

**Strategic Planning Subcommittee  
Meeting Agenda  
February 6, 2020  
11:00-12:00pm – Room 531 HH**

- 1) Update on outcomes assessment across college to date this year (Dyanna Pooley)  
(10 minutes)
- 2) Brief update on strategic planning process (5 minutes)
- 3) Discussion of draft 2015 Strategic Plan Report Card, Accomplishments, and Overall Report – bring your comments and questions (15 minutes)
- 4) Process discussion on how the committee can shape its activities around the implementation and evaluation of the strategic plan and supporting processes (30 minutes)

**Strategic Planning Subcommittee  
Minutes  
February 6, 2020**

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

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1. **Approval of Minutes from December 17, 2019.** The minutes were approved as proposed.
2. **Update on Outcomes Assessment across the College.** Dyanna P. gave an update on outcomes assessment. She reported that she received four additional undergraduate reports, which resulted in 50% of undergraduate programs reporting last year. She added that the College Wide Assessment Committee (CWAC) has reviewed all of the submitted reports. She also noted that student life is working on assessment and she believes that more units will be involved in assessment by the end of the year. Dyanna P. then spoke about other assessment projects she is pursuing including redoing the assessment templates, putting resources on the website, and planning activities such as workshops. Mark F. asked for clarification about the type of assessment that Dyanna is referencing. Allison P. explained the assessment Dyanna is referencing examines how well academic programs and AES units are meeting their goals; there are both direct and indirect methods to measure this.
3. **Process Discussion on how the Committee can shape its Activities around the Implementation and Evaluation of the Strategic Plan and Supporting Processes.** Allison P. explained that we need to consider how to align budgeting with strategic priorities. She inquired on what steps to take to move towards this goal. Ned B. suggested a workgroup to address this issue. Brian C. noted that we need to align our budget priorities before the budget allocation comes in to allow for strategic cuts if needed. Yi L. talked about the need for regular assessment processes in all areas of the college. He added that we need to think about a framework and timeline to integrate assessment into all operations gradually. There was a general agreement by the committee that the SPS is the group to link the processes of budgeting, planning and assessment. Ned B. then spoke about the need for a set of fundamental data for assessment that includes information such as graduation and retention rates disaggregated for each program. Allison P. said that she would work with the chairs to see what data they need. Jay G. suggested that it would be helpful to have a chair evaluation document that aligns with the assessment reports. Jose M. spoke about how the chair data was incorrect for his last evaluation, and this needs to be addressed. This was followed by a brief discussion on if financial data should be discussed and presented at UCASC.
4. **Discussion of Draft 2015 Strategic Plan Report Card, Accomplishments, and Overall Report.** Allison P. asked the committee for feedback on the document labeled “2015 – 2020 Strategic Plan Report Card.” Brian C. referenced the DFWI chart in Goal #4, and explained that there are no D grades given to graduate students. Jay G. asked about the dials for each goal and how the progress was decided upon. Allison P. said that she decided on the progress for each goal. Jose M. said that this is problematic and not accurate as we don’t have data that allows you to use a dial. Erika K. suggested having a summary statement at the end of each goal. Fidel O. spoke about Goal #3 and how the scholarships listed are not available to all students. Allison P. said she understands but she wants to highlight the gains we have made in providing access to our students. Allison P. said she has heard the critiques about the document and will bring back a revised draft to the next meeting.
5. **Brief Update on the Strategic Planning Process.** This discussion was tabled for the next meeting.

# 2015-2020 STRATEGIC PLAN REPORT CARD



SUBSTANTIAL PROGRESS

**1. PROVIDE EVERY STUDENT WITH THE FOUNDATIONS FOR LIFELONG SUCCESS**



PROGRESS - MORE TO DO

**2. FOSTER A SUPPORTIVE ENVIRONMENT FOR FACULTY**



SUBSTANTIAL PROGRESS

**3. PROMOTE STUDENT ACCESS THROUGH SCHOLARSHIPS**



SUBSTANTIAL PROGRESS

**4. EXTEND THE REACH OF THE JOHN JAY EDUCATION THROUGH JOHN JAY ONLINE**



PROGRESS - MORE TO DO

**5. ENHANCE JOHN JAY'S IDENTITY AS A HISPANIC-SERVING INSTITUTION**



GOAL DISCONTINUED

**6. DEVELOP HEALTH-RELATED ACADEMIC PROGRAMS AND COMPREHENSIVE PRE-HEALTH ADVISEMENT**



GOAL DE-PRIORITIZED

**7. GLOBAL CITIZENSHIP FOR JOHN JAY AND OUR STUDENTS**

# 2015-2020 STRATEGIC PLAN

## MAJOR ACCOMPLISHMENTS



- Four-year graduation rate increased 14%
- Six-Year graduation rate increased 11%
- Four-year transfer graduation rate increased 5%
- Expanded access to cohort and support programs, bringing more than \$3.5 million in funding for student support per year (ACE, Apple Corps, CUSP, LEAP)
- Scholarship and grant money for students increased dramatically, from \$1,000,000 in 2015-16 to \$5,200,000 in 2018-19



- 523 students and alumni were accepted to one or more law schools and 165 received prestigious external fellowships, such as Fulbright, J.K Watson etc., with the help of the PLI/CPO
- Grant-funded STEM programs – PRISM, Junior Scholars, CSTEP and SSTEP – gave approximately \$1,164,699 in stipends, scholarships and test prep for graduate schools to 1094 students
- OAR increased research reinvestments directly into faculty by over 25% from \$802,520 in 2015-16 to \$1,058,000 in 2018-19.
- Increased John Jay Online graduate programs from two to seven, from 148 students to 555.



- Hispanic 4-year graduation rate improved by 14% in 5 years (all demographic groups improved).
- Hispanic 4-year graduation rate (36%) surpassed the 4-year national average for Hispanics graduating from public institutions (32%).

# 1. PROVIDE EVERY STUDENT WITH THE FOUNDATIONS FOR LIFELONG SUCCESS

*“This goal aims to embed [learning] opportunities systematically in all academic and extracurricular programs in order to touch every student.” – 2015 Strategic Plan*



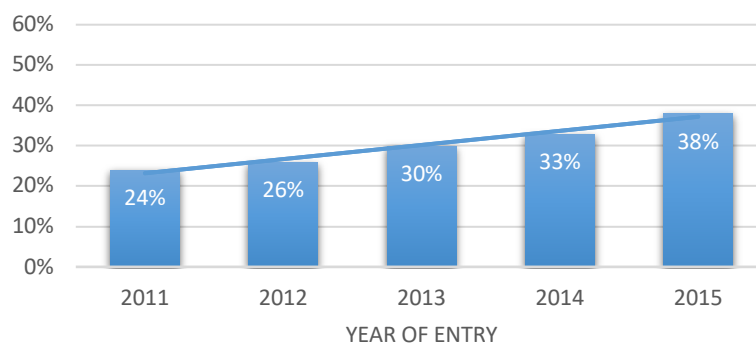
**SUBSTANTIAL PROGRESS**

The 2015 strategic plan associated student success with a “carefully planned program of learning, both in and out of the classroom” that aimed to spark “self-awareness” as the foundation of personal and intellectual development. There are inherent difficulties in measuring the success of this goal, as one person’s fulfillment is another’s failure, and not all forms of learning and development look alike. Nonetheless John Jay has many indications that it improved the numbers of students set up with the foundations for lifelong success in the last five years.

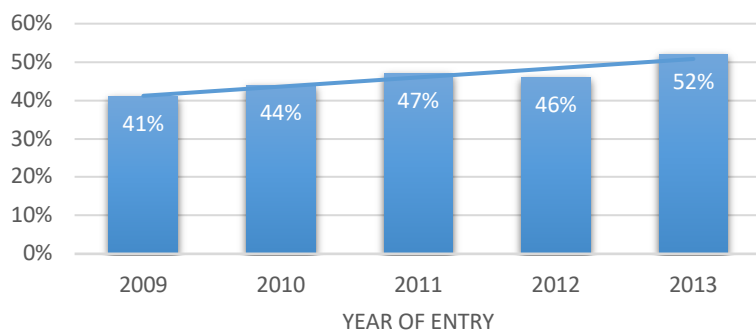
By the numbers, more students have been participating in important learning opportunities and more students have been graduating from John Jay than ever before. Because we know that a baccalaureate degree is a critical driver of future financial success and wellness, graduation rates are an indispensable metric of student success. Our four-year, six-year, and transfer-student graduation rates reached all-time highs in 2019 as the result of across-the-college efforts and an infusion of student advising and financial support made possible by increased fundraising.

To ensure extracurricular learning, Student Affairs developed student learning outcomes in 2015 that support lifelong learning: leadership & teamwork, communication, social justice & civility, critical thinking, and healthy living. Critical to healthy living, in 2015 John Jay launched the Wellness

## THE FOUR-YEAR GRADUATION RATE CLIMBED 14% BETWEEN 2015-2019



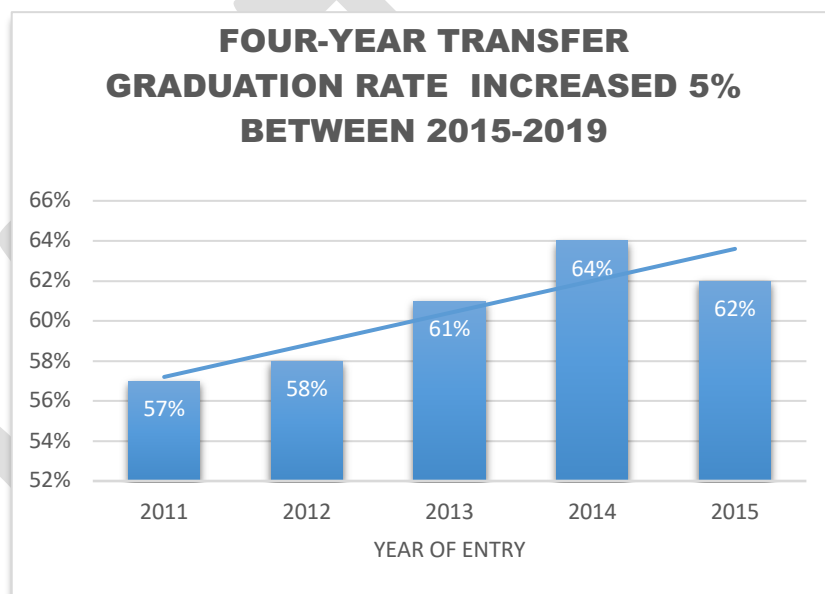
## THE SIX-YEAR GRADUATION RATE INCREASED 11% BETWEEN 2015-2019



Center, which includes a Food Bank and a Single Stop, which provides free legal services, financial counseling, and access to public benefits. To establish campus community and connections Student Affairs initiated the New Student Convocation ceremony and expanded the Weeks of Welcome events.

Student Academic Success Programs (SASP) set up “student success teams” comprised of an academic advisor, a peer success coach, a first-year instructor, and a career counselor to support first year students. In 2017 the college began mandatory advising for transfer students from the CUNY Justice Academy. Also in 2017, New York state’s Excelsior scholarship launched, mandating that students complete 30-credits per year, allowing for more rapid credit accumulation.

Two significant cohort acceleration programs, Apple Corps and ACE, began in 2015. Both programs provide financial, academic, and personal support to approximately 350 students per year and are funded externally, Apple Corps through the NYPD and ACE through a combination of philanthropic partners and the City of New York. Last year ACE achieved a 58% four-year graduation rate for students who entered in 2015.



These programs model how we can improve student outcomes and we have adapted some of their principles for two additional cohort programs, CUSP for those students with 90+ credits at risk of not completing (started 2018-19), and LEAP for first year students not in any other cohort program (started in 2019-20), both of which are funded philanthropically. The highly successful results from the CUSP program contributed to our 5% leap in four-year graduation rates in 2019.

Our academic enrichment programs have served more students than ever before, providing them with enrichment activities, and stipends, as well as academic and career opportunities.

Between 2015-2020, John Jay served 187 Honors students and 120 Macaulay Honors College students with advanced courses, one-on-one advising, and unique cultural, recreational and intellectual enrichment opportunities, including a January 2020 week-long trip to Selma, Alabama for Honors Program students with President Mason. Total financial support for Honors students in these five years was \$943,000.

STEM students were supported by the CSTEP Grant and the S-STEM Grant with an average \$180,000 in support of about 200 students per year for applications costs for graduate and professional programs (i.e. PhD, PharmD, MD, and JD), Kaplan Test prep cost reimbursements, and stipends for the Junior Scholars Program.

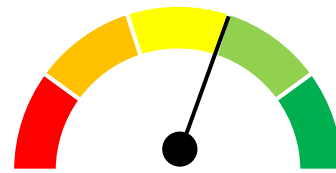
The Pre-Law Institute and the Center for Post-Graduate Opportunities served approximately 9,263 students in all of their programs between fall 2015-fall 2019 with academic counseling, pre-law and graduate school counseling, and scholarship advice. Since 2015, 523 students and alumni have been accepted to one or more law schools, receiving financial awards in excess of \$1,000,000 per year.

To strengthen student learning, the college hired a new General Education Director and a new Director of the Center for Teaching and Learning in 2016. Faculty development in teaching and learning activities expanded dramatically and has been sustained. Faculty coordinators for first-year gateway courses in Sociology, Anthropology and Political Science were appointed who developed course guides for all faculty teaching those courses. The General Education Director secured \$300,000 in CUNY grants for developing courses that use Open Educational Resources; John Jay students have now saved over a million dollars in textbook costs and we have Zero Textbook Cost courses in approximately 120 sections. A faculty board created a *Justice e-Reader* that features key texts on the topic of justice that are chosen with John Jay students in mind and are open access and free to students.

What no data points can capture are the unique moments of exchange between classmates that developed critical thinking and ethical reasoning, the feedback on an assignment that taught a student a valuable lesson about their performance in the world and how to improve their problem solving, the big leap toward justice advocacy and lifelong success a student took when she ran to become president of the Dreamers Club, or the combination of so many of our desired learning outcomes a student gained when he became a judicial intern. We do know that we provided countless opportunities for students, and, by the numbers, we did right by more students than ever in our history. That said, we also know we can and must do better in the next five years. If 52% of our first-time students are graduating, and 62% of our transfer students are graduating, this means that almost half of the students who come here do not graduate. We must do better.

## 2. FOSTER A SUPPORTIVE ENVIRONMENT FOR FACULTY

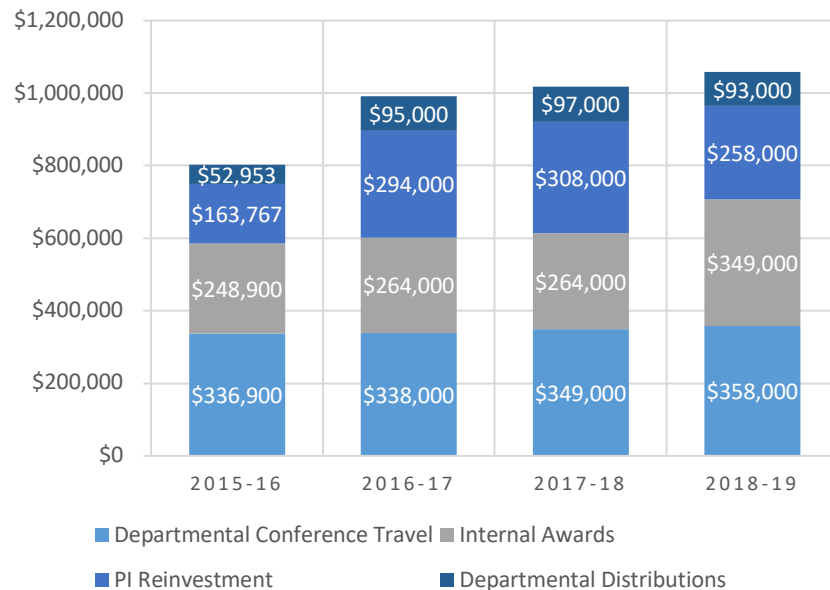
*“As our faculty aspire to national and international prominence in their endeavors, the College has an obligation to increase the resources available for faculty development, support and recognition. Accordingly, we must make a substantial and sustained investment in the faculty so that they are successful in advancing their careers, teaching and mentoring our students, and pursuing scholarship and creative activities that have the potential to transform the world.” – 2015 Strategic Plan*



**PROGRESS - MORE TO DO**

The 2015 Plan committed to increasing resources for faculty, and there is ample evidence the college did so. The Office for the Advancement of Research (OAR) increased its array of services and financial awards in support of faculty research by 25%. The Provost created a new position, Associate to the Provost for Faculty, under whom Faculty Services and the Teaching and Learning Center (TLC) were reimagined, and a number of faculty development opportunities and services were created. If the mark of success in adhering to the plan is simply the investment of financial and personnel resources, we could mark this period successful. However, the COACHE survey of faculty job satisfaction indicates that faculty do not find the college wholly supportive and there are areas of concern that should be taken into account in the upcoming strategic plan.

### OAR'S RESEARCH REINVESTMENTS INTO FACULTY HAS GROWN TO OVER A MILLION DOLLARS A YEAR



### INVESTING IN RESEARCH

Financially, OAR increased research reinvestments directly into faculty by over 25% from \$802,520 in 2015-16 to \$1,058,000 in 2018-19. These reinvestments have formed a virtuous cycle by which money invested in faculty research pays off in increased productivity and grants, thus allowing OAR to further invest.

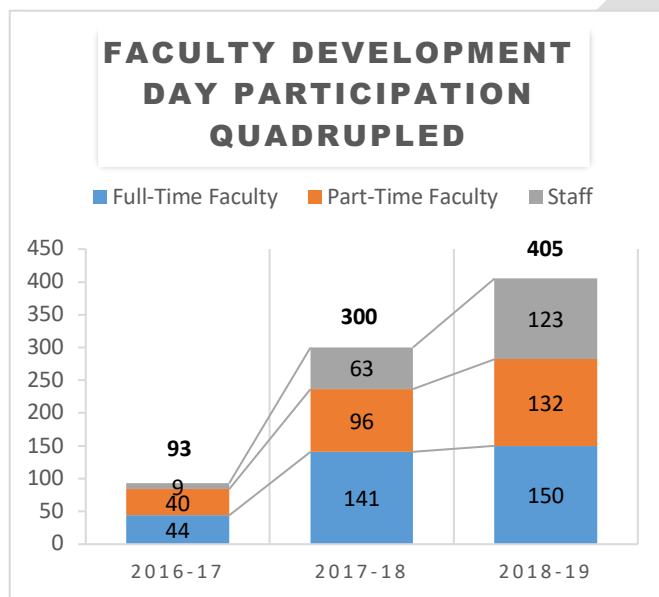


## ASSOCIATE TO THE PROVOST FOR FACULTY

The role of Associate to the Provost for Faculty was created in summer 2016 to support faculty in the personnel process, in forming community across the college, and in developing as teachers. Faculty Services increased its mentoring of faculty in the personnel process through a new faculty orientation, regularized workshops around the process, the Form C, moving from Associate to Full Professor, individual mentoring, and a Junior Faculty Mentoring Program.

## TEACHING AND LEARNING CENTER

The Teaching and Learning Center was re-launched in summer of 2016 with an annual budget of \$75,000 to invest in faculty development. In its first three years the TLC has increased its participation rates significantly and, thanks to partnering with other offices on campus, the



number of paid faculty and staff in semester and year-long seminars. Where in 2016-17 the number of faculty in paid development seminars on such topics as Practical Teaching, Transfer Students, Online Teaching and Grant Writing were 54, in 2018-19, the number of paid faculty totaled 141 full- and part-time faculty participating in seminars on Problem-Based Learning for Graduate Courses, Teaching at an Hispanic-Serving Institution, Scaffolding Assignments, and designing Open Educational Resources. In 2019-2020 the TLC is supporting two Faculty Fellows in Inclusive Teaching and Online Teaching, respectively, and 7 funded seminars. Between the academic years of 2016-17 to 2018-19, 302 faculty members participated

in paid development opportunities and participation in the twice-yearly Faculty Development Day that includes 12-18 individual workshops grew from 195 to 325, indicating that faculty find it enriching.

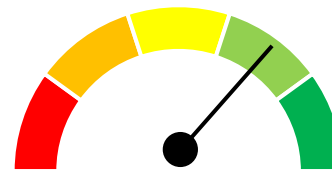
## COACHE SURVEYS

The addition of the Associate to the Provost for Faculty, the creation of a website with transparent details of the personnel process as well as individual and group mentoring, and support for teaching were all created in response to the COACHE 2015 faculty job satisfaction survey and the recommendations in the 2016 Report of the COACHE Working Group. The 2019 COACHE survey of faculty job satisfaction shows that as compared with the 2015 results, faculty rated Research, Teaching, Mentoring, and Promotion to Full Professor as more favorable than in 2015. This is significant because these are all areas that received focus in the 2015 strategic plan. However, the four areas with the largest drop in favorability, and areas that may need work in the forthcoming strategic plan, are Tenure Expectations: Clarity, Governance: Understanding the Issue at Hand, Governance: Adaptability, and Governance: Productivity.

<b>AREA</b>	<b>2015</b>	<b>2019</b>	<b>CHANGE</b>
Nature of Work: Research	2.87	3.04	+ 0.17
Nature of Work: Teaching	3.11	3.39	+ 0.28
Mentoring	3.03	3.13	+ 0.10
Promotion to Full	3.22	3.40	+ 0.18
Tenure Expectations: Clarity	3.13	2.92	- 0.21
Governance: Understanding the Issue at Hand	2.97	2.81	- 0.16
Governance: Adaptability	2.74	2.58	- 0.16
Governance: Productivity	3.06	2.87	- 0.19

### 3. PROMOTE STUDENT ACCESS THROUGH SCHOLARSHIPS

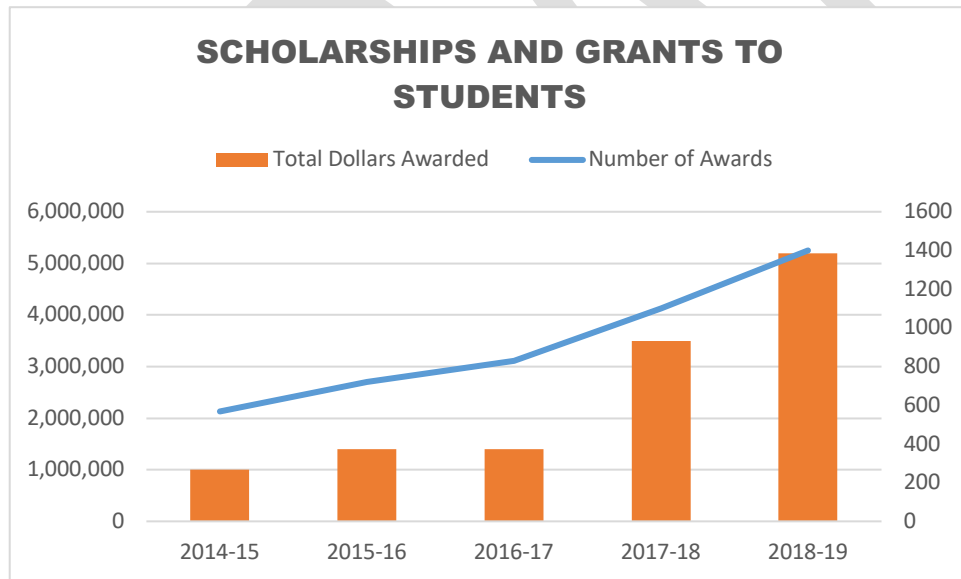
*"The College distributes nearly \$1 million in scholarships and fellowships at the present time, but most of it goes to continuing students. Our ability to offer merit scholarships will be key to attracting freshmen, transfers and graduate students with the academic backgrounds to match our increasing expectations for credit accumulation and timely graduation, intellectual engagement, independent and faculty-guided research, and experiential learning both on and off-campus. At the same time, maintaining a diverse student body is of paramount importance." – 2015 Strategic Plan*



**SUBSTANTIAL PROGRESS**

John Jay increased the amount of scholarship and grant money for students dramatically, from \$1,000,000 in 2015-16 to \$5,200,000 in 2018-19. While the amount of money the college makes available through named scholarships for continuing students has remained fairly steady at about one million dollars per year, student cohort programs that pay completely or partially for tuition, Metrocards, textbooks, or internships, has increased. The college has more than doubled the number of students who receive some form of financial support; yet that number, at just over 1400 students per year, still represents less than 10% of all students.

Specifically, programs that provide significant financial support for students are: Honors



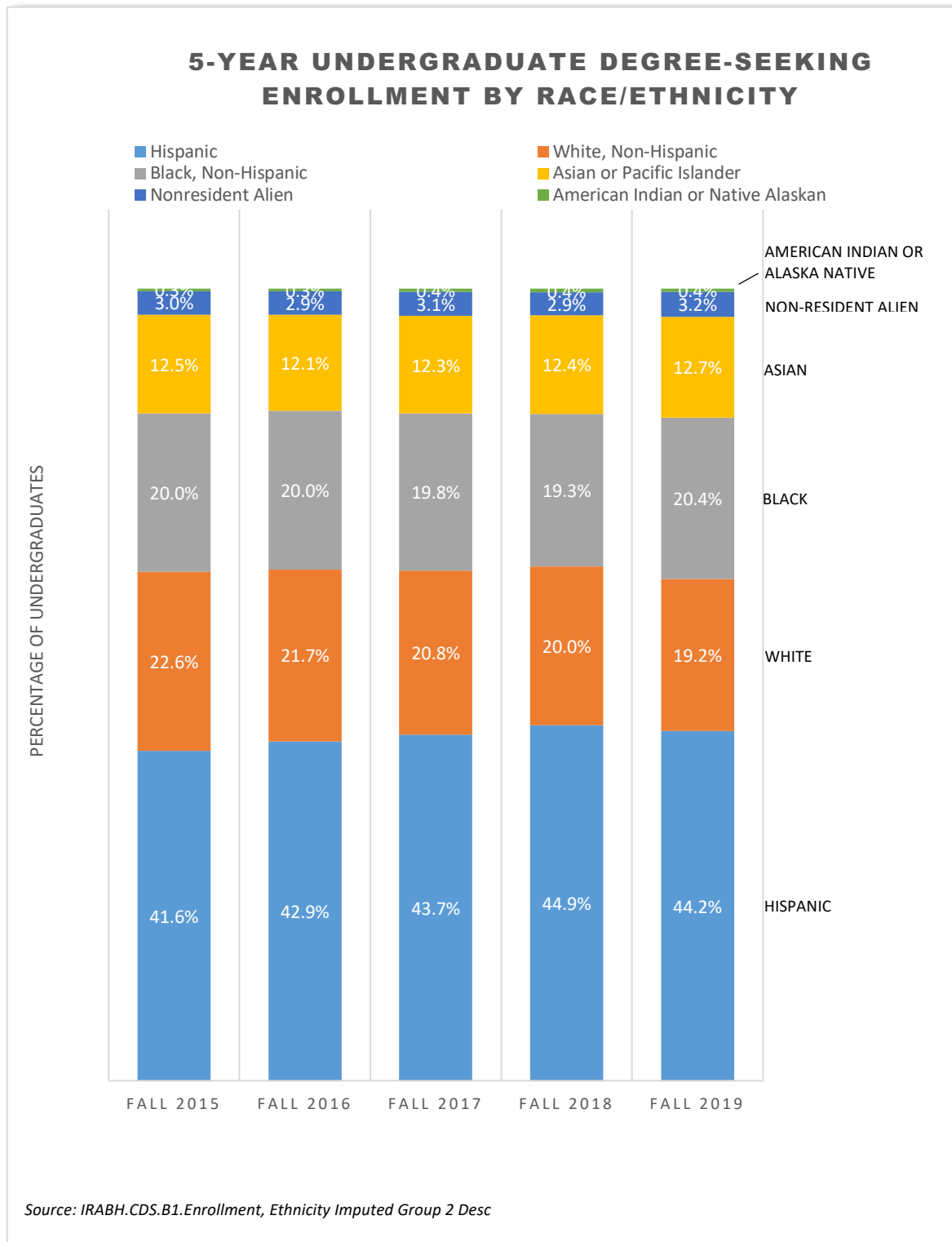
Program, Macaulay Honors College at John Jay, Ronald E. McNair Post-Baccalaureate Achievement Program, the Ronald H. Brown Law School Prep Program, the ACE Program, Apple Corps, CEEDS.

The College has increased other forms of support for high-achieving

students via our Pre-Law Institute and Center for Post-Graduate Opportunities, our PRISM program, our STEM Acceleration Program, our Immigrant Student Success Center, and now LEAP and CUSP. With the exception of the grant-funded PRISM program, all of the money raised for these activities has come from a vitally re-booted Office for Institutional Advancement which raised \$5 million dollars from spring 2018 – fall 2019.

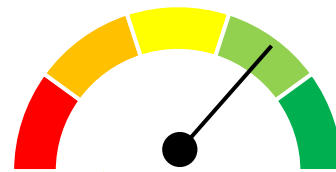
Alongside the goal of providing more scholarship money to students for high academic achievement we aimed to maintain a diverse student body. It is therefore important to

understand how the student demographics have changed from 2015-2019. As the chart below demonstrates, our student demographics have been fairly steady over the past five years.



## 4. EXTEND THE REACH OF THE JOHN JAY EDUCATION THROUGH JOHN JAY ONLINE

*"To provide our current students with the learning opportunities they seek, and expand access in the global age—a principle that undergirds our justice focused mission—we need to advance our work in online programming. By accelerating the pace of our effort and aligning it with our mission, we can educate our students and transport our College into the future of teaching and learning. We can bring the world's rich diversity into the classroom and provide our students with the educational experiences they need to launch and further their careers in our global world." – Strategic Plan 2015*

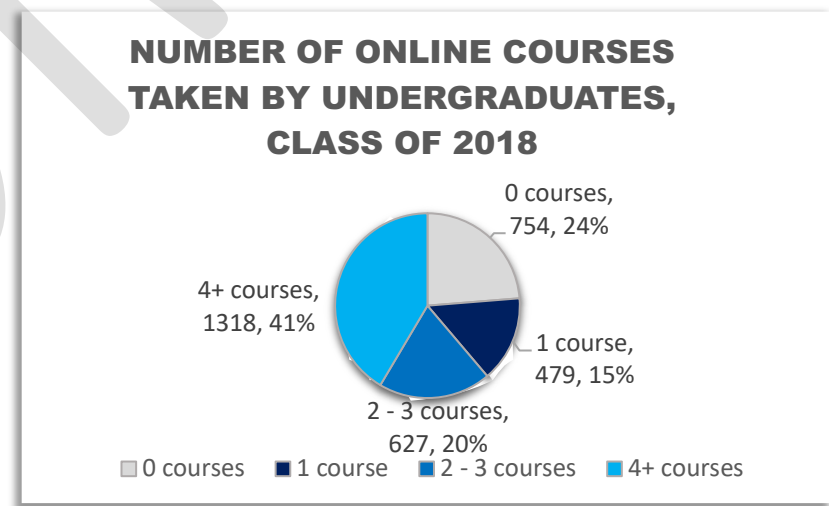
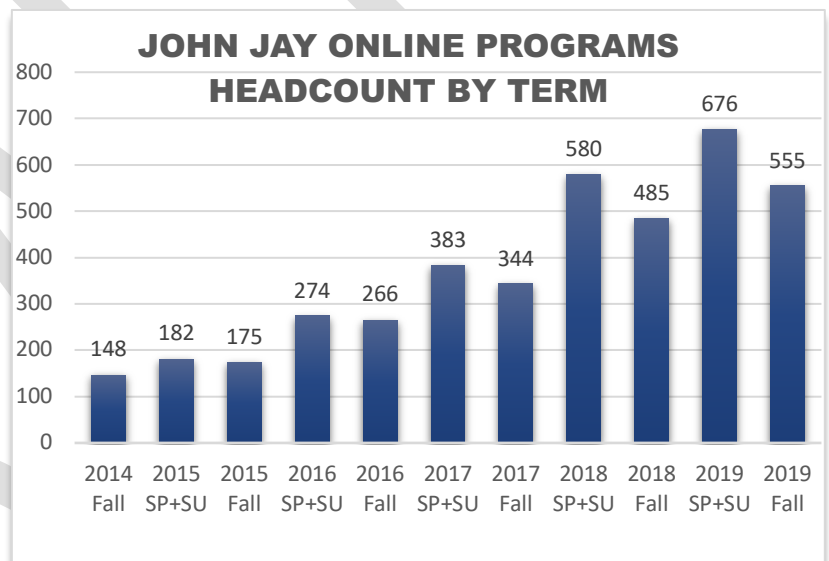


**SUBSTANTIAL PROGRESS**

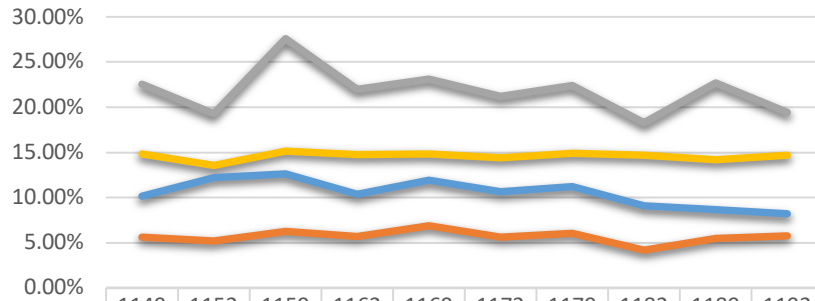
Growth in John Jay Online programs has been remarkable. In fall 2015 John Jay Online had two graduate degrees and one certificate online with a total headcount of 148 students. In fall 2019 John Jay Online had 7 graduate degrees and 5 certificate programs for a total headcount of 555 students.

At the undergraduate level now 75% of all students take at least one online course before completing their degrees, more than 40% take 4 or more courses online, and 22% of all undergraduate courses are fully online courses. John Jay is a leader within CUNY senior colleges in online education.

While we have a lot to be proud of in terms of building online programs and courses, we have work to do to improve student success in online courses. Presently there is a discrepancy in successful outcomes for students between in-person and online courses at both the graduate and undergraduate levels. With the support of the online education professionals in John Jay Online, the trend toward narrowing the gap in our JJO graduate programs has narrowed to only 3.5% difference. In fall 2019 the JJO resources, now renamed Department of Online Education and Support, have been directed toward those teaching undergraduate courses online as well.



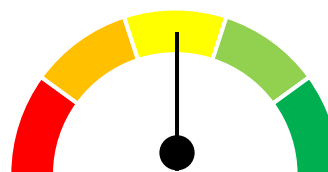
### GAP BETWEEN IN-PERSON AND ONLINE DFWI RATES



	1149	1152	1159	1162	1169	1172	1179	1182	1189	1192
GRAD Online DFW	10.13%	12.17%	12.63%	10.34%	11.92%	10.65%	11.20%	9.05%	8.67%	8.21%
GRAD On Campus DFW	5.64%	5.17%	6.26%	5.72%	6.88%	5.65%	6.02%	4.18%	5.50%	5.73%
UDGR Online DFW	22.53%	19.31%	27.59%	21.95%	23.12%	21.21%	22.43%	18.29%	22.70%	19.46%
UDGR On Campus DFW	14.85%	13.56%	15.14%	14.79%	14.85%	14.41%	14.89%	14.68%	14.20%	14.69%

## 5. ENHANCE JOHN JAY'S IDENTITY AS A HISPANIC-SERVING INSTITUTION

*"The college will build its identity as a Hispanic-Serving Institution through its comprehensive support of access and success for Latino students and thereby strengthen its commitment to diversity for the benefit of all students." – Strategic Plan 2015*



PROGRESS - MORE TO DO

In 2015 the college committed to embracing its identity as a Hispanic Serving Institution, recognizing that, at the time, 41% of enrolled students identified as Hispanic, and that the Latinx population is the fastest growing population in New York City and the United States. In the first two years of the plan, limited steps were taken to move this agenda forward. In response, the Latin American and Latinx Studies Department faculty wrote a position paper in November 2017, "John Jay College as a Hispanic-Serving Institution: Meeting the Challenges and the Opportunities" which outlined two measures by which an HSI moves from simply a Hispanic-*enrolling* institution to a Hispanic-*serving* institution: outcomes and culture.

- **OUTCOMES:** An institution that serves its Latinx students should achieve parity in outcomes via graduation rates, post-graduate enrollment and employment.
- **CULTURE:** An HSI that serves its Latinx students should evidence a culture that gives Latinx students a sense of belonging to the campus; develops, reaffirms, and reinforces a positive and self-affirming ethnic identity for its Latinx students; offers ethnic studies curricula and experiences with culturally-relevant pedagogies; and connects Latinx students with administrators, faculty and staff who will serve as positive role models and institutional agents who remove barriers for Latinx student success.

President Mason took this charge seriously and has worked to advance this agenda both through graduation rates as well as through encouraging a cultural shift at John Jay that affirms and celebrates Latinx identities.

The college's communally-generated *Vision for Student Success* lays out a vision for John Jay to become the premier Hispanic and Minority-Serving Institution in the United States through a top-quality justice education that advocates for and supports Latinx student success, and increases four-year graduation rates by 10% and 6-year graduation rates by 18% in the year 2025. The *Vision* makes equitable graduation rates a priority. We are making progress toward that goal and Hispanic graduation rates are rising. Since 2015 the 4-year graduation rate of

## John Jay graduation rates improved for all ethnicities and genders, yet there are still shifting disparities

5-year graduation rate improvement by ethnicity and by gender  
4-year graduation rate, full-time first-time freshmen

Hispanic 4-year graduation rate improved by 14% in 5 years



Source: John Jay Student Data. Percentages are rounded to the nearest percentage point and may not add up due to rounding. Updated December 2019.

Hispanics at John Jay has risen 14% and is now at 36%, surpassing the four-year national average for Hispanics graduating from public institutions, which is 32%. John Jay is working towards building an equity-minded culture that affirms Latinx identity, that hires

and supports Latinx faculty and staff with the aim of creating a culturally-sustaining home for our students at the college, that develops Latinx cultural awareness and responsiveness in non-Latinx staff and faculty, and works at expanding an inclusive curriculum that minimizes and/or makes explicit the impact of white supremacy/colonial culture. To be clear, this cultural shift will not happen quickly. But each division of the college has set goals and created programming that keeps enhancing Latinx student outcomes and culture at the center.

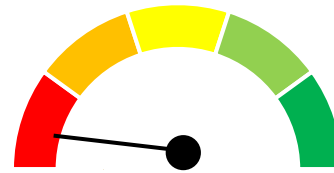
- Immigrant Center for Student Success created in fall 2018 to provide resources, financial support, legal support, mental health support, a community and positive role models for immigrant and undocumented students at John Jay, the majority of whom are Latinx. Fellowship program established in 2019.
- HSI Speaker Series. Over the course of three semesters from spring 2018 through spring 2019 the President's Office, hosted 9 experts to address the college community about what it means for the college to embrace its Hispanic-Serving identity, and how we can improve our practices.
- HSI Faculty Seminars and Faculty Working Group. In conjunction with the speaker series, the TLC offered funded seminars for faculty to identify and address gaps related to effective teaching and learning experiences for Latinx students in one of their courses. In 2018 **22** faculty participated in these seminars and of those **18** have continued working as an HSI Faculty Work Group with the TLC. The working group subsequently revised part of the college's student success statement to reflect HSI experience, peer mentored each other in revising assignments and courses, and identified areas of shared effort to improve the college atmosphere for Latinx students.
- Faculty Development. In addition to the HSI Faculty Seminars and Working Group, Faculty Development Day has created significant programming in support of culturally-responsive, Latinx-positive teaching that disrupts biases. Between Fall 2017-Fall 2019 FDD has mounted **17** faculty and administrator-led sessions and one lunchtime community-conversation on such topics as "Our HSI Identity and the Curriculum," "Understanding Latinx Students' Career Planning Engagement," and "Changing Our Teaching and Awareness through Participation in John Jay's HSI Faculty Seminar." These sessions have been attended by **351** non-unique participants.



- Faculty Hiring. Beginning in Fall 2017, faculty on hiring committees have been familiarized with forms of implicit bias that prevent hiring a diverse faculty and encouraged to work as teams that hire faculty who more closely resemble our student body. The language used in our job ads for faculty has been altered to highlight our enthusiasm for diversity and inclusion and the college's Hispanic-Serving status. The Provost's Office has written letters to PhD-granting HSIs expressing enthusiasm for their graduates to apply for John Jay jobs. As of fall 2019, faculty who identify as Hispanic represent **12% (47/402)** of all full-time faculty at John Jay. Though this is double the national average for Hispanic faculty in colleges and universities in the United States, this demonstrates almost no expansion of Hispanic faculty at John Jay since 2015, when Hispanic professors comprised **11% (41/373)** of all full-time faculty.
- Curriculum Review. In 2018 both graduate and undergraduate studies inventoried their curricula for Latinx content and presented the findings for discussion at their respective curricular bodies. Increased Latinx content in the curriculum is being encouraged, and is prominent in the college's new *Justice E-Reader*.
- iAdelante! Latinx Leadership Program. Initiated in the 2014-15 academic year as a first-year program, and expanded to a two-year program in 2017, iAdelante! is a leadership program that supports the success of about 200 students per year who are interested in Latinx issues by providing intensive mentoring, access to networking and leadership opportunities, and ongoing coaching to earn internships, on-campus jobs, scholarships and other special opportunities. One-year retention of Adelante students is higher than the college average between **80-84%** per year, and with **61-70%** of students completing 30 credits per year. Encouragingly, the four-year graduation rate of the fall 2015 cohort was **38%**, 2% higher than the overall college four-year graduation rate for Hispanics.
- PRISM: Undergraduate Researchers that have participated in mentored research experiences through PRISM have gained admissions to post-graduate programs in STEM and health. Forty of these students (44%) come from underrepresented minorities and 28 (31%) identify as Latinx. The National Science Foundation, and the National Academy of Sciences, and CUNY have all recognized PRISM as a model of excellence for improving the number of underrepresented students in the STEM pipeline.
- Supervisory Training. Human Resources will launch supervisory training for diversity and inclusion for an improved campus climate in spring 2020.
- External Communications. Communications has increased its Latinx content and features, and dedicated a section of our website to our HSI identity. Portions of the website are now available in Spanish. The college website, John Jay News, and social media all have a plan to highlight John Jay's HSI status and to promote students', faculty, and staff's Latinx heritage. Our YouTube channel features an HSI playlist of filmed Latinx events from Hispanic Heritage Month and we have an ongoing #JohnJayHSI social media campaign. Lastly, we have created PSAs in Spanish for Rock the Vote, an Immigrant Center for Student Success video, and created social campaign and infographics for the Immigrant Student Success Center
- Enrollment Management. Recruited from at least 120 predominantly Latinx high schools.
- Orientations. Conducted Spanish-translated orientations for parents
- Parent Outreach. Published Spanish-language newsletters
- Latinx Heritage Month. Committee formed to share calendar of events

## **6. DEVELOP HEALTH-RELATED ACADEMIC PROGRAMS AND COMPREHENSIVE PRE-HEALTH ADVISEMENT**

*“John Jay will develop health-related programs of study and build a comprehensive pre-health advisement program, goals which can powerfully support the broader goal of lifelong success for students.” – 2015 Strategic Plan*

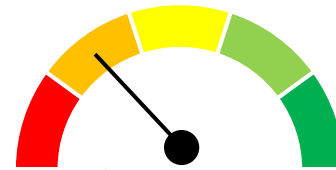


**GOAL DISCONTINUED**

In 2015, through a combination of market research and CUNY's launch of a new school of Public Health, the college committed to finding the resources to build health-related academic programs and further deepen our pre-health advising. However, when President Mason arrived in fall 2017, no investments had been made toward realizing this goal. She determined that it was in the best interest of the college to refocus on its core priorities of justice education and student success. The goal was discontinued.

## 7. GLOBAL CITIZENSHIP FOR JOHN JAY AND OUR STUDENTS

*"We are remaking John Jay as a global institution, and fortunately we have a road map to do so in the report from the Ad Hoc Committee on International Programs." – 2015 Strategic Plan*



**GOAL DE-PRIORITIZED**

In 2015 the higher education world was globalizing, universities were making connections with students and institutions around the globe, and colleges were increasing their revenues by admitting international students who paid higher tuition. John Jay created the Office of International Studies and Programs to increase its commitment to study abroad programs, facilitate college sponsored research for faculty and students with strategic partners outside the U.S., promote John Jay faculty expertise abroad, and work with a newly created International Advisory Board comprised of John Jay faculty, administrators, and students to internationalize the campus. The college has made progress in these areas, but this area of the college touches few students. Between a rapidly shifting political and global climate and a changing upper administration at the college, this goal was deprioritized. With the exception of one dedicated staff member, there has been no investment in this area. The International Advisory Board has not met in 2019-2020.

While the national average of American students who study abroad is 2% at Colleges and Universities in America, John Jay students go abroad at half that rate. But this is an accomplishment, one that we could not have achieved had we not prioritized global citizenship for John Jay students and the financial support needed to help them study abroad. The Study Abroad Office increased the numbers of students studying abroad from **111** in 2015-16 to **164** in 2018-19, both numbers are a significant leap from the **71** who went abroad in 2008, the year the office opened.

Partnerships and hosting international delegations are an integral part of International Studies and Programs. Partnerships are generally worded agreements where 2 or more parties agree to work together on a common goal, i.e., student exchange, research collaborations, faculty exchange, joint workshops, conferences. The college now enjoys almost double the number of international partnerships than it had in 2015, having grown from **12** active partnerships to **23**.

Further, the Office of International Studies and Programs worked with individual faculty to seek grant funded activities in other countries, and received almost **\$2 million dollars** in grants for faculty expertise between 2015-2017 from El Salvador, the Inter-American Development Bank, Guatemala, Mexico, and Uruguay. At the direction of the provost, this activity stopped in fall 2017 as the college redirected its focus towards John Jay's core activities, justice education and student success.

Finally, the college has increased the number of international students enrolled from about **145** in fall 2015 to **227** in fall 2019, hailing largely from South and East Asia and the Caribbean, but has done this passively. International students represent **1.5%** of total enrolled students.

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