their first degree-related job.

#### **4. Assessment of John Jay’s current weaknesses regarding this area**

According to the U.S. Bureau of Labor Statistics, the industry sectors projected to experience the fastest annual employment growth are health care and social assistance, private educational services, and construction. The federal government is among the five sectors that are projected to experience employment declines. Healthcare support occupations, personal care and service occupations, computer and mathematical occupations, healthcare practitioners and technical occupations, and community and social service occupations are the fastest growing occupations in the 2018-2019 projection. Further, 18 out of the top 30 fastest growing occupations are in healthcare, 6 in computer and mathematics. Specifically, application software developer is projected to grow by 25.6 percent, and cybersecurity is projected to grow by 31.6 percent.<sup>16</sup> Over the next decade job prospects for Cyber/Info

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<sup>16</sup> BLS Economic News Release, September 4, 2019

Security and Computer Science majors are more favorable than for Criminal Justice majors. Given the size of our criminal justice majors and limited engagement with digital technology across the curriculum, this trend is particularly troubling.

| Cyber/Info Security/Computer Science  | Criminal Justice   |
|---|--|
| <ul style="list-style-type: none"> <li>• Information/Cyber Security Analysts: 32% (Much faster than average)</li> <li>• Penetration and Vulnerability Tester: 28% from 2016 to 2026</li> <li>• Cyber Security Engineer: 12% from 2016 to 2026</li> <li>• Computer and Information Systems Managers: 11% (Much faster than average)</li> </ul> | <ul style="list-style-type: none"> <li>• Police and Detectives: 5% (As fast as average)</li> <li>• Probation Officers and Correctional Treatment Specialists: 3% (Slower than average)</li> <li>• Correctional Officers and Bailiffs: -7% (Decline)</li> </ul> |

It is important to note that only a small portion of our students are served by our career readiness programs and initiatives. For example, in 2019 only 320 John Jay undergraduates participated in an academic internship course. Though faculty and staff continue to encourage students to enroll in internships, the availability of paid opportunities is a serious barrier for the majority of our students. John Jay students are not alone. Significantly CUNY estimates that only 12% of its students participate in paid internships.

**5. Assessment of John Jay’s opportunities in this area**

John Jay’s successful track-record in establishing robust areas of study in justice has led to an unprecedented graduation rate of students of color moving into an array of justice-related jobs. But how will we prepare John Jay students for the limited diversity they will encounter in the field? As they leave our community to embark on a career or the next phase of their education, what will we do to ensure they are able to thrive in an environment that may be hostile or vastly different from the one they know? What can we learn from our alumni that may help carry our current students through the next stages of their careers? How can teach and learn about resilience strategies used by the justice leaders who have helped to diversify their fields?

**6. Based on your research and assessment, what strategies in this area should John Jay consider pursuing?**

- Scale career readiness services to support a higher percentage of John Jay students
- Scaffold career readiness across the curriculum
- Increase access to paid experiential learning opportunities
- Strengthen social capital through alumni and industry partnerships
- Develop intentional programming around workforce diversity in the justice professions

The college’s career readiness strategies must be relevant to the students we serve. As has been widely reported in the literature, first generation seniors, for example, are less likely than their non-first generation peers to take part in internships and those internships are less likely to be paid. First generation student internships are also more likely to be at a non-profit institutions. While interning at a

non-profit or government organization may align with the interests of John Jay's justice focused population, these organizations account for less of the total internships available and are more likely to yield unpaid opportunities. If we are to increase student participation in academic internships, we must increase access to paid opportunities. On a positive note, research also suggests that first-generation students make the most of their internship experiences, reporting a higher positive influence on all eight of the NACE career readiness competencies.



## STRATEGIC PLANNING RESEARCH BRIEF

# CULTURAL COMPETENCE

### Team:

Carlton Jama Adams, Faculty – Africana Studies

Amy Green, Faculty - Interdisciplinary Studies

Musarrat Lamia, President of Student Council

Hing Potter, Student Life Coordinator, Center for Student Involvement and Leadership

Nancy Velazquez-Torres, Faculty – Counseling and Human Services

Sumaya Villanueva, Assistant Provost for Academic Engagement, Office of Undergraduate Studies

*Considering our diverse student body and our MSI and HSI status, it is imperative for John Jay to develop a comprehensive, systematic and institutionalized plan for enhancing cultural competence and create a Center for Diversity and Inclusion that oversees its implementation and reports on outcomes.*

### 1. Description of the current trends in this area

Cultural competence is defined as having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of others.<sup>17</sup> As the number of students of color entering colleges continue to grow and student body becomes more diverse, colleges have a greater incentive and responsibility to focus on campus climate and John Jay College is no different.

Faced with the changes in an increasingly diverse student population, colleges have attempted to meet their needs but have done so in an “uncoordinated and clumsy way” (Kruse, et.al 2018). Cultural competence efforts at colleges focus mostly on preparing students for living and working in a diverse world. Much less attention has been placed on developing cultural competence among faculty and staff. Two challenges arise from this approach: 1) getting a predominantly white middle-class faculty and staff to adapt to a more diverse college community; 2) preparing them to embrace diversity as a source of strength and inspiration, rather than division and distrust.<sup>18</sup>

### 2. Description of best practices in higher education regarding this trend

Kruse, Rakha and Calderone (2018) did a literature review on cultural competence in higher education and found that strong cultural competence programs shared five components (p. 738-741):

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<sup>17</sup> National Education Association.

<sup>18</sup> Sharon D. Kruse, Shameem Rakha & Shannon Calderone (2018) Developing cultural competency in higher education: an agenda for practice, *Teaching in Higher Education*, 23:6, 733-750.

- Shared knowledge: common language and understanding is necessary. Cultural competence instruction must be specific, clear, and knowledge based.
- Professional learning at all college levels: basic training should be mandatory for everyone.
- Inclusive instructional methods: these may include: lectures, videos, role playing, problem solving, etc. The key is to meet the learning needs of the intended audience.
- Integration with other campus initiatives: linking training with work on inclusive hiring practices, launch of a diversity center (i.e., Immigrant Student Success Center), Latinx Heritage or Black History month events.
- Inclusivity of diversity foci: colleges must deliberately choose to focus professional development on one area of diversity or to approach all areas as a group.

### **3. Assessment of John Jay’s current strengths with regard to this area**

- John Jay College is a Minority Serving Institution (MSI) and a Hispanic Serving Institution (HSI). Faculty, staff, and students see the college’s diversity as a strength.<sup>19</sup>
- Select faculty and staff devoted to increasing cultural competence and consistently discussing and taking meaningful action toward creating a diverse and inclusive culture.
- College’s mission of educating “fierce advocates for justice” who will work in public, private and non-profit sectors is an asset.
- Prior College initiatives such as: The Report of Latino/a Retention (2012), the Strategic Planning Committee for Enhancing Identity as HSI (2015), and the LLS Position Paper on John Jay as an HIS: Meeting the Challenges and Opportunities (2017) have provided a wealth of well-researched knowledge and valuable recommendations for implementation.

### **4. Assessment of John Jay’s current weaknesses regarding this area**

- Lack of administrative and political commitment to developing cultural competence. Initiatives such as the HSI Speaker Series, Diversity Committee, other college-wide committees, increasing culturally competent texts in classes and culturally responsive pedagogy practices begin but comprehensive reform lacks. These initiatives have not been well resourced and that reflects the absence of a long-term commitment.
- Need formal protocol to communicate College’s response and actions taken to address cultural competence recommendations. Follow-up and follow-through are inconsistent.
- Lack of resources to establish a comprehensive and coordinated cultural competence program on campus that address the five components listed in part 2, and a hire plan to increase faculty of color who represent our student body.
- Perceived lack of Leadership communication and follow-through impacts trust and commitment of campus constituency.

### **5. Assessment of John Jay’s opportunities in this area**

- Increase leadership development at all levels that stress cultural competence as a core value.
- Leverage Diversity Committee - eliminate the compliance outlook utilized by the committee and approach its work in a multidisciplinary way; Consider having staff other than the Dean of Students and the Title IX coordinators (conflicting topics may/may not be discussed because of

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<sup>19</sup> The CUNY 2018 Climate Survey.

the nature of their jobs) as the co-chairs; Committee should meet regularly to assess previously set goals and also address world and current events that may impact campus culture.

- Intentionally involve student body in institutional strategic priorities including cultural competence program development.

**6. Based on your research and assessment, what strategies in this area should John Jay consider pursuing?**

- Develop a cultural competence shared values statement.
- Establish timeline and milestones for implementing cultural competence program and initiatives.
- Create protocol to communicate College's response and actions taken to address cultural competence recommendations.
- Assess and evaluate cultural competence programs and initiatives.
- Institutionalize commitment to cultural competence and weaving cultural competence into the campus culture.
- Translate the website into Spanish and provide Spanish contact information.





## STRATEGIC PLANNING RESEARCH BRIEF

# STUDENT SUCCESS

GROUP: Provost Yi Li, Prof Nina Rose Fischer (DIS), Cristina Di Meo (LEAP), Manuel David Chaparro (UGS)

*John Jay College is a Student-Centered Campus.*

### 1. Description of the current trends in this area

Trends on college campuses across the US inform John Jay's strategic planning process. The Education Trust's (2016) analysis of four comparable public universities highlights key components of student success. The implementation of data analytics was critical in each case. All schools began with engagement of administrators, staff, faculty, department heads and students to collect, analyze and respond to data. There was a shared sense of ownership over analyzing, understanding, and improving student outcomes (Education Trust, 2016).

Georgia State University (GSU) was cited for tremendous strides across achievement markers since instituting a strategic plan in 2011 (Education Trust, 2016). First and foremost the GSU report (2018) stated that "The most foundational principle guiding our student-success efforts has been a pledge to improve student outcomes through *inclusion* rather *exclusion*." This meant embracing student demographics, like first generation college goers and Pell students. The GSU tracks students daily through predictive analytics to intervene when there is risk of a drop out. Diverse arrays of interventions were developed to address the most prevalent needs: student belonging, academic success and finance. The GSU is able to identify new gaps in service to students and develop appropriate interventions through the dynamic process of evidence-based practice.

This strategic plan for John Jay students is informed by data collected at the college and corroborated by the literature about emergent issues nationally: 1) Using data to inform policy and practice; 2) Constructing clear student pathways through accurate and extensive academic advising; 3) "Meeting students where they are at" addressing student wellness; 4) Instituting cultural competence throughout the curriculum i.e. syllabi sources; 5) Establishing a "student centered campus" through peer support networks for mental health, academic and career supports; 6) Providing remediation for students in the fall freshman class who are academically at-risk; 7) Instituting experiential learning, career preparation opportunities across departments and majors; and 8) Providing an array of financial supports for students identified through predictive analysis.

## 2. Description of best practices in higher education regarding this trend

- Summer bridge courses, orientations, and first year seminars to provide early access and information on successful college habits for FTF and Transfers.
- Preparation for Placement Exams & Developmental Pathways to complete remediation and development education requirements early for FTF and Transfers.
- HEOP – ACE. *See Appendix A for Fall 2016 ACE MSRC data.*
- Tutoring, non-academic peer support, experiential learning/faculty mentorship in research, career development, internships, co-op experiences, apprenticeships, field experience, clinical assignments, and community-based projects.
- Data to assess impact of services and resources on success outcomes. *See Appendix B for Data Comparisons on Tutoring & Success Outcomes*
- Sustainability – reduce energy expenses and education cost, create green revolving funds, improve education quality.

## 3. Assessment of John Jay's current strengths with regard to this area

- Through the campus engagement with students, faculty, and staff, now at JJC we have a clearly defined Student Success Vision Statement and the college GOAL: A Preeminent and Proudly Diverse College Educating Leaders in Social and Criminal Justice. We need to move toward a Student-Centered Campus vision.
- We serve a diverse student population, a reflection of NYC melting pot demographic: nearly 50% of our students are the first in their family to attend college, more than two-thirds are Pell grant recipients, 70% serve as caregivers for others, while 55% work at the same time as attending school. We are both MSI and HSI. We were ranked by the *Wall Street Journal* as one of the most multicultural and diverse colleges in New York City— with significant numbers of students who are DACA recipients, immigrants representing more than 135 nations, or from other historically underrepresented groups.
- In the last five years, John Jay has been recognized as a national leader in a number of key areas. We are a top 10 institution for student social mobility, a top 5 institution for Black student success, and a top 10 institution for minority applicants to law school (LSAC).
- What's more, we are now building on a record of gains in retention and graduation rates totaling an 13.7% rise from a low-point four-year graduation rate of 19% to a high-point rate of 32.7% of those entering in Fall 2014 and graduating in spring 2018.
- According to the COACHE survey, faculty observations about the nature of work at John Jay – research, service, and teaching – have each improved since 2015, as has faculty's sense that they are participating in meaningful mentoring relationships. The report indicates that departmental leadership remains a high point for faculty. Additionally, faculty sees the quality of students as a core strength of our institution. These strengths are the backbone of our future work and growth.
- Our Black and Latinx students graduate at above national averages. In fact, we outperform predicted graduation rates based on student characteristics such as incoming GPA, SAT, income level etc. by the second largest factor within CUNY.
- We've already developed very successful cohort model with CUNY Justice/Intrusive Advising/ A Focus on Writing for FYS & Peer Mentoring/Tutoring Services/Undergraduate Student Research & Creativity/Inclusive

Community/Momentum Campaign/Financial Aids Support/Student Wellness, SASP, and new LEAP program.

- The campus has begun to build a data-informed decision-making capacity, and our Innovation inside classrooms, including President Fellows and initiative on high impact DFWI are currently begun to be implemented and tested.
- Nationally, John Jay awards the most bachelor's degrees to Hispanics in areas of study related to homeland security, law enforcement and fire science, and ranks ninth in most degrees awarded to Hispanics graduating with degrees in psychology. John Jay is also the eighth largest source of black and Hispanic applicants to law school.

#### **4. Assessment of John Jay's current weaknesses regarding this area**

- We have experienced substantial budget challenges that limit our ability to expand best practices and sustain them.
- Our overall graduation rates are lower than New York State and our Latinx and Black students graduate at lower rates.
- Decreasing in the number of fulltime faculty from 450 to below 400 has substantially constrained our ability to further increase faculty-students engagements.
- Areas of improvements include diversity in fulltime faculty, compulsory transfer orientation, career and pathway focused advisement, management of waiting list for students seeking mental health services.

#### **5. Assessment of John Jay's opportunities in this area**

- Peer Mentoring programs – impact on peer mentors and mentees (including financial resources and management; writing/academic advisement, and socio-emotional supports).
- Teaching innovations in the classroom (e.g., flipped classrooms, problem-based learning/project-based learning). *See Appendix C: Report from the Interdisciplinary Studies Program for an example of course-based faculty and student assessment. See Appendix D: Student Feedback from Prof. Katarzyna Celinska's problem-based learning course.*
- Increase paid internship opportunities
- Create a Transfer Orientation (for students other than those in CUNY Justice Academy)
- Increase staffing for Wellness Center
- Retention strategies. *See Appendix E: Data from the Office of Institutional Research.*
- Increase active learning strategies throughout all majors and departments

#### **6. Based on your research and assessment, what strategies in this area should John Jay consider pursuing?**

- Assessment of programs and outcomes
- re-evaluation of funding streams relative to assessment outcomes
- more on building support in conjunction with each other (departments) rather than isolated initiatives.
- Increase active learning strategies throughout all majors and departments
- Increase paid internship opportunities
- Create a Transfer Orientation (for students other than those in CUNY Justice Academy)
- Increase staffing for Wellness Center

## ENDNOTES

### 1. Description of the current trends

#### Eight emergent issues:

- A. The Education Trust did an analysis of universities that demonstrated remarkable shifts in graduation rates and other success indicators using data analytics. In every institution they visited, leaders used data to call the campus community to action to address and remove obstacles to student success. These data needed to tell a compelling story that would help inspire those who want to take the next step in improvement efforts. Using data to inform policy and practice; “We do not create programs targeted at students by their race, ethnicity, first-generation status, or income level. Rather, we use data to identify problems impacting large numbers of Georgia State students, and we change the institution for *all* students.” “Use predictive analytics and a system of more than 800 data-based alerts to track all undergraduates daily. Create a structure of trained academic advisors to monitor the alerts and respond with timely, proactive advice to students at scale.” The initiative includes the use of predictive analytics to track all undergraduates daily for hundreds of data-based risk factors and immediate interventions by trained advising staff when problems are detected.
- B. Clear student pathways (education trust) These four leading institutions share a strong thread of conducting such pathway analyses, then acting to map clearer pathways to a degree and to remove any blockages identified. Since the launch of GPS Advising on the Atlanta campus in 2012, we have hired more than 50 additional advisors to support the platform and launched more than 250,000 proactive interventions with students. Every student has a personalized, four-year academic map, and the system monitors all registration records and all grades to ensure students stay on path. GPS Advising monitors that first- and subsequent-year students are taking the right courses in the right order—including attempting required English and math courses in the first year and enrolling in courses specific to the students’ academic field. It has also served as a potent boost to student credit-hour momentum. Since the program’s launch, bachelor’s students are completing their degrees with an average of eight fewer wasted credit hours and in half a semester’s less times, saving the graduating class of 2018 \$18 million in tuition and fees when compared to the graduating class of 2012. Administrative savings from consolidation were used to hire 32 additional advisors at Perimeter College in 2017.
- C. “Meeting students where they are at” addressing student wellness; CSU North Ridge. MSW students from the graduate program were linked with students in crisis and provided case management as needed under the supervision of a clinical social worker. The graduate students were both peer support and connected students to critical resources available at the university (memo on Y1 targets CSU Northridge).
- D. Instituting cultural competence throughout the curriculum i.e. syllabi sources; *SEGMENTING AND CUSTOMIZING STUDENT SERVICES* Historically, many colleges have used what might be called a one-size-fits-all approach to curriculum and instruction. They offer courses, hire faculty to teach those courses, and provide support in a kind of general way. Certainly, this model works for some students, especially those who are well-prepared and not the first in their families to attend college. But it isn’t always effective with an ever-changing student body — diverse in demographics, educational background, and a host of such non-cognitive characteristics as self-efficacy, confidence, motivation, and social capital (educational trust). Over time, the institutions profiled here have begun to segment and customize their approaches to student support. These colleges now provide targeted support systems that are tailored to students with varying needs, with low-income students and students of color perhaps the

clearest entry points for segmentation and customization approaches. Combined with the pathway analyses described earlier, these proactive approaches examine the impact of decisions about policy and practice, including their intentional and unintentional effects for different groups of students.

- E. “Establishing a “student centered campus” through peer support networks; Freshmen Learning Communities are now required of all non-Honors freshmen at Georgia State. They organize the freshmen class into cohorts of 25 students arranged by common academic interests, otherwise known as “meta majors” or “career pathways” (STEM, business, arts and humanities, policy, health, education and social sciences).” “Supplemental Instruction (SI) builds upon Georgia State’s extensive use of near-peer tutoring and mentoring by taking undergraduates who succeed in lower-division courses one semester and deploying them as tutors in the same courses the next semester(s). Student are paid to go through training, to sit in on the same class again so they get to know the new students, and to offer three formal instructional sessions each week.”
- F. Remediation: “Use predictive analytics to identify admitted students for the fall freshman class who are academically at-risk and require that these students attend a seven-week summer session before fall classes and pursue 7 credit hours of college credit while be immersed in learning communities, near-peer mentoring, and a suite of mindset-building activities.”
- G. Instituting experiential learning, career preparation opportunities: “Upon registration, all students are required to enroll in one of seven meta-majors/career pathways: STEM, Arts, Humanities, Health, Education, Policy & Social Science, and Exploratory. Once students have selected their meta-major, they are given a choice of several block schedules, which are pre-populated course timetables including courses relevant to their first year of study. On the basis of their timetable, students are assigned to Freshman Learning Communities.” “Deliver introductory courses in mathematics using a pedagogy that requires students actively to do math rather than merely to hear an instructor talk about math. Leveraging adaptive technologies, students receive dozens of bits of immediate, personalized feedback every hour that they are in class, and they spend class times with instructors and classmates in a math lab environment.” “Integrate career preparation and awareness throughout the college curriculum and experience, starting with the first semester.” “and programmatic components of all learning communities (including near-peer mentors embedded in the communities, field trips, and group and service-learning projects) students develop a sense of belonging and a positive mindset from the first semester. “
- H. Financial supports for students through the predictive analysis: “supported by a gift from the SunTrust Foundation, Georgia State opened the SunTrust Student Financial Management Center (SFMC) in late fall 2016. Predicated on the premise that more students will persist if their financial problems are identified early and proactively addressed, the center deploys predictive analytics parallel to those critical to Georgia State’s ground- breaking GPS academic advising system. In the case of SFMC, ten years of financial data were analyzed to identify early warning signs of student financial problems.” “In the first six months of 2017, the SunTrust SFMC conducted 72,121 in-person, online and phone interactions. 62% of the interactions focused on loans, FAFSA verification, status of aid, and HOPE Scholarship questions. We found that missing or incomplete documents, FAFSA problems, and parent loans were among the leading issues faced by students. An additional 6% of interactions focused on Satisfactory Academic Progress (SAP) appeals”

## 2. Description of best practices in higher education from the literature and shared data on initiatives within John Jay College

- A. Summer bridge courses, orientations, and first year seminars for FTF and Transfers
  - This is when students are absorbing the most information about the campus that is outside of the classroom.
  - Successful college habits, registration processes, transfer credits with general education requirements, and support services available to them to help them navigate their way around campus.
  - Dedicated orientations for transfers as well as dedicated staff to help these students with the transition from another college prior to them starting their first semester. This will insure all of their paperwork, transfer credits, and registration process is understood and completed without any issue, which also fosters positive construction of academic preparedness and educational goals. Studies show this dedicated support to transfers helps improve enrollment, retention, and graduation rates.
- B. Teach students about successful college habits through first year seminars and learning communities - Promotes emotional Intelligence skills/soft skills & independent learning
  - Showing up to class – increase their values and motivation
  - Participate and asking questions – fosters collaboration and learning absorption
  - Being prepared – reading and completing material in advance helps improve engagement with content and resources.
  - Planning and organizing – this fosters structure and goal setting skills
  - Academic goal setting and planning
    - Teach student about SMART goals setting skills – easier to reach when specific and the path to achieving desired outcome is clear.
  - Getting help sooner rather than later – promotes knowledge construction early on and improves cognition and metacognition. This involves speaking with their instructors and other college personnel early on for additional services, resources, and referrals.
  - Improved study habits – fostering improved knowledge construction based in both the breadth and depth/quality and quantity of learning.
  - Review and reflect – on progress towards goals and practices taken to get there.
  - Accountability – improves self-awareness and responsibility through best practices in andragogy.
- C. Preparation for Placement Exams & Developmental Pathways to complete remediation and development education requirements early for FTF and Transfers.
  - Creating opportunities for students to review and brush up on their content knowledge before placement exams via tutoring to help minimize the amount of remediation needed after.
  - Students who do require the remediation support will be placed in clearly defined developmental pathways built to help them succeed with a tutoring intervention built in
- D. HEOP/ACE
  - Keeps students actively engaged with resources, the college community, and other supports throughout campus fostering a comprehensive support network.
    - Providing information to college access and support early on. Including academic preparedness, and using data to support student success
    - Regular check-ins with academic advisors and referrals to needed services
      - Mandated internship, providing information on scholarship opportunities

- Staying on track academically with requirements, planning for future semesters, and other timelines in order to graduate on time.
      - Breaks down financial, social, and cultural barriers.
      - ACE was designed after ASAP, which exist at the community colleges
        - ASAP's three-year average graduation rate 53.4% across nine cohorts; up until FA2015 for a total student population of 20,704
          - 25% for match comparison group students (non-ASAP students)
- E. Tutoring & Non-Academic Peer Support in offices across campus
  - Provides much-needed peer support and academic intervention for students who traditionally struggle with the transition to college life.
  - Studies show increased participation in tutoring is correlated with higher successful grade outcomes, GPAs, retention rates, and graduation rates.
- F. Experiential Learning, Faculty mentorship in research & Career Development hands-on learning, internships, co-op experience, apprenticeships, field experience, clinical assignments, and community-based projects.
  - Provide regular advising to help define and refine education goals.
    - This provide a clear path for progress and reflection to help refine the student's practices and keep them on track to graduate.
- G. Data Analytics– assessment of programs and initiatives with regard to student performance, grade outcomes, GPAs, & retention and graduation rates. This can also include an early alert feature to help refer students who are struggling to resources and support to improve their performance and keep them retained.
  - This can help us focus our resources toward the practices that are resulting in positive outcomes, & improve our economic engines.
- H. Sustainability
  - Reduce energy expenses and the resulting education costs for students. Can help make education more affordable, thus reducing student loan debt and improving access for students who rely on need based aid.
  - Create green revolving funds – money saved in energy cost can be used to fund new green projects to save more money and/or fund education initiatives.
  - Studies show a cleaner more energy efficient environment helps improve the education quality because of improved performance levels in schools with buildings that have more natural lighting and cleaner air. The sustainable model has huge potential for increasing student enrollments as well improving retention and graduation rates.
  - Many schools across the country have been participating in sustainable green projects for several years and have had significant financial returns on their investments.
  - John Jay College reduced its electrical consumption in 2014 by approximately 2,000,000 kWhs, which is enough energy to power about 350 New York City (NYC) apartments for an entire year.
    - The savings: ~\$900k, which is money the school can use to fund new green projects, academic programs/activities, or fund a scholarship
    - Accomplished by turning off power when certain services were not needed
      - turning off some lighting, escalators, elevators, and HVAC
      - Improvement of non-green systems such as replacing non-energy efficient lighting with more energy efficient options

For further information on best practices, see [references](#) below.

### **The best practices for student success align with the trends outlined in Question 1 as follows:**

1. Using data = providing information to access and support for both current and future students by measuring academic preparedness vs. first year grades and GPAs, ACE and other cohort data, tutoring/non-academic peer support/experiential learning data against grade outcomes, and retention and graduation rates.
2. Constructing clear student pathways through academic advising = ACE, summer bridge courses, orientations, and learning communities & first year seminars teaching students about successful college habits. Preparation for Placement Exams & Developmental Pathways to complete remediation and development education requirements early for FTF and Transfers.
3. Student wellness = emotional intelligence skills, ACE, orientation, learning communities, teaching students about success college habits which isn't solely built into their academics, and referrals to the wellness center by tutoring, non-academic support staff, and faculty.
4. Cultural competence throughout curriculum = emotional intelligence skills, lessons in successful college habits, tutoring, non-academic support, experiential learning, and ACE.
5. Student Centered Campus/Student Ready Campus = summer bridge courses, orientations, first year seminars, teaching students successful college habits, preparation for placement exams & developmental pathways, ACE, tutoring & non-academic peer support across campus, experiential learning, faculty mentorship & career development
6. Providing remediation for academically at-risk students = preparation for placement exams & developmental pathways, tutoring; ACE; data analytics to assess programs and initiatives with regard to student performance, grade outcomes, GPAs, & retention and graduation rates to provide support and develop an early alert system
7. Experiential Learning = experiential learning, faculty mentorship & career development, hands-on learning, internships, co-op experience, apprenticeships, field experience, clinical assignments, and community-based projects.
8. Financial Supports = ACE, sustainability with green projects and funds to reduce energy expenses and the resulting education costs for students, which can help make education more affordable, thus reducing student loan debt and improving access for students who rely on need-based aid.

### **3. Assessment of John Jay's current strengths**

For more information, see the following sources:

- A. [http://www.equality-of-opportunity.org/papers/coll\\_mrc\\_paper.pdf](http://www.equality-of-opportunity.org/papers/coll_mrc_paper.pdf)
- B. <https://edtrust.org/resource/black-student-success/>
- C. [http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/PMP\\_University\\_Data\\_Book\\_2018-Final\\_2018-08-16\\_v2.pdf](http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/PMP_University_Data_Book_2018-Final_2018-08-16_v2.pdf) (p. 48)

### **5. Assessment of John Jay's opportunities in this area**

2018 National Survey of Student Engagement (NSEE) survey data: 78% of John Jay first-year students reported that they planned to complete an internship or field experience. However, only 30% of seniors participated in these high-impact practices. This percentage has decreased slightly from 2015, when 32% of seniors participated in internships or field experiences.



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## STRATEGIC PLANNING RESEARCH BRIEF

# RESEARCH

Submitted by: Maureen Allwood, Anthony Carpi, Preeti Chauhan, Gina Foster, Nathan Lents, Gerald Markowitz, Cathy Spatz Widom

*The research portfolio of the college has grown substantially in recent years, taxing existing resources including personnel, space, and IT infrastructure. Institutional decisions related to resource allocation, hiring, and support priorities will affect whether this portfolio continues to expand, remains constant, or contracts in coming years. Strategic planning should explicitly consider how current decisions will affect this portfolio in the coming decade.*

Research and scholarship are widely acknowledged as hallmarks of academic life. While these terms sometimes have broad interpretations, in the context of this analysis, they refer to the systematic processes, whether artistic or research-driven, designed to develop or contribute to generalizable knowledge, and include products such as public presentation, manuscripts, artistic or musical works, books, and more.

The public benefits when sophisticated faculty expertise is employed to improve quality of life. Research addresses a variety of issues pertinent to local, state, and national needs; it solves practical problems; and it encourages economic diversification. Further, a diverse research portfolio offers students opportunities to develop specialized skills in emerging workforce fields.

The college has long valued the scholarly work of its faculty. As detailed in our mission statement, "Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies. ... Our students are eager to engage in original research." Yet it is notable that the past decade has brought a shift in the emphasis on, and support for research, policy development, and criminal justice reform at the institution. In 2006 the college established an Office for the Advancement of Research to augment its existing Office of Sponsored Programs. Over the past 12 years, the college has also created or expanded several key justice-focused research centers such as the Prisoner Reentry Institute, National Network for Safe Communities, and Punishment to Public Health project that have significantly expanded its reputation, advanced reform in the field, and engaged students in the practices of scholarly work.

## Current Research Portfolio

Our current portfolio includes a broad mix of faculty scholarship across all disciplines, external grant activity in basic and applied areas, initiatives to inform public policy, and large, nationally-recognized research centers. Key changes since our last college-wide assessment:

- Our reported scholarly productivity has more than tripled in just 8 years, from 646 total works in 2011 to 2,027 works in 2018 (Appendix Fig. 1).
- Our scholarly productivity is highly diverse and counts Art & Music, Criminal Justice, Psychology, and Science among our most active programs.
- Our ranking among CUNY institutions has risen from 8<sup>th</sup> to 1<sup>st</sup> in terms of scholarly productivity, and from 5<sup>th</sup> to 3<sup>rd</sup> for external grants awarded in the past six years.
- Our faculty include two Pulitzer Prize winners, one Stockholm Prize winner, and 9 Fulbright Fellows.
- Our external grant portfolio has more than doubled in just 7 years, from \$14.6 million in 2012 to \$33.6 million in 2019 (Appendix Fig. 2).
- Our Centers account for a greater portion of grant and indirect revenue than 5 years ago (Appendix Fig. 3). Centers account for 70% of grant revenue compared to ~50% in 2014.

## College Impact

This research portfolio is critical to the identity and mission of the college. While long known as a leading institution for criminal justice education, we are now widely lauded as a leading institution for liberal arts studies and criminal justice reform. As the diversity of our faculty and student body have grown in recent decades, so has the diversity of our research portfolio. Major areas of research and scholarship at the college now include violence in Central and South America, organized crime in Eastern Europe, the genetic linkages of breast cancer in Latinas, the contributions of Black female artists, and much more.

Our National Network for Safe Communities operates in dozens of cities across the U.S. and Latin America implementing violence reduction programs and improving citizen safety. Our Prisoner Reentry Institute is a recognized leader in New York State in the rehabilitation and reentry of justice-involved individuals. Our Extremist Crime Database, Data Collaborative for Justice, Research and Evaluation Center, and many others are nationally recognized as models of success.

Our research portfolio generates significant media attention and publicity. Currently, faculty research expertise generates some 70 media mentions/quotes/appearances per month, or about 850 per year. Citations to articles authored by college faculty have grown substantially and now average 1,300 citations per year up from 400 citations per year in the early 2000's. Research-focused Twitter® accounts attract some 160,000+ followers. And the *Crime Report*, a publication of our Center on Media, Crime and Justice receives approximately 100,000 unique page views per month, attracts 15,000 Twitter® followers, and has a subscriber list of some 12,000.

The grant activity of the college also generates significant revenue and contributes to the further advancement of research. Grant recoveries have averaged almost \$1.8 million for the last three years (Appendix Fig. 4). On average, these funds are distributed such that:

- 21.5%, or almost \$390,000 per year is returned directly to PIs and their Departments;
- 24.67% is provided to support the Office for the Advancement of Research, of which almost \$350,000 per year is made available as grants and awards to faculty, and grants to support research events; and some \$90,000 is used to support critical office staff who support research, grants, and contracts;
- 4.67% is allocated to the President’s Office which provides almost \$100,000 per year in support for special grants to our faculty and students;
- Approximately 48% goes to the Provost’s Office to support special programs including:
  - \$340,000 a year in travel support for faculty;
  - \$180,000 in direct support to Ph.D. students;
  - \$75,000 in start-up funding for new faculty;
  - \$100,000 for Linking Experiences, Academics, and Practice program;
  - \$75,000 for the Teaching & Learning Center; and
  - \$100,000 for other administrative support and investments.
- And 1% goes to support the Office of Student Research & Creativity and the ~\$20,000 per year that it provides in direct scholarships to students and their faculty mentors.

### **Student Impact**

A hallmark of the College research portfolio is its impact on students. The research of our faculty provide opportunities for our masters and Ph.D. students to study with notable experts and, increasingly, for our undergraduates to gain hands-on experience and training. As a leading Minority- and Hispanic-serving institution, a goal of the college is to train a diverse workforce. And programs like our McNair Fellowship, Honors Program, and PRISM research program are notable for leveraging faculty-student research relationship towards sending a diverse population of students into advanced professional careers.

Faculty members are tasked with discovering and creating new knowledge and sharing that knowledge, as well as the methods of acquiring it, with students. Faculty members who conduct research stay at the forefront of their fields, enter into wider collaborations, and are better able to communicate the technical aspects of their discipline to a wide audience.

Teaching and research are far from mutually exclusive; they are, in fact, complementary activities. Students benefit tremendously from involvement in hands-on research experiences and develop valuable practical and analytical skills from their participation. Faculty who conduct research share up-to-date information with students and give them the opportunity to explore fields of interest in greater depth. The best and brightest students are often attracted to a university because of the opportunity to work closely with faculty; and as a result, outstanding research programs help recruit students at both the undergraduate and graduate levels.

Faculty research contributes extensively to student success. Students in research cohorts have a higher retention rate than those outside of these cohorts. Over 90% of students in our research cohorts graduate. Almost one-third of research cohort students move on to post-graduate education and professional careers, compared to a college average of 14% for all students. Further, faculty mentoring of students is

a significant driver of student awards and fellowships. Research mentored students have gone on to win prestigious Salk, Watson, Marshall, Hoover, National Science Foundation, Fulbright, Frederick Douglas and other awards.

### **Support Needs**

There are several key areas in which the college research enterprise is under-resourced given the size of the portfolio managed.

- Personnel – Research operations are understaffed compared to peer institutions in:
  - Compliance – Research compliance is a required area of college activity with implications for all types of research. When done well, research compliance supports, educates and protects researchers and the institution, as well as individuals who participate in research. Conversely, if the research compliance enterprise is not appropriately supported, the college and those involved in conducting or participating in research become vulnerable. One domain within research compliance is the Human Research Protection Program (HRPP). The college currently maintains the third largest volume of HRPP projects within the CUNY system with only 1 FT staff person supporting the HRPP in addition to providing oversight for all other research compliance operations; CUNY colleges with a similar volume generally operate with 2 to 3 total FT staff dedicated solely to the HRPP. Staffing support for research compliance operations at the college is insufficient and does not reflect the scope of responsibilities or the potential impact of compliance activities.
  - Contracts – Though contracts play a substantial role in funded research, there is no dedicated person to assist PIs in establishing contracts with vendors or other institutions.
  - Information Technology – Institutions with similar portfolios have dedicated staff or staff whose primary responsibility is to the research side of the institution.
- Space remains a significant constraint to our current research operations. Our largest centers are landlocked with little ability to physically expand despite growing staffs. And no space exists in which to incubate new large research operations.
- Grant Management – The college’s primary fiscal agent is the Research Foundation of CUNY. However, RF is not designed to address the needs of large research centers that manage dozens of employees and multiple grants.

### **Priorities for Strategic Planning**

The college strategic planning process should explicitly consider the research portfolio of the institution. At least one faculty member and one administrator should be integrated into the planning process who are explicitly charged with serving as research advocates – informing the process of the scholarly needs and priorities of the institution. Priorities that the committee should consider:

- Faculty – Our faculty are primary drivers of scholarship and reputation at the institution. Planning should address the following questions:
  - How do we better support active research faculty in their scholarly pursuits?

- How do we balance hiring highly-productive mid-career and senior faculty with the need for junior faculty in our hiring process?
- How is scholarly profile balanced with the needs for teaching and student success?
- How can the college better provide space and facilities that encourage research by our faculty?
- Students – Research is a critical skill for employment and professional development. Planning should address:
  - How do we better engage students in the process of research mentoring?
  - How do we consider career outcomes in our goals for student success?
  - How do we better support and expand current or future research cohorts at the college?
- Centers – Our largest centers have been the primary driver of grant revenue for the last half decade. Planning should address:
  - How do we continue to expand the number of highly active research centers at the college in context of new hiring and space allocation decisions?
  - How do we better engage the college community in the operation and expansion of its largest research centers?
  - What information technology and support needs are required for these centers?



## Appendix

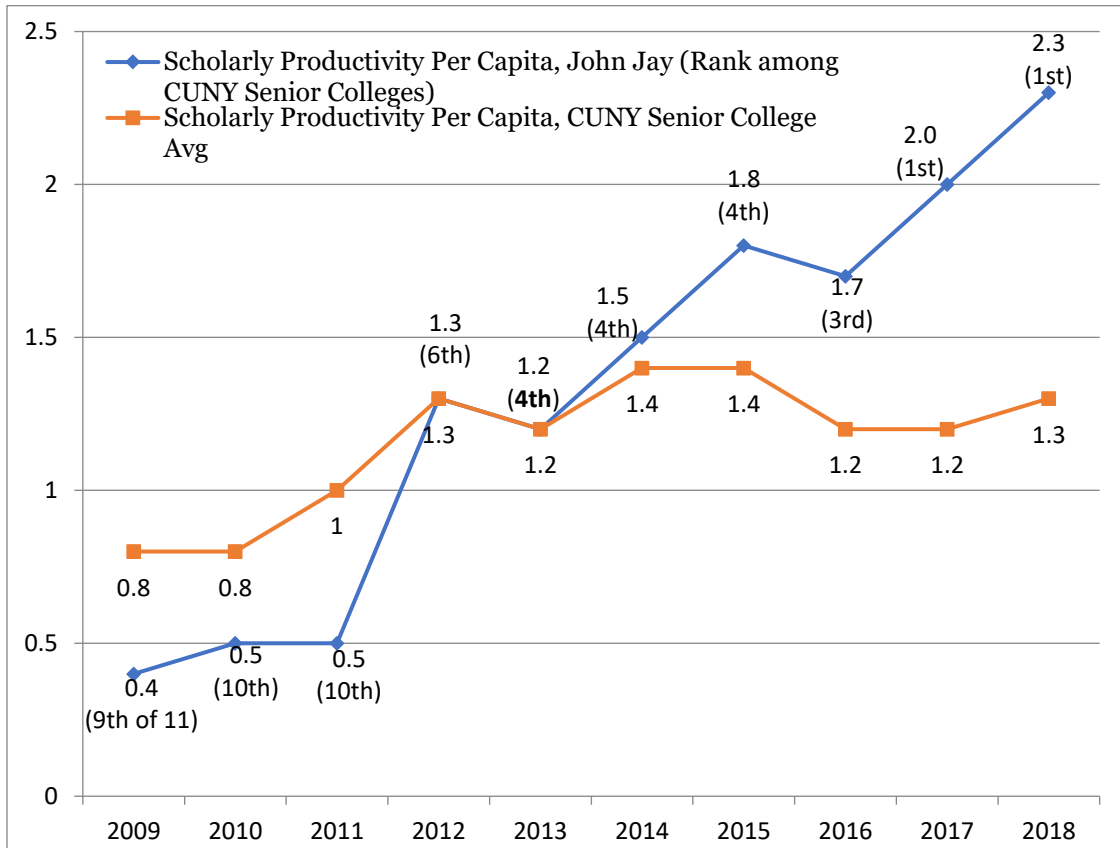


Figure 1: Per Capita Scholarly Productivity (CUNY metric) , John Jay vs. CUNY Senior College Avg.

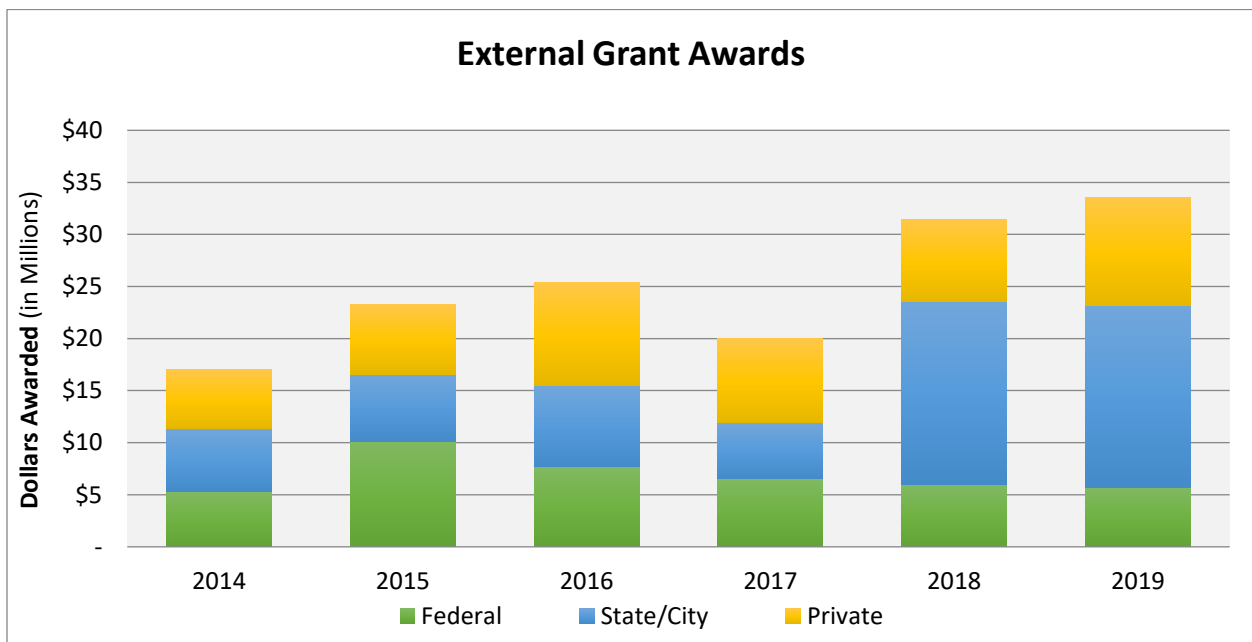


Figure 2: External Grant Awards by Sponsor Category, 2014-2019.

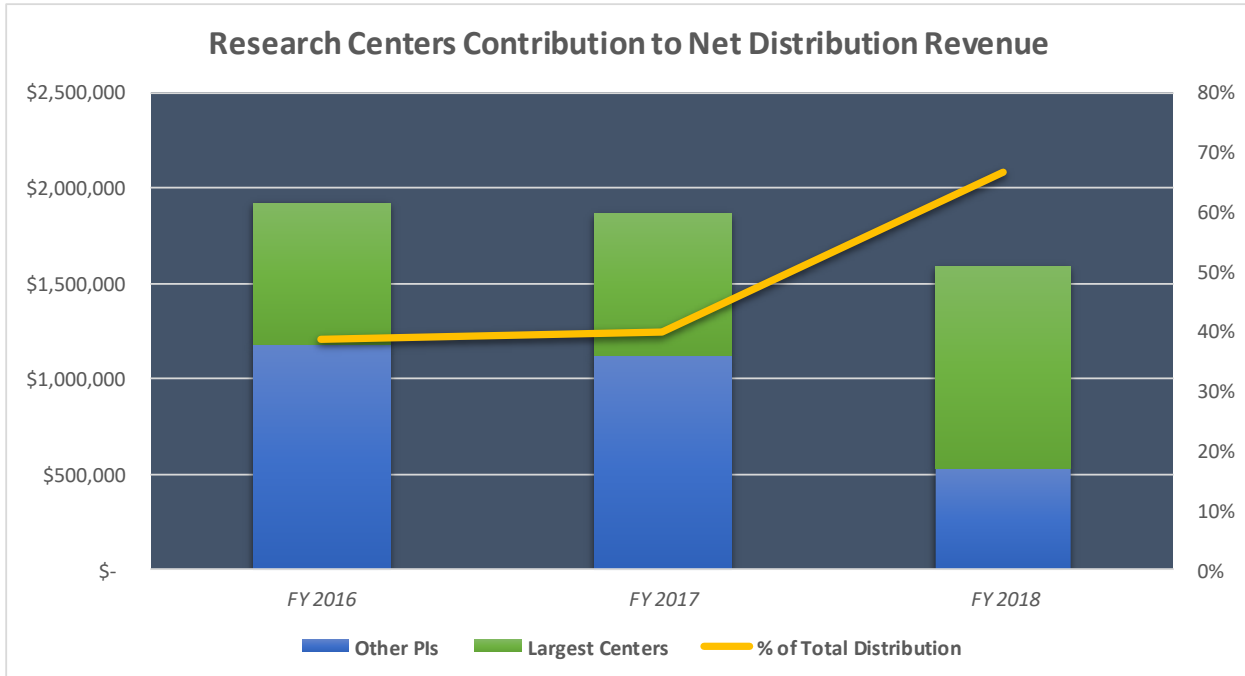


Figure 3: Annual Net Recoveries for Largest Centers and Other PIs, 2016-2018

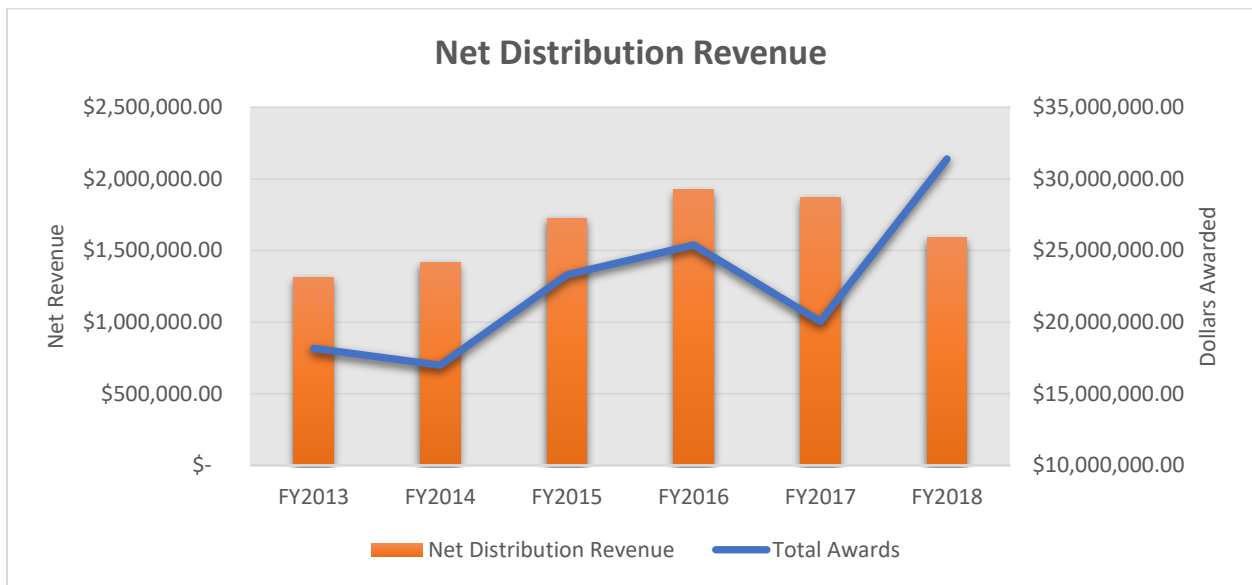


Figure 4: Annual Net Distribution Revenues after RF, CUNY and adjunct costs, 2013-2018.



## STRATEGIC PLANNING RESEARCH BRIEF

# GOVERNMENT CLIMATE

TEAM: VP Laura Ginns (PA and SI), Mindy Bockstein (PA), Prof Ke Li (POL), Prof Peter Mameli (PAD), Naomi Davies (F&A), Kermina Tofek (student)

*John Jay should plan for continuing uncertainty and potential declines in public funding levels but remain focused on identifying and leveraging public sector engagement, and resource, scholarship and professional development opportunities.*

### Background Trends and Implications for Higher Education (Items #1 & 2)

- **Declining Public Confidence in Higher Education:** While public confidence is trending downward for almost all societal institutions, higher education has experienced the steepest decline in public confidence of any surveyed institution and increasing politicization.<sup>20</sup> This trend could impact public funding levels.
- **Demographic Shifts:** After nearly two decades of steadily increasing, the number of U.S. high school graduates nationally is plateauing, with an expected decade-long stagnation, while in the Northeast the number of high school graduates is expected to decline through 2030 after peaking in 2010. At the same time, high school graduates are becoming more diverse.<sup>21</sup> This will lead to increasing focus on recruiting and supporting the college success of historically underrepresented students. Correspondingly, the number of institutions that cross the threshold of 25 percent Latinx undergraduate enrollment and qualify as federally designated Hispanic-Serving Institutions (HSI) will continue to grow. This growth in the number of HSIs is expected to outstrip any growth in the amount of HSI funding from Congress.
- **Economic Outlook:** The current strong economy and historically low unemployment is likely to draw more prospective students into the labor force, adding enrollment pressures. Many sources predict the possibility of an upcoming economic downturn driven by factors such as the ongoing trade war with China, volatility on Wall Street and in the housing market, health care and public pension costs and the diminishing effects from the tax bill's stimulus. New York City is the driving force behind employment gains in New York State fueled by growth in professional and business services, information and technology, healthcare and education, with the finance and insurance sector continuing to be one of the most important sectors in New York's

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<sup>20</sup> Higher education experienced a nine-point decline in public confidence between 2015 and 2018 according to Gallup (from 57% to 48% overall), with an even steeper decline (17 points) among Republicans, resulting in a with a 23-point gap between Democrats and Republicans.

<sup>21</sup> In 2014, the number of Latinx, African-American, and Asian students in the nation's public school classrooms exceeded the number of non-Hispanic whites for the first time ever. The number of Latinx high school graduates is expected to jump by 50 percent from 2014 to the mid-2020s.

economy. Nationally, public sector employment fell over the past five years with a larger decline in New York State and City. These economic trends and related potential gaps in the future budgets of New York State and City will lead to continued intense focus on college affordability and eventually possible cuts to state and city higher education funding.

- **National, State, and Local Elections & Political Polarization:** The national elections in 2020 and city elections in 2021 bring potential for leadership changes and therefore considerable uncertainty for policymaking. Particularly in City government, term limits will significantly reshape city leadership in 2021: 41 out of the city's 59 elected positions will be open in the 2021 election, including the offices of mayor, comptroller, City Council Speaker, four out of the five borough presidents, and 35 seats on the City Council (including Speaker). More competitive races and open seats could also occur as incumbents entertain higher office. Current office holders and candidates at all levels have expressed strong interest in student loan relief, free community college, and stronger accountability measures, particularly for the for-profit sector.
- **#MeToo Movement & Focus on Campus Sexual Assault:** With the continued focus on the #MeToo movement on the national stage, focus on college efforts to address campus sexual assault will continue.

### Federal, State and Local Higher Education Policy Trends

- **HEA Reauthorization:** At the Federal level, the most significant potential legislative development over the next few years is the potential reauthorization of the Higher Education Act (HEA), the nation's chief higher education law. It remains unlikely that Congress will reach agreement this year. Of note, proposals to expand Pell grants for incarcerated students enjoys bipartisan support and both parties have expressed interest in creating new student outcome accountability measures as requirements for receiving federal funds.
- **Title IX Regulatory Changes:** The Trump Administration has proposed new regulations to replace Obama-era guidance on college processes for handling claims of sexual harassment and misconduct under Title IX, a federal civil rights law. Although a final rule – which could come as early as December – will likely face immediate legal challenges, such a rule would likely require significant changes to CUNY policy and practice.
- **College Affordability:** Although it has increased since the recession, spending for higher education in New York is still not at prerecession levels, and there have been budget cuts by the federal government. In the era of austerity, the state has expanded financial aid programs including passing the DREAM Act, however, operating aid has not kept pace. The state has authorized repeated tuition increases to cover faculty hiring and other operating expenses. The shift to greater reliance on tuition to cover the growing costs of higher education has contributed to student loan debt, college completion challenges and operating issues for colleges. The gap in college revenues is also caused by deficiencies in state laws governing Tuition Assistance Programs which since 2011 have required colleges to bear the difference between increasing tuition costs and student financial aid awards.
- **Accreditation and accountability issues:** Federal oversight and inquiry into accreditors will continue to place pressures on institutions to assess, improve and report on student outcomes, including graduation and retention rates, post graduation employment, student loan debt among other accountability metrics.
- **Free Speech:** Efforts are underway in the courts and in the legislative arena to revise and prescribe sanctions regarding free expression on campus.

- **Emphasis on STEM and Security and Workforce Development:** In recognition of industry needs and skills gaps, public officials are placing greater emphasis on higher education to meet economic and workforce development goals. In particular, public funding has aimed to support programs that increase the number of students from under-represented groups who are pursuing careers in STEM and health-related fields.<sup>22</sup> Public funding has also focused on linking grants and capital funding to strategies and programs that involve industry-engaged curriculum development, experiential learning, tuition forgiveness, public-private partnerships, and job-pipelines in high-demand and emerging sectors, including cybersecurity and life sciences.
- **NY State & City Maintenance of Effort:** Since 2011, state operating aid to public higher education in NYS has remained stagnant, while operational costs have risen annually. The state legislature has advanced legislation outside the budgetary process to require the state to reimburse the public higher education systems for mandatory operating costs, including utilities, rentals, collective bargaining costs and even the TAP Gap. The legislation continues to be vetoed by the governor. As a result, these costs are absorbed by the campuses.
- **Critical Maintenance and capital funding to address aging infrastructure:** The last state five-year capital plan for public higher education institutions sunset in 2013. The age of facilities and the history of deferred maintenance have underscored the need for timely, increased and sustained funding to feature state-of-good-repair and state-of-the-art facilities that provide environments to foster student success and scholarship.
- **Higher Education Equity-Educational Opportunity Programs:** The NYS legislature continues to prioritize programs that aid the neediest and most vulnerable students to attend and complete postsecondary education. (e.g., Search for education, Elevation and Knowledge (SEEK), My Brothers Keeper, Foster Youth College Success Initiative).
- **Mental Health and Social Safety Net Supports:** Food insecurity, mental health and disability challenges facing students, childcare needs and other social safety net issues has drawn the attention of government leaders.<sup>23</sup>

### **John Jay’s Strengths, Weaknesses, and Opportunities (Items #3, 4, and 5)**

The strengths of John Jay College of Criminal Justice are found in its people, programs, departments and mission. As a Hispanic Serving Institution (HSI) in a public university system John Jay College is committed to values of diversity, equity and representativeness. Together, these factors:

- Provide opportunities for all students to advance their academic interests and career aspirations through a liberal arts education that offers students an expansive intellectual grounding in all kinds of humanistic inquiry;
- Develop an evolving curriculum that speaks to existing and emerging justice concerns relevant to forwarding the mission of the College;

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<sup>22</sup> The federal government has supported HSI-STEM grants through the Department of Education and the National Science Foundation. The New York State Legislature strongly supports competitive funding in science research, practical training, and college readiness (CSTEP, STEP) through SED.

<sup>23</sup> A new GAO report highlights how pervasive the student hunger problem is across the United States. Recently, the City Council held hearings on reducing food insecurity among college students and Governor Cuomo announced the first-in-the-nation program to combat student hunger with support for food pantries or stigma-free food access. In the budget process, the New York State Legislature has provided additional funding for tele- counseling on college campuses and childcare centers. SED will be advancing a budget for FY 2021 that will include an additional \$15 million to support NYS college students with disabilities.

- Advance scholarly research, in collaboration with students, that can support the development of both the College and external community it serves; and
- Leverage the institution's posture as a respected body of higher education, able to engage decision-makers, directly inform public opinion and spur debate.

While the strengths mentioned above are formidable, the institution faces challenges including:

- A climate of financial austerity for higher education that crosses levels of public funding, and imposes itself on the resources available to the organization. Resource deprivation reveals itself most readily through restrained hiring capabilities for full-time faculty, and in ongoing efforts to secure a physical plant capable of servicing the complete range of needs for the school.
- Available space at John Jay is finite, and financial austerity and constrained resources means we will not be able to respond to changing space needs required to serve the college's mission for student success. Of the college's 1.046GSF of non-leased space, 383,087GSF in Haaren Hall is in most need of increased and sustained funding to address deferred maintenance of building systems and rethinking space use to foster student success and scholarship.

### **Recommendations on Priorities (Item #6)**

**HSI Identity and Student Supports:** As a Hispanic Serving Institution (HSI), John Jay should prioritize continuing to build its HSI identity and adapting to become a truly Hispanic-serving institution. The College should prioritize supports to improve the student's academic and college experience while supporting the needs of students who are experiencing food insecurities, students with disabilities, mental health challenges, and childcare needs, and overall supporting the well-being of each individual student.

**Improved Outcomes & Assessments:** Assessment strategies for the College need to be revived and coordinated across all major aspects of service delivery. As both accreditation and funding sources increasingly tie their decisions to outcome-based evaluations, this is a priority.

**Aligning Programming and Enhancing Curricula to Public Policy and Funding Priorities:** Taking advantage of significant and emerging policy areas with demonstrated importance can lead to increased funding and a stronger position of our graduates in the job market. Such issue areas include:

- Criminal justice reform and community corrections across levels of the political system and through a public health and equity perspective;
- Policing in the 21<sup>st</sup> century;
- Environmental justice issues emerging from the ongoing climate change debate;
- Gender justice issues tied to, and apart from, the #me-too movement;
- Conflict and peace studies writ large, encompassing local to global events;
- Disaster management studies;
- Counter Terrorism (International and Domestic);
- Bias/Hate Crimes Prevention, Response and psychology;
- Artificial intelligence, information privacy and security, and big data concerns; and
- Industry responsive cyber security and homeland security issues.

**Facilities:** Examine use of space to find opportunities that will build on significant energy savings measures already achieved that positively impact the college budget. Use the Registrar's data to improve class scheduling, annually reevaluate departmental assignment of academic and research space to ensure the highest and best use of our limited resources.

**Online Learning:** Forge a comprehensive strategy that targets development and growth of online education, including specialized training and advanced professional learning, but also with an eye on the programs in humanities and arts, This can expose the John Jay brand to a wider market. A continued emphasis on humanities and arts will further grow its reputation as a liberal arts college, seeking to foster a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of ideas and actions.



## STRATEGIC PLANNING RESEARCH BRIEF

# TECH AND HIGHER EDUCATION

What are enterprise/tech solutions that are positively affecting the ways colleges operate?  
GROUP: Joseph Laub (DoIT), Prof. Karen Okamoto (Library), Prof. Aftab Ahmad (MATH and CS), Jarrett Foster (EMSA), Fidel Osorio (Student)

*There are many technologies with the capability to transform John Jay. However, to be successful we need a balanced strategy of mixing tech that enables new capabilities, with tech that optimizes processes and tech that transforms how we do business.*

### 1. Description of the current trends in this area

Educause found that at 63% or more of Higher Education institutions the trends that exert the most influence on higher education's technology strategy and adoption include (1) the growing complexity of security threats; (2) more student success focus/imperatives; (3) data-driven decision-making; (4) increasing complexity of technology, architecture, and data; and (5) the need for a greater contribution of IT to support institutional operational excellence. The Gartner group's list of top trends echoed these including (1) Improved Security and Integrity; (2) Student Experience; (3) the Data Driven Academy and (4) Skills and Employment. Additionally, *Reimagining the Role of Technology in Higher Education: A Supplement to the National Educational Technology Plan (NETP)* also supports a student focused approach along with technology and resources to empower low income students with complex life demands. With this in mind, trends that focus on (1) anytime / anywhere learning and (2) providing low cost or free resources to students were deemed relevant.

### 2. Description of best practices in higher education regarding these trend(s)

#### 2.1 The growing complexity of security threats

- There is a growing concern within higher education about both security and integrity. This not only refers to protecting data and systems but also the ethical use of data.



- Best practices and emerging technologies for this area include the implementation of next generation security technologies (modern firewalls, artificial intelligence (AI), etc.); cybersecurity training and awareness programs; and the need for a privacy policy.

## 2.2 More student success focus/imperatives/student experience

- This trend reflects a growing concern with the student experience. The student experience encompasses all aspects of student engagement at a college, from recruitment and enrollment, formal classes, and programs, to social interactions and campus life, as well as post-graduation interaction.
- Best practice and technologies supporting this area are diverse. Some examples include predictive analytics; nudge technologies; business intelligence and visualization tools; Student Success Management Systems (SSMS/EAB); AI to bolster staff resources; and e-Sports.
- New and existing technology should be unified to create an integrated user experience.

## 2.3 Data-driven decision-making and the data driven academy

- This trend reflects the growing awareness of and interest in using data to solve decision problems and to guide strategy.
- Best practices and technologies in this trend include using predictive analytics and/or SSMS/EAB to identify students at risk, thus improving retention and graduation rates.
- Other relevant technologies and practices include decision augmentation AI, business intelligence, predictive analytics, nudge tech, cross-life-cycle CRM, and smart campuses.

## 2.4 Increasing complexity of technology, architecture, and data

- This trend is about replacing older systems that are limiting our technological agility.
- The focus is on incorporating open standards into IT architecture, replacing older systems, and moving away from traditional models of IT operations. This ultimately allows for greater integration with various cloud technologies and moving away from traditional IT.

## 2.5 The need for a greater contribution of IT to support institutional operational excellence

- This trend is about streamlining processes, using automation and gaining key insights from data with less effort

- Relevant practices not only include existing workflow technology and BI / analytics tools; but include emerging technology such as AI, robotic process automation, chatbots and smart campus tech.

## 2.6 Support for Skills, Employment and Post-Graduate Outcomes

- This trend is about colleges playing more of a role in helping society meet skills needs, preparing students for the world of work and ensuring their success after graduation
- Emphasis is not only on directly applicable technologies, such as career software, but also on cloud solutions for micro-credentialing, badging and e-portfolio technologies, among others

## 2.7 Increased access through educational technologies

- This trend is about helping students with complex life demands by leveraging anytime/anywhere learning opportunities, open access to learning materials and newer classroom technology to enhance teaching and learning
- Technology and practices here include Adaptive Learning; Open Education Resources; technology in traditional and active learning classrooms; video technology; wireless presentation technologies, etc.

## 3. Assessment of John Jay's current strengths with regard to this area

- Culturally we have dedicated faculty, staff and students who are focused on helping students
- John Jay faculty and staff are always identifying potential tech solutions for improvement

## 4. Assessment of John Jay's current weaknesses regarding this area

- Cross divisional technology efforts often operate in silos based on who has resources and not as part of an overall technology strategy
- Older systems are limiting our ability to integrate new solutions and exploit best practices

## 5. Assessment of John Jay's opportunities in this area

- Improved student outcomes and overall student experience
- Greater operational efficiencies and college success

**6. Based on your research and assessment, what strategies in this area should John Jay consider pursuing?**

- John Jay has limited resources and should focus on deployment of technologies already in the pipeline (SSMS/EAB). Initiatives to increase student success should take precedence.
- During the next phase of strategic planning a group should focus on reviewing emerging and other relevant technologies for future adoption that are not in the pipeline
- John Jay's strategic planning technology focus should create a balanced technology portfolio by mixing technologies to enable new capabilities (such as wireless presentation technologies) with tech that optimizes processes (business intelligence) and technology that transforms how we do business (SSMS/EAB)
- A process to assess the effectiveness of existing and newly implemented technology should also be discussed



## STRATEGIC PLANNING RESEARCH BRIEF

# CLIMATE JUSTICE

How can John Jay best integrate climate justice, the most pressing global and intergenerational justice issue of our time, into the college's mission to educate for justice, as well as its ongoing teaching, research, and physical operations?

Brief submitted by:

Joan Hoffman, Lindsey Kayman, Musarrat Lamia, Gerald Markowitz, Alexander Schlutz

(The ten priorities suggested under point 6 were developed in May 2019 by the John Jay Sustainability Council, a larger group including John Jay administrators, faculty, employees, and students.)

*To adequately address issues of climate justice, John Jay will need to pursue a holistic approach, integrating climate justice concerns into its administrative structure, faculty research and teaching, public programming, and the college's physical facilities and operations.*

### 1. Description of the current trends in this area

Climate justice is unlike any other topic because it is critical for our survival as a species. At the current 1°C of warming, the long-predicted impacts of climate change are already visible, decades earlier and more extensive than expected. The currently predicted 3-4 degrees C (7 degrees F) increase in temperature by 2100 would be utterly catastrophic. The possibility of keeping global temperature increase to a potentially manageable 1.5 or even 2°C is slipping away; we have only a narrow window of time to implement vast societal and technological changes to achieve that goal. An informed citizenry will be critical for preventing the direst of outcomes. Yet, climate literacy and climate justice education stand in no proportion to the magnitude of the challenge and are often limited to students of environmental science, agriculture, or sustainability. Climate justice, the recognition that those least responsible for the current environmental crisis (in particular the global poor, indigenous peoples, and future generations) are and will be those most impacted by it, is an inherently interdisciplinary and intersectional topic, and current trends hence cross traditional disciplinary boundaries. Climate change further aggravates all existing problems of social, environmental, and economic justice, so that climate justice cannot be disentangled from all other justice issues, including criminal justice. The deep understanding true literacy in climate justice would produce will be our best chance for enacting policies that can maintain civility and prevent wars and instability as conditions deteriorate.

Over the past year, the Fridays for Future movement, inspired by Greta Thunberg, has alerted millions of young people around the world to the urgency and the risks posed by climate change, leading them to participate in global climate demonstrations, demanding not only that we leave them a habitable planet and adequate resources for the future, but also that policy solutions must address equity for people and countries afflicted by inequality, lack of jobs, food, and energy poverty, as well as

the impacts of rising temperatures, water shortages and extreme weather events. Meanwhile, the actions of Extinction Rebellion have alerted a broader public to the ongoing sixth mass-extinction event in earth's geological history, where a multitude of anthropogenic drivers are amplified by climate change, threatening the global biodiversity on which human well-being crucially depends. And proponents of a Green New Deal have highlighted the necessity of deep structural economic and social change to address the biggest challenge of our time.

## **2. Description of best practices in higher education regarding this trend**

The best practice in higher education regarding climate justice has been to create a holistic approach to the diverse issues confronting campuses. This means seeing climate justice and sustainability as integral not only to the curriculum and campus facilities, but to the overall goals of the college as a whole, as has been done at Hunter and Brooklyn within CUNY. (See <http://www.hunter.cuny.edu/huntergreen> and <https://www.brooklyn.cuny.edu/web/about/initiatives/initiatives/sustainability.php>) Nationally and internationally best practices include broadly conceived "education for sustainability" that involves administrators, faculty, staff, and students. More ambitiously, hundreds of universities around the world and in the United States, including the whole California State University system, and the elite campuses at the University of California, such as Berkeley, UCLA, Santa Barbara, and others, have declared a Climate Emergency, and have agreed to undertake a three-point plan to address the crisis through their work with students. This plan includes:

1. Committing to going carbon neutral by 2030 or 2050 at the very latest;
2. Mobilizing more resources for action-oriented climate-change research and skills creation;
3. Increasing the delivery of environmental and sustainability education across curricula, campus and community outreach programs.

(See <https://www.sdgaccord.org/climateletter> )

Other institutions, such as Smith College, have instituted a Year on Climate Change with college-wide programming to increase awareness among students, faculty, and staff.

(See <https://www.smith.edu/about-smith/ycc>).

## **3. Assessment of John Jay's current strengths with regard to this area**

The mission to educate for justice positions John Jay perfectly to become a leader in this interdisciplinary field. The college already offers an interdisciplinary minor in Environmental Justice that is unique within CUNY. The required core courses for the minor, both also part of the general education program, provide climate justice education each semester. The John Jay environmental film festival that takes place every spring, organized by Lindsey Kayman, the college's Environmental Health and Safety Director, offers a broad range of documentary films on the issue, to which faculty can take their classes. Lindsey Kayman is currently also developing an eco- and climate literacy training program for faculty, staff, and students. John Jay also has a vibrant student environmental club dedicated to environmental justice issues.

## **4. Assessment of John Jay's current weaknesses regarding this area**

John Jay has yet to embrace what is arguably the most important justice issue of our time as a central part of its mission. The core courses of the minor reach about 200 students every semester, a small fraction of John Jay's student population. There is currently no messaging from the college to its faculty and students about the urgency of addressing climate change and biodiversity loss, the essential global,

national, local, and intergenerational justice issues these environmental catastrophes raise, and the unique position of John Jay to contribute to solutions. The college is also not promoting efforts to integrate climate justice and climate literacy across the curriculum in ways that would reach the majority of our students, all of whom are directly affected by the problem; or to strengthen the faculty in crucial areas, such as environmental crime for example. In addition, John Jay currently does not actively encourage and support the kind of cross-disciplinary collaborations in teaching and research that are essential to addressing a highly complex topic like climate justice. Finally, the College does not currently engage students in its own climate-change prevention efforts through such means as reporting on its greening goals and progress and by creating ways for students to participate, such as campaigns to change behavior, greening internships, and class assignments to gather needed information.

## **5. Assessment of John Jay's opportunities in this area**

John Jay is poised to take a leadership role in addressing the most fundamental justice issue of our time. John Jay's mission-driven focus on educating for justice across the many disciplines represented at the college means that the structures and institutional priorities to connect, foster, and support educational efforts to contribute to sorely needed climate-justice solutions are already in place. Interdisciplinary efforts in research and teaching in this area are currently at the forefront in many fields across the academy, and John Jay's leadership will make a difference at CUNY, as well as nationally and internationally.

In addition to opportunities in teaching and research, John Jay can also take a leadership role in setting clear sustainability goals in its operations, and monitoring progress toward them. In particular, a 50% reduction of greenhouse gas emissions from 2018 levels by 2030 in line with the 2018 IPCC report would significantly raise the college's public profile as an environmentally responsible institution.

## **6. Based on your research and assessment, what priorities in this area should John Jay consider pursuing?**

### **ADMINISTRATIVE COMMITMENT:**

1. Recognize Climate and Intergenerational Justice (the need to leave future generations with thriving ecosystems, an intact government, and manageable debt) as central to the College's mission, and incorporate this focus into the Strategic Plan.
2. Assign a VP to oversee and encourage the joint educational and carbon footprint sustainability initiatives at the College.

### **URGENT NEED FOR CLIMATE CHANGE EDUCATION:**

3. Build student awareness of climate problems and solution possibilities with activities including:
  - a. New and returning students read a book about climate justice over the summer for discussion during the first weeks of classes.
  - b. Plan for and support a Climate and Environmental Justice Education week across the curriculum for students in combination with the spring environmental film festival.
  - c. Offer incentives, such as certificates, for students to take EJS 200: Earth Justice, a basic ecoliteracy/sustainability course and gen-ed option, as well as other courses with ecoliteracy/sustainability content.
4. Encourage the college community to attend a Sustainability Council or Teaching and Learning Center seminar, and other educational forums to raise awareness about the urgent nature of climate change and possible solution paths.

5. Develop the College’s leadership capacity by supporting the further integration of areas such as environmental and wildlife crime and environmental justice into its already multi-layered justice expertise.
  - a. Support interdisciplinary seminars, classes, research and grant seeking that incorporate environmental issues into traditional topics.
  - b. Support a process to encourage faculty to incorporate sustainability/ecoliteracy into their courses.
6. Create incentives to hire needed faculty and further develop our expertise in areas such as e.g. environmental crime, environmental law, and global migration.

#### **COMMIT TO REDUCING OUR CLIMATE FOOTPRINT**

- 7 *Information:* Measure and share information on the climate change impact of various activities to incentivize behavioral change, guide future planning, and illustrate progress. (Joining the “AASHE STARS” program can help.)
- 8 *Practices:* change our practices to reduce our carbon footprint.
  - a. *Energy:* Continue tracking and reducing our energy use.
  - b. *Food:* Improve sustainable food practices by such means as beefless Mondays, making JJ’s Cafe into a sustainable food hub, and composting food waste.
  - c. *Plastic Reduction Campaign:* Reduce harmful plastic waste through means such as education and signage, providing more water bottle filling stations, maintaining water fountains, eliminating bottled water at College events and in vending machines, providing reusable bags printed with climate change facts, and eliminating plastic straws.

#### **ENGAGEMENT AND ADVOCACY**

- 9 Ensure diverse student representation (including the Environmental Club) on all relevant sustainability committees and decision-making bodies and discuss issues in Town Halls.
- 10 Support Advocacy efforts – Amplify student-led activities to share information on how behavior and consumption impacts climate change and to advocate for eco-friendly choices.