

**Strategic Planning Subcommittee
Meeting Agenda
March 10, 2020
1:30-3:00pm – Room 531 HH**

1. Minutes from our meeting on February 27
2. A draft of the Strategic Plan
3. A penultimate draft of the Report on the 2015 Strategic Plan

Strategic Planning Sub-Committee

Minutes

March 10, 2020

Yi Li (Chair), Allison Pease (Designated Chair), Karen Kaplowitz, Brian Coritijo, Ned Benton, Angela Crossman, Jay Gates, Ric Anzaldúa, Dyanna Pooley, Henry Chan, Warren Eller, Musarrat Lamia, Mark Flower, Jose L. Morin, Kimberly Charles (Recorder)

First Order of Business

Approval of 2.27.2020 minutes: All Approved; none opposed; none abstained

A draft of the Strategic Plan

Allison Pease presents the rough draft of the Strategic plan to the sub-committee. The goal for today's meeting is to open the floor for more suggestions for improvement. The following suggestions from members were mentioned:

Suggestions on the vision statement and discussion on “Quality vs Equity” when pertaining to student success during and after JJAY:

Musarrat: She referenced her email that was sent back in January with her suggestions regarding the previous draft. She stated that instead of a list there should be a vision statement. The word **Social Equity** should be added instead of **Mobility**. There should be a specification about John Jay's rapidly changing future and mention about civic engagement and faculty support.

Karen: Prefers the bullet format because aesthetically it breaks up the text and it is easier to read. Reader will be able to better retain the information.

Mark: Agrees that having a vision statement is aspirational.

Allison: Explained that the reason why she wrote the vision the way she did is because it was the recommendation of the foundation board. Their suggestion on the previous vision was that it was too wordy and not memorable. They wanted to identify the three things that the college is known for.

Angela: Suggested that the bullet points should be kept but change the order. Advocate students, support world class research, etc. Highlight students moving forward, there has been historical inequities, but students should be given resources to be higher skilled, competitive and savvy to get the equity they deserve. It adds an aspirational piece to it.

Jay G: Highlight current mobility to remind the community of the job that JJAY is doing. We are an engine of social mobility. Also, we need to distinguish quality vs equity, we should not have the same advocate social structure.

Allison: Equity, meaning providing students with the resources to be available to opportunities. Taking students and give them the tools to compete with everyone else.

Brian: Put vision to educate students as second and add equity in the statement. We are educating them to be the same citizen.

To sum, Allison stated that this draft will be sent across the college for review and then ready for approval to the college council. Allison made it clear that she added paragraph descriptions and changed the format of the chart in the plan.

Measuring Success: Goals Listed

Goal #4: Objective- Build Plans for adding space to the college

Brian: Many offices are over staffed. We are underfunded to say we are going to provide a budget for more space.

Ned: The idea was to reduced spending in percentage on total budget. It was one of the problems for JJAY before we had the metrics, because we are underfunded.

Improve operations

Mark: The budget featuring staff is more than faculty. We need to spend more money on faculty – that should be the goal.

Karen: If we increase budget on faculty we wouldn't be taking away from staff.

Question by Allison: What is the right way to phrase it?

- Reduce percentage of spending
- Increase the percentage at instructional and student budget
- Increase NDR relative to total budget

Committee agreed on “Increase NDR budget relative to total budget”.

Goal #1 Employment: Measure success on how well JJAY does in supportive program and how we engage faculty teaching. There needs to be a mention on how we deploy featured faculty.

Goal #3a – Climate review – There needs to be a COACH report on climate. There should be a measure on JJAY's success in relation to the COACH report.



Jose: Greater inclusion, how do we engage more faculty as important? How do we speak to the language that key a major impact?

Goal # 2D Civic Engagement: Allison mentioned that Mindy Bockstein from External Affairs will contribute information to this.

Goal # 2A Campus Culture: Environmental Justice needs to be in the goals.

In closing, Allison asked if there were any other issues before she sends this draft to the college community next Monday? Report title should be changed to “Strategic Plan” instead.

Also, Allison mentioned that she is waiting on metrics from Laura Ginns and Angela will provide general metrics from each COACH for improvements. Lastly, volunteers are needed for open session.



**JOHN JAY
COLLEGE**
of Criminal Justice

**STRATEGIC
PLAN
2020-2025**

OUR VALUES

Diversity

Equity

Integrity

Justice

Learning & Scholarship

Respect

OUR VISION

for JOHN JAY @ 2025 is that we will:

- Be an engine for social mobility
- Support world-class research and a justice-minded faculty
- Educate students to be fierce advocates for justice in a rapidly changing future

OUR MISSION

John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College's liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.

Our students are eager to engage in original research and experiential learning, excited to study in one of the world's most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership,

global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.

STRATEGIC PLAN

GOALS & OBJECTIVES

GOAL 1:

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

At John Jay we recognize that student success is everyone's responsibility, and our fundamental purpose as a college. Guided by our 2019 Vision for Undergraduate Student Success we will build on and expand approaches we know are working to help enrich undergraduate educational experiences and propel students to degree completion, such as student cohort, engagement, and support programs; faculty support and development for enhanced learning and student research; and integrated academic and career planning. For undergraduate and graduate students alike, we will engage our alumni in the career success of John Jay graduates and inform students early about the benefits of experiential learning in multiple career sectors. graduate students in order to decrease their time to graduation and advance their careers. With a larger faculty, enhanced philanthropic support for targeted student programming, and curricular and extra-curricular opportunities to learn 21st century skills, we will support and prepare more graduate and undergraduate students than ever to complete their degrees and become fierce advocates for justice.

OBJECTIVES

- a. Institutionalize academic support programs for freshmen & transfers
- b. Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy.
- c. Increase size of full-time faculty
- d. Prepare all undergraduate and graduate students for lifelong success beyond John Jay
- e. Increase our undergraduate and graduate graduation rates

GOAL 2:

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

Our mission describes the college as “a community of motivated and intellectually committed individuals who explore justice in its many dimensions.” As student-facing staff and professors, we advance justice education not just by “educating traditionally underrepresented groups and ... increasing diversity in the workforce” but also by developing innovative curriculum that affirms the identities of our students and works toward our ideal of equitable outcomes for all demographics within our student body. John Jay’s curriculum is like no other in the country, with robust offerings in social justice, criminal justice and justice education that span STEM, social science and humanities disciplines. But with contemporary challenges such as climate change, rapid technological change, and economic and structural inequality, John Jay must keep pace with the rapidly evolving future. We will continue to hire new faculty, we will increase the money we invest in faculty support for cutting-edge research that “builds and sustains just societies,” and we will increase the college’s connections with the local, state, federal, and international agencies and NGOs that benefit from our research and hire our alumni.

OBJECTIVES

- a.** Establish a Center that supports a campus culture around environmental justice
- b.** Expand John Jay’s reputation as a national and international convener of justice issues
- c.** Support faculty to build on John Jay’s reputation for excellence in research
- d.** Civic engagement objective
- e.** Support faculty efforts to innovate justice curriculum and pedagogies

GOAL 3:

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

We are a college committed to justice, we are committed to educating historically underrepresented and low-income students in the name of equity, and as a proud Hispanic- and Minority-Serving Institution we know that our diversity is our strength. But as with any high ideals, we know that there are gaps between our commitments and the lived experience of some in our community. So, as a college, we are making it a top priority to continue to build a culture in which we embody and promote equity, diversity and inclusion. We have begun this work by formulating the core values that frame our educational mission and that we want to animate our campus climate: diversity, equity, integrity, justice, learning & scholarship, respect. We will orient all newcomers to our community -- whether students, staff or faculty -- to these values. We will make it our mission to close the equity gaps in educational outcomes for different demographic groups of students. We will work toward building a faculty that looks more like our student body. But we won't expect them to thrive on their own, we will provide new and continuing faculty with professional development and mentoring opportunities to facilitate their success, which in turn will help shape the successful outcomes of our students. Finally, we will mobilize the power of knowledge to engage faculty in the creation of a shared framework for a culturally affirming, inclusive pedagogy and curriculum design that helps our students see themselves, their strengths, and the experiences of people like them from an anti-deficit framework.

OBJECTIVES

- a.** Create and sustain a culture of equity, diversity and inclusion
- b.** Close graduation equity gaps for all student populations we serve
- c.** Continue to hire a diverse faculty while providing support and mentoring services for all faculty at all stages of their careers to succeed
- d.** Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design

GOAL 4:

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

No one questions John Jay's commitment to justice, but a person looking at our funding model might rightly question how we can afford to educate fierce advocates for justice and support world-class research. After several years of projected budget deficits that have forced us to winnow our hiring and make difficult decisions on an annual basis, it is time for John Jay to take stock of its sources of income, its costs, its operational efficiencies, and its priorities, and to align those four things in order to make a more sustainable future for the college. While over the past five years the college has increased funding from indirect grant revenue and philanthropy, neither one of these sources of funding alone will be sufficient to sustain us. To become a sustainable college we need to diversify our revenue streams and improve operations through technology and staff development that will mitigate for costly problems arising from under-training. Because we are fierce advocates for justice we commit to reducing our carbon footprint and saving energy, but this is a strategic alignment of costs and priorities, because doing so will also save us money.

OBJECTIVES

- a.** Create an effective, transparent budget process aligned with college priorities
- b.** Expand and diversify revenue streams
- c.** Improve operations through staff development and technology
- d.** Reduce our carbon footprint, save energy and money
- e.** Use space creatively to sustain priorities
- f.** Build plans for adding space to the college

MEASURING SUCCESS

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
GOAL 1	a. Institutionalize academic support programs for freshmen & transfers	a. This is the first year 100% freshmen have academic, cohort-based services; 900 transfers in semester-long seminars with peer coaching and co-curricular support	a. 100% freshmen have academic, cohort-based services; 3000 transfer students per year have academic advising, peer coaching, access to emergency funds and co-curricular programming.
	b. Prepare all undergraduate and graduate students for lifelong success beyond John Jay	b. CUNY PMP 2018 indicates graduates enrolled in further study within 1 yr = 14%, graduates employed in NYS within 1 yr = 82%	b. Postgraduate employment or postgraduate study rate 90% within one-year of graduation
	c. Increase our undergraduate and graduate graduation rates	c. 2019 UG graduation rates: 4 yr = 38%, 6 yr = 52%, Transfer 4 yr = 62%. Master's graduation rate 81.5% for full-time 59.3% for part-time	c. Graduation rates 2025 4-yr = 40% 6-yr = 65% Transfer 4-yr = 70%. Master's degrees (4 yr) 85% = FT 65% PT
	d. Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy	d. credit-bearing experiential learning opportunities TBD; CUNY PMP (based on survey) 12% undergraduate students have paid internships. xx% graduate students have paid research opportunities.	d. 35% of eligible students will participate in a credit-bearing experiential learning opportunity or a formal Service Learning opportunity before graduation 25% undergraduates will have paid internships. XX% will have paid research opportunities
	e. Increase size of full-time faculty	e. AY20 = 401 FT faculty	e. 450 faculty

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
GOAL 2	a. Establish a Center that supports a campus culture around environmental justice	a. No Environmental Justice Center. No baseline for awareness	a. Center for Environmental Justice established along with assessment plan for environmental justice awareness on campus
	b. Expand John Jay's reputation as a national and international convener of justice issues	b. SIPA to provide public awareness metrics	b. Increase media and social media hits by XX%; hold at least 2 national justice conferences at college per year
	c. Support faculty to build on John Jay's reputation for excellence in research	c. OAR investment in faculty research and travel in AY19 = \$1,058,000; 20% faculty receive individual awards FY18 Research Awards = \$9,293,015	c. OAR increase internal research/travel funding to \$1,163,800 25% faculty will receive individual awards
	d. Increase intentionally designed civic engagement activities to positively impact student learning and professional outcomes, foster personal and community empowerment and deepen collaborative interactions among faculty, staff, students and community partners.	d. civic engagement baseline	d. civic engagement metric TBD

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
	e. Support faculty efforts to innovate justice curriculum and pedagogies	e. Pilot year of 6 Faculty Fellows in Curriculum-Driven Student Success (one major revised, 2 gateway courses revised; growth-mindset pedagogy tested for FYE; Gen Ed writing pedagogy tested)	e. Annual Faculty Fellows Program around justice education priorities environmental justice, data literacy, inclusive curriculum. # faculty fellows + courses, programs, and improvement metrics
GOAL 3	a. Create and sustain a culture of equity, diversity and inclusion	a. 2019 Climate Review Action Commitments documented; 2018 CUNY Sexual Violence Campus Climate survey 81% say campus is doing a good job of ensuring safety against sexual violence, 92% say they are respected as a member of campus community	a. Successful completion of 2019 Climate Review Action Commitments; 95% will respond to CUNY Sexual Violence Campus Climate Survey that they are “respected” and “safe” on campus.
	b. Close graduation equity gaps for all student populations we serve	b. 2019 JJ rates v National 4yr public rates: 38%JJ/41%N; total 34%JJ/21%N, Black 42%JJ/49%N, Asian PI 36%JJ/32N, Hispanic 40%JJ/45%N; White 8%=high/low inter-group gap	b. Ensure all groups surpass national averages and reduce inter-group gaps by 25%
	c. Continue to hire a diverse faculty while providing support and mentoring services for all faculty at all stages of their careers to succeed	c. TBD; 2.5% FT faculty receives formal mentoring; 0 mentoring/support for PT faculty	c. retention, tenure & promotion rates of URM faculty members comparable to non-minority faculty; Expand faculty support & mentoring to 25% for FT and 15% for PT

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
	d. Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design	d. No framework for shared understanding	d. Framework document produced after one year, # faculty participating in discussions and development opportunities; 15 Inclusive OER Gen Ed courses revised or developed
GOAL 4	a. Create an effective, transparent budget process aligned with college priorities	a. Discussions occur but there is no regularized calendar and process for when and how decisions will be made	a. Develop budget process and calendar of open meetings to clearly align with strategic plan
	b. Expand and diversify revenue streams	b. Professional Studies revenue in FY 19 = \$400,000; IA fundraising in FY19 = \$10,720,952 ; External grants in AY 19 = \$33 million; Auxiliary Corporation = \$1.8 million	b. 300% increase in gross revenue from Professional Studies; 30% increase in fundraising; 10% increase in external grants; Auxiliary Corporation 30%
	c. Improve operations through staff development and technology	c. Percent of resources spent on operations; current SD?; HR satisfaction currently 54%	c. Reduce spending on administrative and overhead services by XX%; Increase staff who use development opportunities by 30%; satisfaction with HR support services on annual F&A survey will reach 80% or above.

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
	d. Reduce our carbon footprint, save energy and money	d. TBD	d. Implement STARS, Sustainability Tracking, Assessment & Rating System, baseline and set target to be reached in 2025
	e. Use space creatively to sustain priorities	d. Exact sq ft TBD	e. Reallocate at least 5% of current space to align with strategic priorities
	f. Build plans for adding space to the college	f. Current space	f. adoption of a CUNY-recognized and funded plan for more space

2015-2020 STRATEGIC PLAN REPORT AND ACCOMPLISHMENTS

In 2015 John Jay College committed to a strategic plan with seven goals:

1. PROVIDE EVERY STUDENT WITH THE FOUNDATIONS FOR LIFELONG SUCCESS
2. FOSTER A SUPPORTIVE ENVIRONMENT FOR FACULTY
3. PROMOTE STUDENT ACCESS THROUGH SCHOLARSHIPS
4. EXTEND THE REACH OF THE JOHN JAY EDUCATION THROUGH JOHN JAY ONLINE
5. ENHANCE JOHN JAY'S IDENTITY AS A HISPANIC-SERVING INSTITUTION
6. DEVELOP HEALTH-RELATED ACADEMIC PROGRAMS AND COMPREHENSIVE PRE-HEALTH ADVISEMENT
7. GLOBAL CITIZENSHIP FOR JOHN JAY AND OUR STUDENTS

How do we measure success?

Though the 2015 plan did not publish key performance indicators or measurable outcomes, it did indicate the areas it intended to effect change. Of the seven goals above, the college made progress on the first five, while it discontinued goal 6 and de-prioritized goal 7. What follows in this report is a goal by goal assessment -- a mix of quantitative measures and qualitative assessments -- of progress toward the above goals.

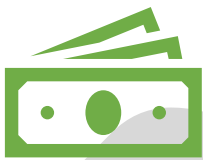
This is an important moment for the college to take stock of its accomplishments as well as what it did not do. Though without quantitative targets the college cannot claim "achievement" of any of its goals, the college made significant improvements on behalf of its students and should rightly celebrate these accomplishments.

2015-2020 STRATEGIC PLAN

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)
- Student scholarships and philanthropic grant money for student support programs 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

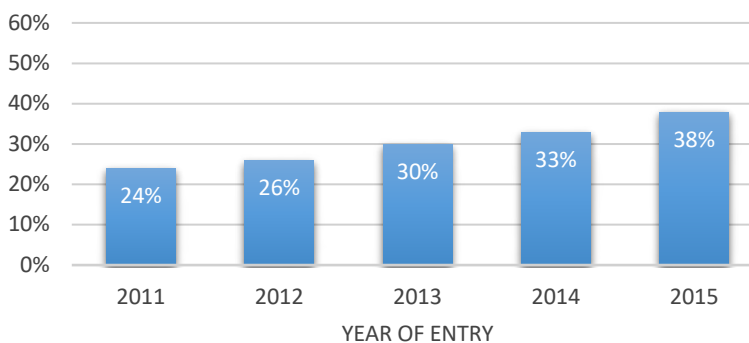
“This goal aims to embed [learning] opportunities systematically in all academic and extracurricular programs in order to touch every student.” – 2015 Strategic Plan

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.

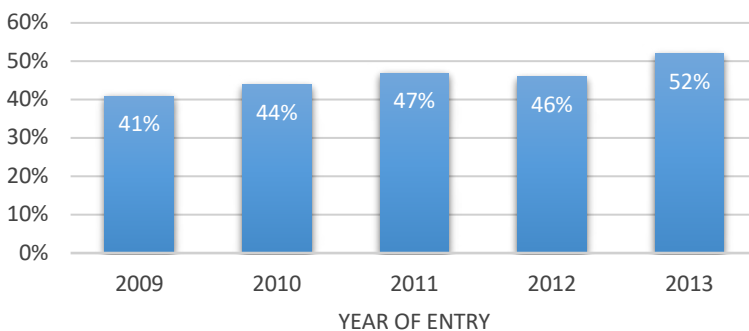
By the numbers, more students have been participating in important learning opportunities and more students have been graduating from John Jay than ever before. Because we know that a baccalaureate degree is a critical driver of future financial success and wellness, graduation rates are an indispensable 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. For our graduate students the picture is more mixed. Graduation rates fluctuated between 60-67%.

To ensure extracurricular learning, Student Affairs developed student learning outcomes in 2015 that support lifelong learning: leadership & teamwork, communication, social justice & civility, critical

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



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



thinking, and healthy living. Critical to healthy living, in 2015 John Jay launched the Wellness 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.

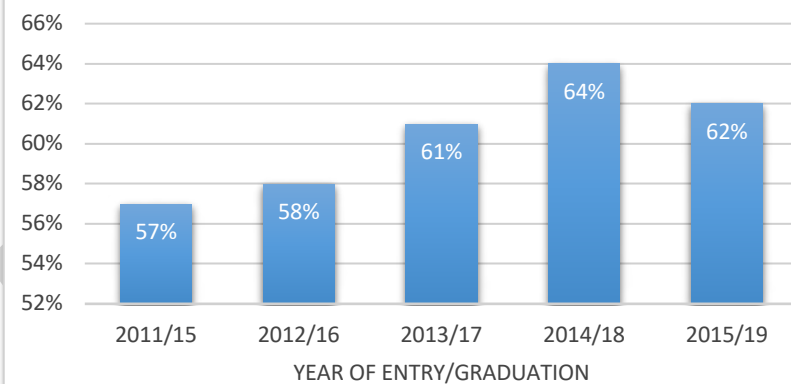
Student Academic Success Programs (SASP) set up “student success teams” comprised of an academic advisor, a peer success coach, a first-year instructor, and a career counselor to support first year students. In 2017 the college began mandatory advising for transfer students from the CUNY Justice Academy.

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.

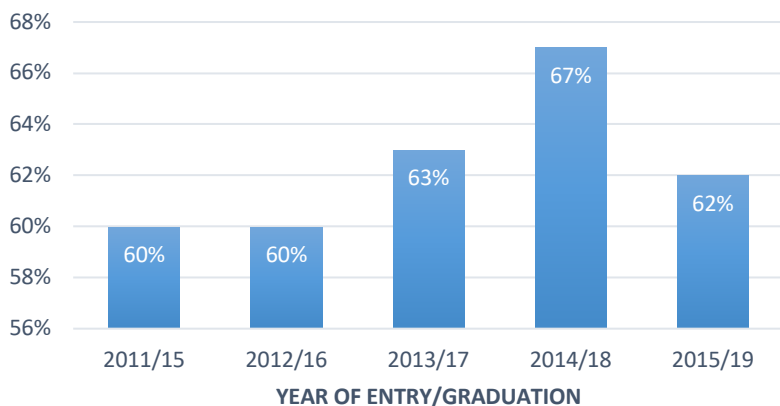
These programs model how we can improve student outcomes and we have adapted some of their principles for two additional cohort programs, CUSP for those students with 90+ credits at risk of not completing (started 2018-19), and LEAP for first year students not in any other cohort program (started in 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. In the 2019-2020 academic year there are 3394 undergraduates currently being served by ACE, Apple Corps, CUSP and LEAP, all externally funded support programs, representing 26% of all undergraduates, and not including other cohort or support programs.

FOUR-YEAR TRANSFER GRADUATION RATE INCREASED 5% BETWEEN 2015-2019



FOUR YEAR GRADUATION RATE FOR MASTER'S DEGREES



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, all of which was raised philanthropically.

STEM students were supported by federal the CSTEP Grants and 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. The next strategic plan will focus on incorporating these readings into the curriculum.

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.

Where do we go from here?

In our 2025 Strategic Plan, we will continue to increase student success through focusing on the journey of our students while they are at John Jay. We will raise the funds to support 100% of our freshmen and 3000 transfer students per year in academic cohort-based services. We will work to increase paid internship opportunities for our undergraduate students and paid research opportunities for our graduate students. In order for students perform at the highest levels while taking advantage of these opportunities, we will ensure that they have the practical skills, such as written and oral communications, critical thinking, etc., that are required for successful employment and/or graduate study. Lastly, in order to provide our students with a

fuller understanding of their aspirations and values leading them to an awareness of themselves, we will expand curricular and extracurricular opportunities for experiential learning, creative research, production and problem solving, and technological and information literacy. Furthermore, we aim to make the learning experience of our students more meaningful via the promotion and use of pedagogy and curriculum design that is culturally affirming and increasing the size of our full-time faculty.

DRAFT

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

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 reimaged, 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.

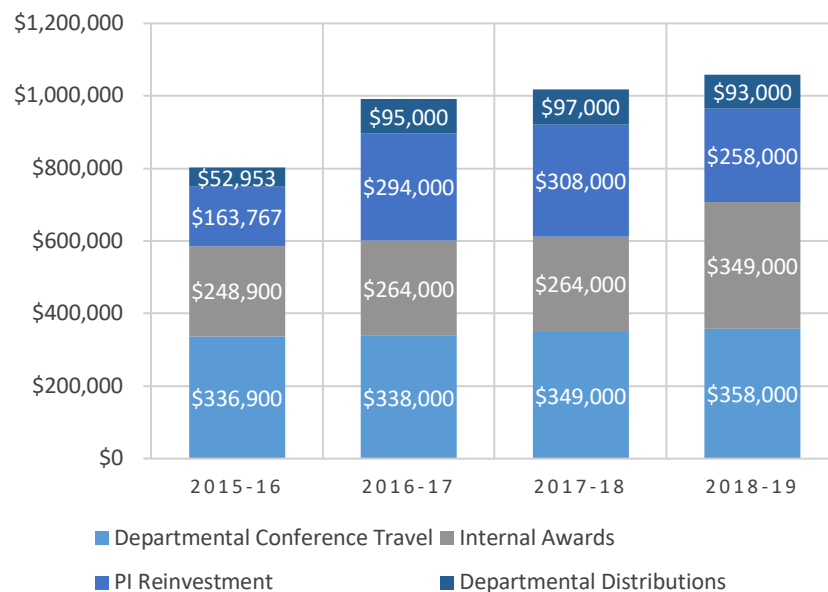
INVESTING IN RESEARCH

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

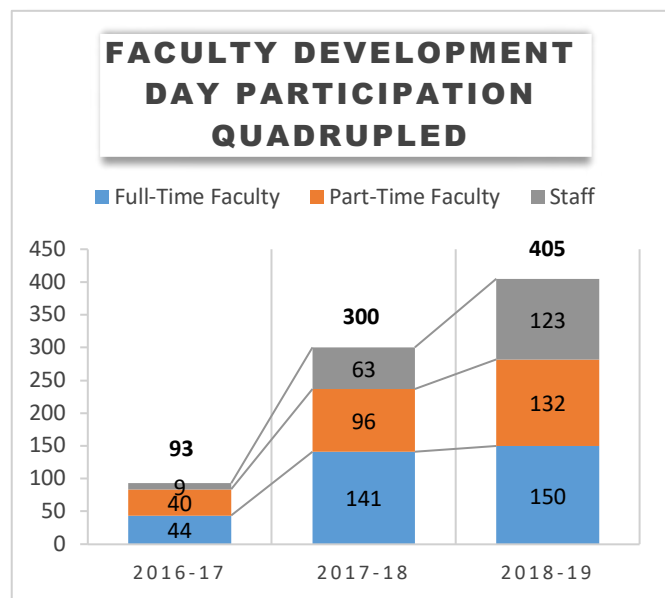
OAR'S RESEARCH REINVESTMENTS INTO FACULTY HAS GROWN TO OVER A MILLION DOLLARS A YEAR



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 non-repeat 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. It is not an overstatement to say that one-third of faculty participating in purely voluntary development opportunities is a positive sign of the interest and professionalism of John Jay's professoriate.

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, however, showed a faculty that was, at least in spring 2019, largely unhappy with their working conditions and the leadership of the college. John Jay faculty were the least satisfied of faculty at any CUNY senior college with Teaching, Health and Retirement Benefits, Tenure Clarity, Faculty Leadership, and Governance Adaptability. They were among the lowest scoring for Appreciation and Recognition, Departmental Collegiality, Departmental Engagement, Governance Productivity, Governance Understanding, Governance Purpose, Governance Trust, Senior Leadership, Promotion, Tenure Policies, Personal and Family Benefits, and Service.

There are racial and gender differences resulting from the survey of note. Faculty who identify as Hispanic or Latinx are least satisfied with research and service, but the most satisfied with teaching. Faculty who identify as Black or African-American are the least satisfied with

mentoring but the most satisfied with tenure policies. Asian or Asian-American identifying faculty were the most satisfied as a group, and in particular with departmental leadership as well as appreciation and recognition; they were the least satisfied with teaching. Faculty identifying as white were most satisfied with collaboration, and least satisfied with division leadership. Gender differences were not large overall, but the largest gaps manifest in personal and family benefits where men were almost a half point more satisfied than women, and tenure policies, where women were more satisfied than men.

The 2019 COACHE survey of faculty job satisfaction shows that areas that received focus in the 2015 strategic plan did improve. In the 2019 survey faculty rated Research, Teaching, Mentoring, and Promotion to Full Professor as more favorable than in 2015. 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.

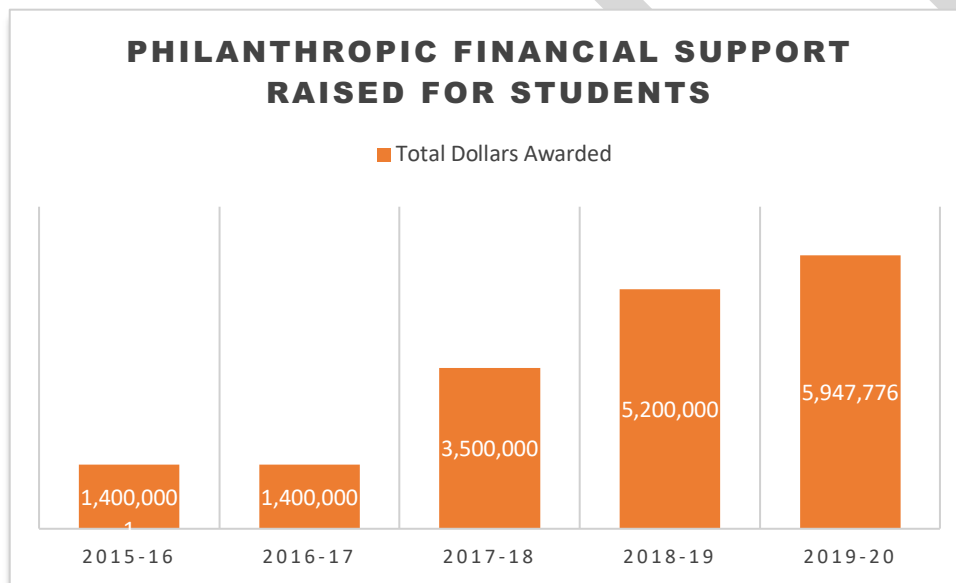
AREA	2015	2019	CHANGE
Nature of Work: Research	2.87	3.04	+ 0.17
Nature of Work: Teaching	3.11	3.39	+ 0.28
Mentoring	3.03	3.13	+ 0.10
Promotion to Full	3.22	3.40	+ 0.18
Tenure Expectations: Clarity	3.13	2.92	- 0.21
Governance: Understanding the Issue at Hand	2.97	2.81	- 0.16
Governance: Adaptability	2.74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

The 2025 Strategic Plan commits to increasing the number and the diversity of our faculty and providing them with the necessary tools for success by building in support and mentoring components at all stages of their careers. Th plan also continues to build on research and teaching strengths through expanding our efforts to support all faculty research, with an added emphasis on justice research, which is central to our mission. We will pilot a program that supports faculty efforts to develop innovating curriculum and pedagogies that are devoted to our justice focus.

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

John Jay increased the amount of direct financial support for students, exclusive of New York State or federal financial aid, from \$1,400,000 in 2015-16 to \$5,947,776 in 2019-20. 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.



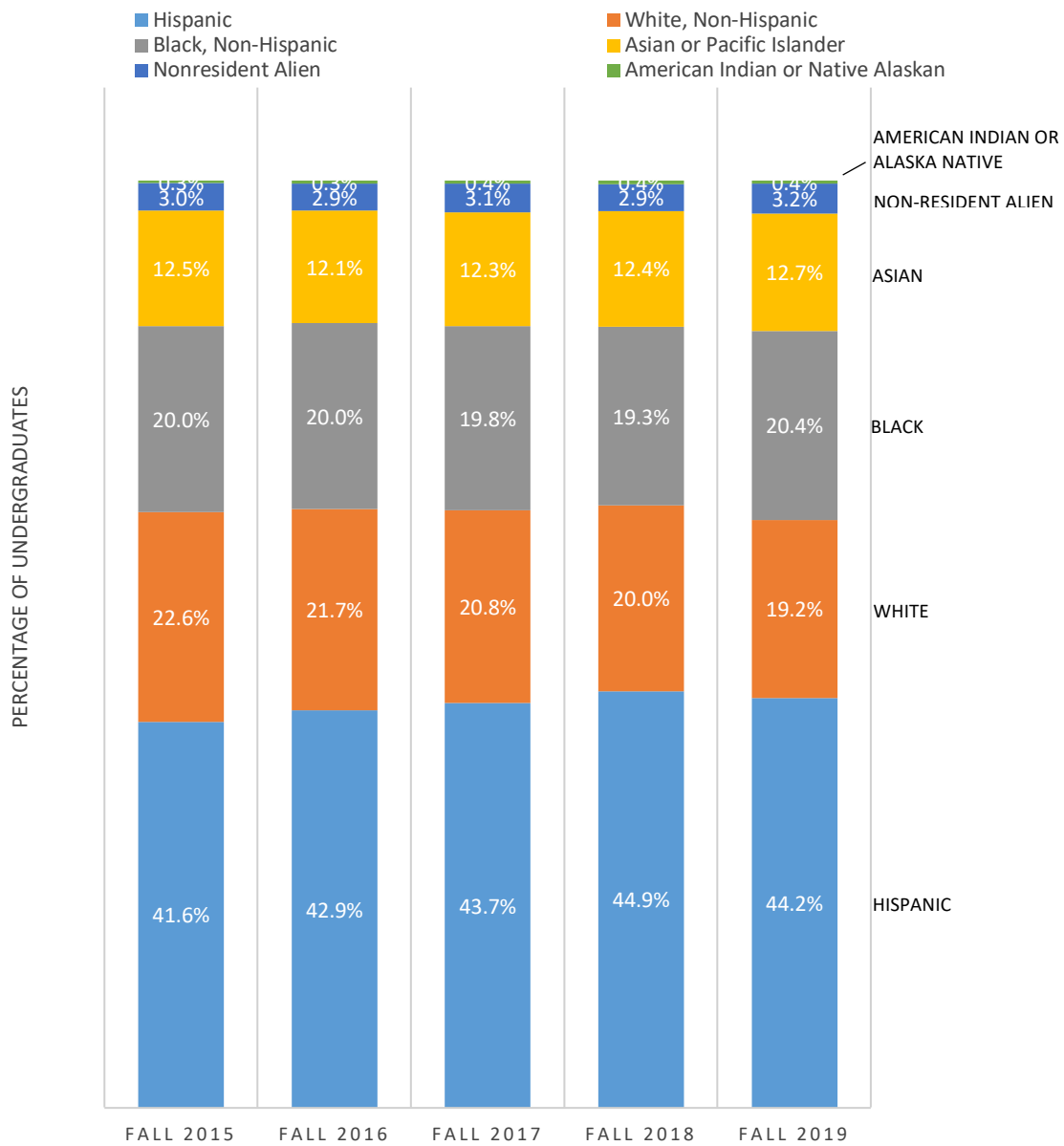
The College has increased other forms of support for students via our Pre-Law Institute and Center for Post-Graduate Opportunities, our PRISM program, our STEM Acceleration Program, our Immigrant Student Success Center, and now LEAP and CUSP. With the exception of the grant-funded

PRISM program, all of the money raised for these activities has come from a vitally re-booted Office for Institutional Advancement which raised over \$10 million dollars in the past two years.

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.

This goal is embedded in goal number one of the in the 2025 strategic plan, supporting students at every step of their John Jay journey as we have committed to raising increased funds to support freshmen and transfer students.

5-YEAR UNDERGRADUATE DEGREE-SEEKING ENROLLMENT BY RACE/ETHNICITY



Source: IRABH.CDS.B1.Enrollment, Ethnicity Imputed Group 2 Desc

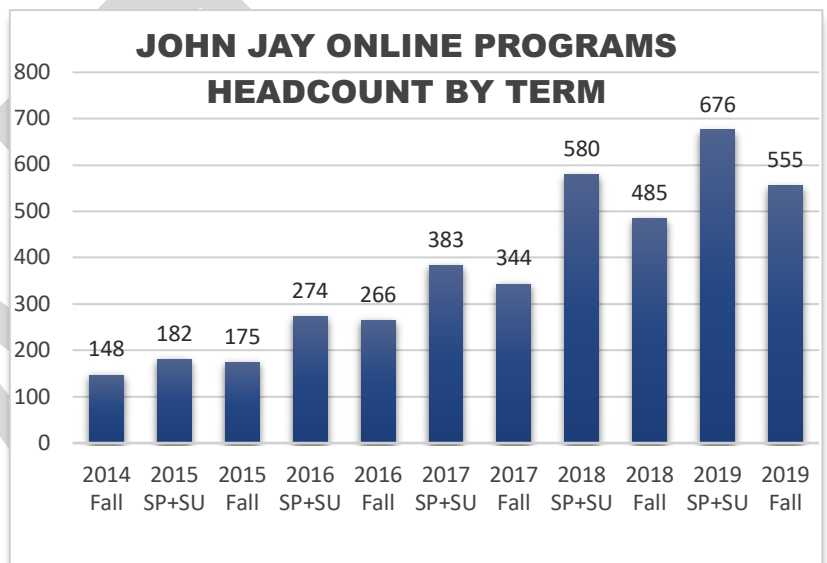
4. EXTEND THE REACH OF THE JOHN JAY EDUCATION THROUGH JOHN JAY ONLINE

“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

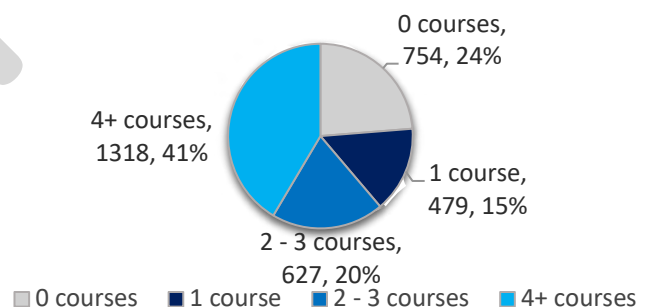
Growth in graduate John Jay Online programs has been remarkable. In fall 2015 John Jay Online had two graduate degrees and one certificate online with a total headcount of 148 students. In fall 2019 John Jay Online had 7 graduate degrees and 5 certificate programs for a total headcount of 555 students.

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.

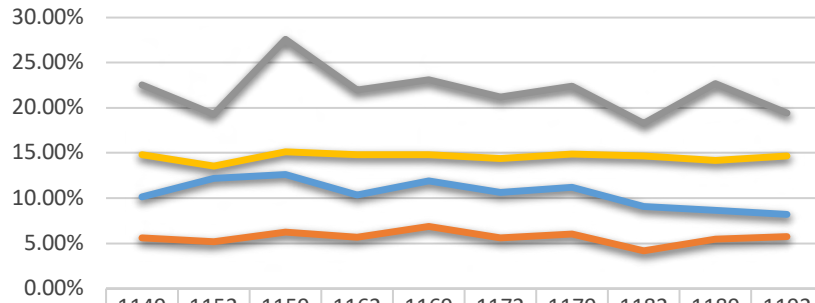
While we have a lot to be proud of in terms of building online programs and courses, we have work to do to improve student success in online courses. Presently there is a discrepancy in successful outcomes for students between in-person and online courses at both the graduate and undergraduate levels. 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.



NUMBER OF ONLINE COURSES TAKEN BY UNDERGRADUATES, CLASS OF 2018



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%

In our 2025 Strategic Plan, we will strengthen both our student and faculty experiences in our online courses through increased faculty development for online teaching practices and a clear focus on narrowing the student success gap between in-person and online courses.

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

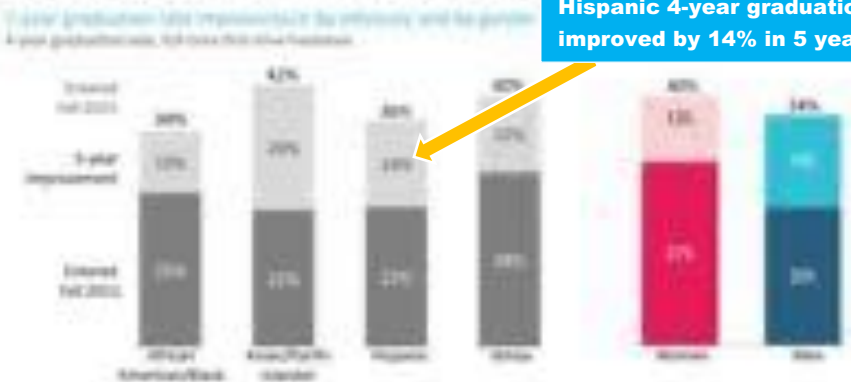
In 2015 the college committed to embracing its identity as a Hispanic Serving Institution, recognizing that, at the time, 41% of enrolled students identified as Hispanic, and that the Latinx population is the fastest growing population in New York City and the United States. In the first two years of 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



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

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.

- Immigrant Student Success Center 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. At the undergraduate level, courses with Latinx content are concentrated in the Latinx and Latin American Studies and the Modern Languages and Literatures departments. Increased Latinx content in the curriculum is being encouraged, and is prominent in the college's new *Justice E-Reader*, and underused resource.
- ¡Adelante! Latinx Leadership Program. Initiated in the 2014-15 academic year as a first-year program, and expanded to a two-year program in 2017, ¡Adelante! 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

In our 2025 Strategic Plan, we expand our focus from enhancing our HSI identity to increasing embodying and promoting our values of equity, diversity and inclusion. We are devoted to reducing graduation equity gaps for all students and increasing our graduation rates for undergraduate and graduate students. With 51% Hispanic undergraduate students and 25% Hispanic graduate students, To further our dedication to educating traditionally underrepresented groups, we will develop a shared framework across faculty that informs a curriculum that is culturally affirming and delivered using an inclusive pedagogy.

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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

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.

Our 2025 Strategic Plan turns our attention to improving and expanding financial resiliency, operational efficiency, and the college’s sustainability efforts. While new programs are always attractive, we have decided to first turn our attention within and make better use of the resources we have, creating better alignment between our budgeting process and our strategic priorities.

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

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.

In our 2025 Strategic Plan, we explore the ways to build upon global citizenship by engaging our diverse student, faculty and staff in continuing our work to make the John Jay environment even more inclusive and affirming of all types of diversity. We will work to increase the diversity of our faculty in order to further embrace and promote from within our values of equity, diversity, and inclusion. In addition, we will focus our passion for doing our part to reduce the devastating effects of climate change by reducing our carbon footprint through participation in the Sustainability Tracking, Assessment & Rating System (STARS).

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