

SPS Minutes

Strategic Planning Sub-Committee March 26, 2020 via Zoom

Allison Pease (Designated Chair), Kimberly Charles (Recorder), Yi Li, Karen Kaplowitz, Angela Crossman, Musarrat Lamia, Jay Gates, Erica King-Toler,

First order of business: Approval of minutes: All approved; No abstentions, No objections.

Two goals for this meeting:

Going over the plan: Allison Pease received feedback and suggestions from several of the SPS members on the plan via email. However, due to the global health situation, there has been a delay in working on the plan. Overall, Allison believes we are in a good place with the plan. We just need a few more changes. Allison opened the floor to comments and concerns about the plan, i.e. measurements, written vision statement, etc.

Karen Kaplowitz: Allison, What are areas that we should work on?

Goal #2, Objective A: It is still a work in progress. We have some Environmental Justice things. People were not happy with the idea of a center so we put it back in the curriculum. Allison drafted something and asked Dara to work on it and she gave her some feedback.

In goal #2, in the key performance indicators, it was decided that there should be 10 courses each in Environmental Justice, Data Literacy courses, and Digital Literacy, that will support general education. Allison estimated this number, it is not going to be right with a 25 % increase in the total enrollment of students. Allison does not know the number of students. By title, there are 5 number of courses in general ed, 5 courses in data literacy, 2 courses in digital literacy; Allison will have to find out what the total number of enrollment is for these courses. The point is that we want more of that.

Warren Eller emailed Allison and stated that he wants to add in the advocacy of science courses rather than just any kind of course.

Ned Benton: This is a great improvement. I do not agree with Warren. The only change in the indicator is that rather than put a 25% increase in total enrollment we should put a 25% increase in each category. Because otherwise you can have a big increase in one area and not in the other.

Allison Pease: It is about sections rather than courses.

Ned Benton: I thought the enrollment metric was more relevant. Having eight courses means that there is eight topics of courses but the enrollment are the numbers of students taking sections of those eight classes and the enrollment may go up because there are more courses to take and also it may go up because the enrollment in a particular class increased because of the number of sections or because it may be full. Hopefully, we will do better than 25% but the metrics are to be exceeded.

Musarat: While this is more specific and measurable than what we previously had with the center and I know that there was some confusion at least on my end about the purpose of the center. I worry about the resourcing for these courses. More and more, I see these courses that are interesting to take overlap with general education requirements but as far as environmental justice goes, students do not enroll in the minor and only sparingly take the courses. It is not offered in a bigger major other than the minor so I don't know how effective this will be. There are a handful of faculty that overlap within the minor but are in different departments. I worry that this is just in here because people want environmental justice to be in there. Is it actually going to be achievable? Given all of the different components that make a successful course, major, and minors at JJay.

Ned Benton: I share Musarat's concern, but I think that this is a solution to it. I think this is the best thing that we could do.

Allison Pease: If the goal was to raise campus awareness about these issues adding more of it in the required core means that more students will become more aware. I think that was part of the goal, right?.

Moose: I think that was the intention behind it, wanting to incorporate environmental justice but the general education requirements are really diverse. I don't think that is the kind of awareness that they want. I think it is about exposure and insensibility to taking these measures, as far as the petition as to why we wanted environmental justice in the plan was to become much bigger than we were learning about for academic purposes. For young people, environmental issues have a lot of intersections with social justice issues. It has to go beyond just expanding course offerings if we want to speak to that attention.

Allison Pease: Goal 2, objective D: Deals with Civic Engagement. This goal is a cross section between Mindy Bockstein and Daniel Officier to increase intentionally designed

civic engagement activities to positively impact student learning and professional outcomes, foster personal community empowerment and deepen collaborative interaction among faculty, staff and students.

Angela Crossman: I was thinking of a broader environmental justice goal that is not curriculum based and could go there.

Allison Pease: This is speaking especially to efforts that I think we started in the last year. Bringing local government officials on campus to meet with students and talk about certain ideas. It is about doing more of that and getting clubs involved and increasing voter participation.

Musarat: In regards to the KPI, is there a reason why we are focused on voter registration for that measurement?

Allison Pease: The primary indicator of civic engagement is; are you actually trying to influence the places where you live by taking part in choosing those people who are leaders.

Moose: What falls under community service?

Allison Pease: I am not sure if that includes our Office of Community Service and Outreach or not, this was Laura Ginns division. I am not sure what it is specifically targeting.

Jose L. Morin: I had a question about that too, shouldn't we see how student involvement is measured on campus? Wouldn't that be another way of showing civic engagement. I wonder if there is a way of measuring the involvement of students participating in these clubs.

Allison Pease: I would be in favor of that if those measurements are routinely taken and they are easily accessed. Remember this is the large level plan, we are trying to stick to KPIs that we are continuously measuring. That doesn't involve huge amounts of manpower.

SPS member: Is there a way we can include the importance of voting? Maybe we can measure the voter participation.

Allison Pease: We measure the outcome of the efforts and it is easily measurable. If we try to track the number of discussions within the departments about voting then we will need to go into the classrooms and measure how many times it is brought up in class discussion and clubs etc. If we do that, and students are still not voting, what does it matter?

Allison Pease: Are there other concerns or thoughts about goal #2

Jose L. Morin: Does Student Affairs keep track of this on some level, and if not, can they? How do we encourage student activity and affairs to be involved in the measurement of these activities?

Allison Pease: Right. This makes me think of the definition and difference between service learning and Student learning. To me, Service learning is a real experiential learning opportunity and student learning is when students are in hound square packing meals. I am going to guess Declans' shop has measurements on community service. I am going to ask him about service learning. I am not sure if service learning should go in Goal #2 .

Allison Pease: My job now is to have a clear definition of civic engagement, service learning, student learning and how we can measure that. But for now we can keep the language the way it is.

More areas to point out:

Goal #1 objective E: Increase the size of the percentage of full time teaching. With 450 faculty, we are going to increase the coverage by 2%. Is this reasonable and accurate?

Yi Li: I think that is the goal. It is accurate whether or not that can add 2% not in the early years because of the faculty reassigned time.

Goal #4 Objective C: We decided to improve the efficiency and effectiveness of operations.

Angela Crossman: Since this is going to the community, we should spell out INDR.

Warren Eller: Increase instructional budget because that is what it means essentially.

Mark Flower: When CUNY generates all of their financial reports they break it down to categories, administrative support and public safety. This is primary academic affairs from the instruction standpoint only.

Karen Kaplowitz. Maybe the measurements need to be different because if we hire more people and we want to do more support services for the students to succeed.

Allison Pease: Compared to administrative support, we have a sufficient amount of support services for students.

YiLi: On a one time funding part of the overall objective goal 1 is also over the next 5 years is to bring more tax levy support for longer term endowment and foundation support which will directly impact goal #4.

Allison Pease: Before we send the plan over to President Karol, what other issues do we have?

Ned Benton: We need to define gross revenue from professional studies. We are interested in the net revenue which is important.

Ned Benton: 2B and 2C: The metrics were focused on OAR, that states it gives more money to faculty for traveling is really not a metric of JJAY reputation for excellence and research. It's a metric for providing resources to faculty. I think we should state faculty receive funded grants.

Allison Pease: The bottom line is grants not OAR. 25% of faculty will receive individual awards. I can change the word from award to grants.

Ned Benton: 25% increase in research awards is better.

Ned Benton: Goal 4 Objective E: It would be better to use the words that we use in 3D to better to mark that there is no framework and that the indicator would be that we develop a framework. Because it is too complex and it invites a lot of relabeling.

Steve Titan: On professional studies, we have not made money right now so shouldn't we be talking about a target of a margin of 100,000 which would be a huge improvement, we should put a dollar target on there.

Yi Li: I am waiting for Anthony to give me his strategic plan, I agree that we should put a dollar amount. We can word it that there will be a substantial increase.

Ned Bention: We all agree that there will be a number in there.

Joes L. Morin: Goal 3 objective: change to “continue to hire and retain...”

Steve Titan: Since going to Distant learning, and we have been doing a good job with it we should mention that in the plan. There needs to be training in staff and faculty. It's a new world or us.

Allison Pease: It was in Judy Chan's goal and my institutional effectiveness goal. I am not sure if it rises to the level of college wide. The problem is that we are getting faculty up to speed on this. Everyone will learn and be ready to hear the best practices. Where our institution is falling behind is support services on line 24/7. Although we are doing well, we definitely can improve in this area. There are some institutions that are weak in that area. We are working on it. I am not sure if it should be our goal for 2025.

Ned Bention: The engagement of the student and participation fostering equity in student success in venues of instruction.

Allison Pease: We would need a new objective if we add this goal. Goal 3B: equitable student success across all learning modalities.

Karen Kapolowitz: We also need to meet the students of disabilities.

Allison Pease: In Goal 1B: Dara recommended that we should change the employment rate from 90% to 25% because we are going into a major recession.

Angela Crossman: Goal 1B, because of the recession, they should be separated in the second column rather than the first column. Both of them are somewhat related to economic forces. Goal 4 should be “technology and staff development”.

Allison Pease: Should we have a target for graduate studies? It is 14% currently.

Motion: All of those in favor of adopting the plan that was just improved with the notion that Allison will map the new objectives down to the bottom with the KPIs and recommend it to President Karol. All agreed, no objections, no abstentions

Creating a plan for community feedback:

We need to organize three 1 hour zoom sessions. We need volunteers to host community discussion about this plan.

Volunteers: Musarat and Erica King Toler
Angela Crossman and Jay Gates
Yi Li and Ned Benton

Choose the time that is convenient for you. Anytime on April 2nd and after. Please reply all to the SPS email with your chosen dates, time and zoom details. Community hour is preferable.



**JOHN JAY
COLLEGE
of Criminal Justice**

**STRATEGIC
PLAN
2020-2025**



OUR VALUES

diversity equity integrity justice learning & scholarship respect

OUR VISION

For JOHN JAY in 2025 is that we will:

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

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. With designated academic advising and enhanced co-curricular programming, will decrease graduate student 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.** Increase number of courses on environmental justice, data literacy, and digital literacy in General Education
- 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 curricula 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.	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.
	e. Increase size of full-time faculty and percentage of full-time teaching	e. AY20 = 401 FT faculty	e. 450 faculty and 2% increase in total full-time coverages of courses

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
GOAL 2	a. Increase number of courses on environmental justice, data literacy, and digital literacy in General Education	a. 5 environmental justice courses, 5 data literacy courses, and 2 digital literacy courses in General Education with a total enrollment in 2018-19 AY of XXXX students.	a. 8 environmental courses; 8 data literacy courses, and 5 digital literacy courses in General Education with 25% increase of total enrollment of students
	a. Expand John Jay's reputation as a national and international voice on justice issues	b. Total social media followers are 150,000+ and social media engagement are 350,000+ XX; monthly media mentions are 80 and top tier monthly media mentions are XX, One signature college-wide justice conference each year	b. Increase social media followers and social media engagement by 10 percent; increase monthly media mentions to 100 and top tier monthly media mentions to XX, hold at least 2 college-wide justice conferences per year
	b. 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
	c. 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. 2018 John Jay student voter registration rate of 72.5%; voter participation rate of 37%; and community service rate of baseline TBD.	d. 2024 John Jay eligible student voter registration rate of 85%; voter participation rate of 60%; and community service rate increase of 10%.

	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; COACHE	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; # of students per year impacted by revised courses.
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 efficiency and effectiveness of operations	c. Percent of resources spent on operations; current SD?; HR satisfaction currently 54%	c. Increase NDR budget relative to total budget; satisfaction with HR support services on annual F&A survey will reach 80% or above.
	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

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 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