

**Strategic Planning Subcommittee  
Meeting Agenda  
April 30, 2020  
11:00am-12:00pm**

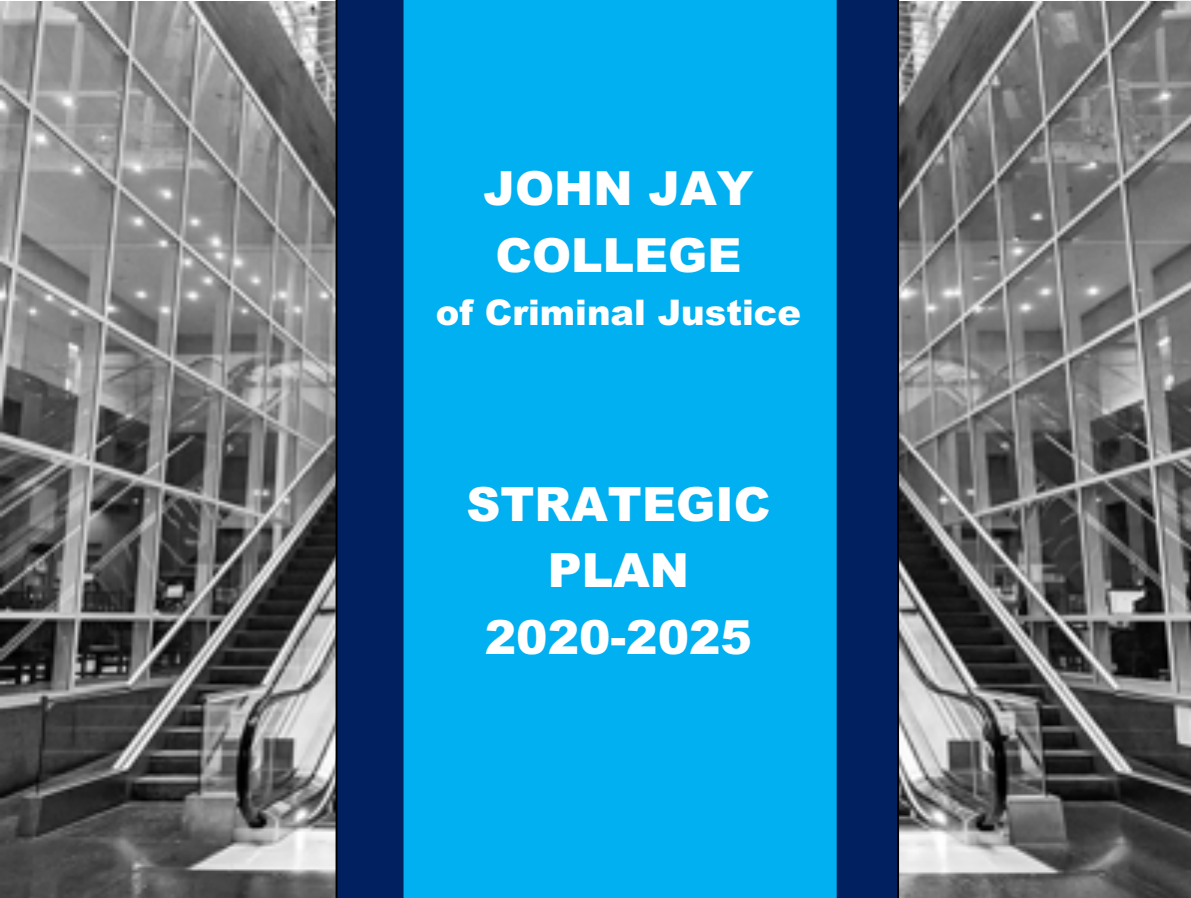
1. Minutes from our meeting on March 26
2. Additions and revisions since March 26 – discussion and further revisions
3. Vote to recommend strategic plan to President
4. Discussion of how the SPS will operate next year in overseeing an adopted strategic plan
5. New Business

**Strategic Planning Subcommittee**  
**Minutes**  
**April 30, 2020**

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

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1. **Approval of Minutes from March 26, 2020.** The minutes were approved as proposed.
2. **Additions and revisions to the strategic plan since March 26, 2020.** Allison P. explained that today the committee will review the additions and revisions that have been made to the draft of the Strategic Plan (2020 – 2025) since the last meeting. There was first a discussion of the ordering of our values, which are currently listed on the first page in alphabetical order. Some members of the committee believed the values should stay listed in alphabetical order, while, others believed that the value of learning & scholarship should be listed first. Allison P. then went over the additions and revisions made to the strategic plan, and the committee made some general suggestions regarding grammar and layout. The remainder of the meeting focused on the benchmarks and key performance indicators within Goal 3, “Embody and promote our values of equity, diversity, and inclusion.” In this area, Allison P. included a table of COACHE data for both all faculty and underrepresented minority faculty to use as a means of measurement within this goal. Angela C. mentioned that there is an intersectionality issue that is not captured in the COACHE survey in areas such as rank and race, and gender and race. She added that there is other useful data we could use such as faculty retention data. Karen K. raised the idea of including the COACHE data compared to our peers as a point of comparison and with the goal of reaching the average of our peers. Warren E. believed that satisfaction should be looked at as an absolute measure and as progress towards an end goal. It was decided to not look specifically at the underrepresented minority group, and to instead look at all faculty with the goal to increase satisfaction in all areas by .1%. Erika K. said that before we vote, she wanted to know if there are ways to address the limitations of the COACHE survey that Angela C. spoke about regarding intersectionality. It was decided to add benchmarks to the strategic plan that address this issue that can be assessed and measured such as faculty retention. This was followed by a brief discussion on faculty diversity and faculty hiring.
3. **Vote to recommend strategic plan to President.** There was a motion to approve the draft of the strategic plan and transmit it to President Mason for transmittal to the College Council. It was seconded. There was a discussion. Angela C. asked Erika K. if adding metrics on faculty retention to the strategic plan would address her concerns. Erika K. said yes, she would like to see that added. There was a vote. The committee voted in favor of the motion with 12 votes for yes, 0 for no, and 1 abstention.
4. **Discussion of how the SPS will operate next year in overseeing an adopted strategic plan.** Allison P. said that this item will be discussed at the next meeting of the committee. Karen K. inquired if we are sending the strategic plan to the college council for informational purposes or if it is being sent to the college council for a vote. It was decided that it would be sent for a vote. Musarrat L. added that the 2015- 2020 Strategic Plan Report Card should be sent as well, and this was agreed upon.



**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, we 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 21<sup>st</sup> 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. Prepare all undergraduate and graduate students for lifelong success beyond John Jay
- b. Institutionalize academic support programs for freshmen & transfers
- c. Increase our undergraduate and graduate graduation rates
- d. [Align and scaffold high impact instructional practices in general education and major courses to enhance students' critical thinking, research-based academic writing, and quantitative reasoning skills.](#)
- e. Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy.
- f. Increase size of full-time faculty

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## 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. With contemporary challenges such as climate change, rapid technological change, and economic and structural inequality, John Jay’s curriculum 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 supporting environmental justice, data literacy, and digital literacy in General Education and incorporate AASHE sustainability/U.N. Sustainable Development concepts throughout the curriculum
- 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. 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.
- e. Support faculty efforts to innovate justice curricula and pedagogies

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### 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. Faculty will not be expected 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 a strengths-based, and not a deficit-minded, 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. Achieve equitable student success across all learning modalities
- d. Continue to hire, retain **and advance** a diverse faculty **through collaborative** support and mentoring services for all faculty at all stages of their careers,
- e. Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design

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## 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. 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. [Implement a comprehensive sustainability program using AASHE Stars](#)
- e. Use space creatively to sustain priorities
- f. Build plans for adding space to the college

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# MEASURING SUCCESS

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
<b>GOAL 1</b>	a. Prepare all undergraduate and graduate students for lifelong success beyond John Jay	a. CUNY PMP 2018 indicates graduates enrolled in further study within 1 yr = 14%, graduates employed in NYS within 1 yr = 82%. <a href="#">Equifax data summer 2020 used to benchmark all.</a>	a. Postgraduate employment rate 85% within one-year of graduation; graduates enrolled in further study will be 18%
	b. Institutionalize academic support programs for freshmen & transfers	b. 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	b. 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.
	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. <a href="#">Align and scaffold high impact instructional practices in general education and major courses to enhance students' critical thinking, research-based academic writing, and quantitative reasoning skills.</a>	d. <a href="#">no inventory of high-impact practices used in Gen Ed; Gen Ed outcomes assessment of 2015 indicated critical thinking met by 99% at first-year level and 8% at capstone; written communication met at 99.6% at first year and 19.3% at capstone; quantitative reasoning in (20XX) met at XX% in first year and XX% at capstone.</a>	d. <a href="#">inventory and scaffolded alignment of at least 3 high impact instructional practices; Improvement on 3 learning outcomes at capstone level by a minimum of 10%</a>

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e.	Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy	e. credit-bearing experiential learning opportunities TBD; CUNY PMP (based on survey) 12% undergraduate students have paid internships.	e. 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.
f.	Increase size of full-time faculty and percentage of full-time teaching	f. AY20 = 401 FT faculty	f. 450 faculty and 2% increase in total full-time coverages of courses

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<b>GOAL 2</b>	a.	Increase number of courses supporting environmental justice, data literacy, and digital literacy in General Education	a. 5 environmental justice courses (1722 students in AY20), 5 data literacy courses (1397 students in AY20), and 2 digital literacy courses in General Education with a total enrollment (this stat TBD as courses supporting digital proficiencies is much higher than this indicates); <a href="#">AASHE inventory of XX courses addressing sustainability challenges</a>	a. 10 environmental justice courses; 10 data literacy courses, and 10 digital literacy courses in General Education with 25% increase of total enrollment of students in each category; <a href="#">AASHE inventory of XX courses addressing sustainability challenges</a> .
	b.	Expand John Jay's reputation as a national and international voice on justice issues	b. <a href="#">Monthly media mentions are 80 and top tier monthly media mentions are 20, One signature college-wide justice conference each year</a> Total social media followers are 150,000+ and social media engagement are 350,000+	b. <a href="#">Increase monthly media mentions to 100 and top tier monthly media mentions to 25, hold at least 2 college-wide justice conferences per year</a> ; Increase social media followers and social media engagement by 10 percent;

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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 grants = \$9,293,015	c. OAR increase internal research/travel funding to \$1,163,800; 25% faculty will receive individual awards; FY25 research awards increases by 20%
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. 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%.
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

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<a href="#">a. Create and sustain a culture of equity, diversity and inclusion</a>	<a href="#">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>	<a href="#">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.</a>
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**GOAL 3**

<p>b. Close graduation equity gaps for all student populations we serve</p>	<p>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</p>	<p>b. Ensure all groups surpass national averages and reduce inter-group gaps by 25%</p>																														
<p>c. Achieve equitable student success across all learning modalities</p>	<p>c. Graduate FWI rate for online vs in-person courses SP19: 8%/6% Undergraduate DFWI rate for online vs in-person SP 19: 19%/15% Support services online routinely: Writing Center only.</p>	<p>c. Graduate FWI rate for online vs in-person will be same; UG DFWI rates for online vs in-person will be same; All student support services will be easily accessible and routinely online</p>																														
<p>d. Continue to hire, <a href="#">retain, and advance a diverse faculty through collaborative</a> support and mentoring services for all faculty at all stages of their careers.</p>	<p>d. TBD; 2.5% FT faculty receives formal mentoring; 0 mentoring/support for PT faculty <a href="#">COACHE survey 2019</a></p> <table border="1" data-bbox="505 1081 800 1381"> <thead> <tr> <th></th> <th>ALL</th> <th>URM</th> </tr> </thead> <tbody> <tr> <td><a href="#">Research</a></td> <td>3</td> <td>2.9</td> </tr> <tr> <td><a href="#">Service</a></td> <td>3</td> <td>2.7</td> </tr> <tr> <td><a href="#">Teaching</a></td> <td>3.4</td> <td>3.5</td> </tr> <tr> <td><a href="#">Tenure Policies</a></td> <td>3.2</td> <td>3.9</td> </tr> <tr> <td><a href="#">Tenure Clarity</a></td> <td>2.9</td> <td>3.5</td> </tr> <tr> <td><a href="#">Promotion to Full</a></td> <td>3.4</td> <td>3</td> </tr> <tr> <td><a href="#">Interdisciplinary Work</a></td> <td>2.6</td> <td>2.6</td> </tr> <tr> <td><a href="#">Collaboration</a></td> <td>3.4</td> <td>3.1</td> </tr> <tr> <td><a href="#">Mentoring</a></td> <td>3.1</td> <td>3.1</td> </tr> </tbody> </table>		ALL	URM	<a href="#">Research</a>	3	2.9	<a href="#">Service</a>	3	2.7	<a href="#">Teaching</a>	3.4	3.5	<a href="#">Tenure Policies</a>	3.2	3.9	<a href="#">Tenure Clarity</a>	2.9	3.5	<a href="#">Promotion to Full</a>	3.4	3	<a href="#">Interdisciplinary Work</a>	2.6	2.6	<a href="#">Collaboration</a>	3.4	3.1	<a href="#">Mentoring</a>	3.1	3.1	<p>d. Retention, tenure &amp; promotion rates of URM faculty members comparable to non-minority faculty; Expand faculty support &amp; mentoring to 25% for FT and 15% for PT <a href="#">COACHE survey 2025</a> – reduce high/low intergroup gaps by 50%; increase satisfaction in all areas by at least .1</p>
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e.	Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design	e.	No framework for shared understanding	e.	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.
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	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
<b>GOAL 4</b>	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. Professional Studies target net revenue \$1,000,000; 30% increase in fundraising; 10% increase in external grants; Auxiliary Corporation 30%
	c. Improve efficiency and effectiveness of operations	c. Instructional budget relative to total budget = 49%; HR satisfaction currently 54%	c. Increase instructional budget relative to total budget; satisfaction with HR support services on annual F&A survey will <u>improve by 20%</u>

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	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
	d. <a href="#">Implement a comprehensive sustainability program</a>	d. <a href="#">AASHE Stars estimated rating based on sp 2020 inventory – Bronze Rating</a>	d. Implement STARS, Sustainability Tracking, Assessment & Rating System <a href="#">and achieve Silver Rating</a> .
	e. Use space creatively to sustain priorities	d. No framework for space use	e. implement framework for space allocation and reallocation
	f. Build plans for adding space to the college	f. no plan	f. adoption of a CUNY-recognized and funded plan for more space

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