John Jay by the Numbers

Faculty Development Day, Fall 2021
Who We Are Now

Academic,
Student,
Faculty,
Staff,
and Executive Demography
Largest Majors and Graduate Programs  Fall 2020

**Undergraduate**

- Criminal Justice B.S.
  - 4202 students
- Forensic Psychology B.A.
  - 2092 students
- Criminology B.A.
  - 1006 students
- Computer Science and Information Security B.S.
  - 928 students

**Graduate**

- Public Administration, M.P.A.
  - 549 students
- Criminal Justice M.A.
  - 446 students
- Forensic Psychology M.A.
  - 206 students
- Forensic Mental Health Counseling M.A.
  - 167 students
Student Demographics, Fall 2020

15,880 students enrolled

UNDERGRADUATE V GRADUATE
• 13,662 Undergraduates
• 2,104 Graduate Students

FT/PT STATUS
• 11,630 Full-Time
• 4,250 Part-Time

GENDER
• Male = 42%
• Female = 58%

AGE
• 79% under age 24
• 21% between 25-64 years old

OTHER DEMOGRAPHIC POINTS
• 48% are first-generation to attend college
• 64% are Pell Grant recipients
Transfer v. New Students

We now bring in more transfer students per year than first-time freshmen. 3073 transfers to 1742 freshmen in 2020-21.
Staff and Executive Demographics, Fall 2020

Professional Staff

- Total Number = 398
- Females = 66%
- Non-White = 67%

Executive Staff (Deans, AVPs, VPs)

- Total Number = 25
- Females = 58%
- Non-White = 40%
Faculty Demographics, Fall 2020

- Diversity Hiring efforts have increased diversity of faculty by 5% (21 professors) in 5 years.
- We have committed to hiring an additional 34 professors in the next three years.
Our Priorities

(1) Student Success, (2) Supporting Faculty in Justice-Centered Teaching and Research, (3) Diversity-Equity-Inclusion, and (4) Managing our Resources
Student Success

Retention and Graduation Rates
Student Success – Graduation Rates

4-Year Rates Increase by 11% points

6-Year Rates Increase by 7% points

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>26%</td>
<td>30%</td>
<td>33%</td>
<td>38%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>44%</td>
<td>47%</td>
<td>46%</td>
<td>52%</td>
<td>51%</td>
</tr>
</tbody>
</table>

2012 - 2016 entering year
Student Success – Transfer Graduation Rates

4-Year Rates Increase by 11% points

John Jay has highest transfer graduation rates in CUNY by a large percentage.

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>58%</td>
</tr>
<tr>
<td>2013</td>
<td>61%</td>
</tr>
<tr>
<td>2014</td>
<td>63%</td>
</tr>
<tr>
<td>2015</td>
<td>62%</td>
</tr>
<tr>
<td>2016</td>
<td>65%</td>
</tr>
</tbody>
</table>
First-Year Retention Rates

After years of work to increase our first-year retention rates – an important indicator of student success – we saw a dramatic drop in first-year retention last year, likely pandemic related. That we retained 70% was an achievement and the result of a great deal of work by faculty and UGS.
Cohort and Student Support Programs

Evidence-based, philanthropically or federally funded

- SEEK
- ACE
- Honors
- Adelante
- Apple Corps
- LEAP
- PRISM
- ISP
- CUSP
Cohort and Student Support Programs Characteristics

SUPPORT PROGRAMS

(LEAP, Adelante, ISP, STEM/PRISM)

• Intrusive and Consistent Academic Advising
• Intrusive and Consistent Career Advising
• Experiential and Pre-Professional Learning Opportunities
• Targeted Learning Experiences

ENHANCED COHORTS

(ACE, Apple Corps, CUSP, Honors, SEEK)

• All of the above plus Cohort Identity
• Financial Support
What We See in Programs and Why the Balance Matters

- Size of Cohort Matters
- Financial Support Matters
- First Year Seminars Matter
- All interventions make a difference

- This is why UGS has focused on raising funds to pay for advisors and student support

One- and Two-Year Outcomes

<table>
<thead>
<tr>
<th>Fall 2019 First Years</th>
<th>N</th>
<th>One-Year</th>
<th>Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2099</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>SEEK</td>
<td>228</td>
<td>63%</td>
<td>85%</td>
</tr>
<tr>
<td>All Students, excl SEEK</td>
<td>1871</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>ACE</td>
<td>300</td>
<td>76%</td>
<td>88%</td>
</tr>
<tr>
<td>Honors</td>
<td>43</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>First Year Seminar Cohorts</td>
<td>1528</td>
<td>66%</td>
<td>82%</td>
</tr>
<tr>
<td>Adelante</td>
<td>106</td>
<td>64%</td>
<td>83%</td>
</tr>
<tr>
<td>Apple Corps</td>
<td>79</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>Early Start</td>
<td>57</td>
<td>75%</td>
<td>89%</td>
</tr>
<tr>
<td>ISP</td>
<td>100</td>
<td>66%</td>
<td>83%</td>
</tr>
<tr>
<td>LEAP</td>
<td>957</td>
<td>63%</td>
<td>80%</td>
</tr>
<tr>
<td>LEAP in a Fall FYS</td>
<td>916</td>
<td>64%</td>
<td>81%</td>
</tr>
<tr>
<td>LEAP not in a Fall FYS</td>
<td>41</td>
<td>51%</td>
<td>71%</td>
</tr>
<tr>
<td>STEM</td>
<td>229</td>
<td>66%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Our highest one-year retention on record.
faculty success – supporting faculty research and teaching
Support for Faculty - Research

Internal Research and Travel Funding

<table>
<thead>
<tr>
<th>Year</th>
<th>Internal Funding</th>
<th>Travel Funding</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$803,000</td>
<td>$200,000</td>
<td>$1,003,000</td>
</tr>
<tr>
<td>2021</td>
<td>$1,012,000</td>
<td>$400,000</td>
<td>$1,412,000</td>
</tr>
<tr>
<td>2022</td>
<td>$803,000</td>
<td>$600,000</td>
<td>$1,403,000</td>
</tr>
<tr>
<td>2023</td>
<td>$1,012,000</td>
<td>$800,000</td>
<td>$1,812,000</td>
</tr>
<tr>
<td>2024</td>
<td>$803,000</td>
<td>$1,000,000</td>
<td>$1,803,000</td>
</tr>
<tr>
<td>2025</td>
<td>$1,012,000</td>
<td>$1,200,000</td>
<td>$2,212,000</td>
</tr>
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</table>

Goal: $1,163,800
Total Grants Received by Faculty and Staff
John Jay faculty are the most productive in CUNY

Average number of pieces of scholarship/creative activity (weighted 3-yr rolling average)

<table>
<thead>
<tr>
<th>Institution</th>
<th>2017–2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Jay</td>
<td>2.1</td>
</tr>
<tr>
<td>City</td>
<td>1.5</td>
</tr>
<tr>
<td>Hunter</td>
<td>1.4</td>
</tr>
<tr>
<td>Queens</td>
<td>1.2</td>
</tr>
<tr>
<td>Lehman</td>
<td>1.1</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>0.9</td>
</tr>
<tr>
<td>Baruch</td>
<td>0.9</td>
</tr>
<tr>
<td>Staten Island</td>
<td>0.9</td>
</tr>
<tr>
<td>NYCCT</td>
<td>0.8</td>
</tr>
<tr>
<td>York</td>
<td>0.7</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Note: Annual averages are the number of works reported divided by those required to report (full-time professorial faculty who were active in both the spring and fall terms). University averages include scholarship at the graduate and professional schools. The weighted 3-year rolling average is calculated as Calendar Year (CY)0.5 + (CY-1)0.3 + (CY-2)0.2. Data for all years use current methods and a single data source; figures have been revised since the 2018-19 P&M report. † Kingsborough did not provide scholarship data for 2019. See the Technical Appendix for a description of scholarship and creative activity.

Source: Office of Institutional Research and Assessment (OIRA) – The Faculty Scholarship Collection
Support for Faculty – Teaching and Professional Development

DOES, TLC and Associate to the Provost for Faculty Professional Development Opportunities

- 811 faculty certified to teach online – 390 last year alone
- Faculty who attended online teaching workshops = 328
- Faculty attending a TLC workshop, discussion, or Faculty Development Day = 406
- Faculty receiving 1:1 mentoring or using the National Center for Faculty Development and Diversity = 24% of full-time faculty and 10% of part-time faculty
Diversity, Equity and Inclusion
7 PRINCIPLES for a Culturally Responsive, Inclusive and Anti-Racist Curriculum

We center Critical Engagement
• by forming learning communities that engage in critical (self) reflection, alongside empirical analysis, about how Anti-Black racism, institutional racism, and all forms of racism inform the subject matter of our courses and the interactions of members of our learning communities.

We grapple with evolving perspectives about Criminal Justice Education
• by interrogating the origins, facts, and effects of institutional racism and individual acts of discrimination in the criminal justice system.

We normalize discussions about Complex Social Challenges
• by anticipating and addressing the challenges of engaging with racism, institutional racism and exploitation, as well as social justice and racial equity in a diverse classroom through dialogue and reflection.

We practice Embodied Learning
• by using trauma-informed pedagogy and strategies to incorporate the lived experiences of students and faculty, promote cultural competence, and increase social and emotional intelligence.

We use Diverse Content
• throughout the learning experience through incorporating course materials that are diverse by author identity, form, medium, and/or voice.

We Design for Equitable Assessment
• by employing varied opportunities for students to demonstrate learning and self-assess their progress.

We promote Democratic Education
• which affirms that education is participatory and non-hierarchical and that student learning is experiential, characterized by an on-going collaborative process of problem solving grounded in discussion, consultation, research, and debate as ways to engage in informed decision-making by people with diverse interests.
Progress on embracing 7 PRINCIPLES so far

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>DEPARTMENTS ACTIVELY REVISING THEIR CURRICULUM</td>
</tr>
<tr>
<td>6</td>
<td>DEPARTMENTS WITH SPECIAL COMMITTEES ON RACIAL JUSTICE IN THEIR CURRICULUM</td>
</tr>
<tr>
<td>4650</td>
<td>CRIMINAL JUSTICE BS AND POLICE STUDIES BS STUDENTS PER SEMESTER WHO WILL BENEFIT FROM REVISED MAJOR AND COURSES</td>
</tr>
<tr>
<td>26</td>
<td>NEW and REVISED COURSES INCORPORATING 7 PRINCIPLES THIS YEAR</td>
</tr>
<tr>
<td>$200,000</td>
<td>IN TEAGLE FOUNDATION MONEY TO PAY FACULTY TO CREATE 6 HUMANITIES-INFUSED CRIMINAL JUSTICE 300-LEVEL GEN ED COURSES FOR CUNY JUSTICE ACADEMY TRANSFER STUDENTS</td>
</tr>
<tr>
<td>1</td>
<td>LIBGUIDE TO SOCIAL ACTIVISM, CIVIL DISOBEDIENCE AND ANTI-RACISM MOVEMENTS BY OUR LIBRARIANS AND HOUSED ON OUR LIBRARY WEBSITE</td>
</tr>
<tr>
<td>6/1072</td>
<td>6 EPISODES, 1072 LISTENS TO OUR PODCASTS ON A CULTURALLY AFFIRMING, INCLUSIVE AND ANTI-RACIST CURRICULUM</td>
</tr>
<tr>
<td>17</td>
<td>FACULTY DEVELOPMENT DAY SESSIONS THIS YEAR ON APPLYING THE PRINCIPLES</td>
</tr>
<tr>
<td>12</td>
<td>TLC CONVERSATIONS AND WORKSHOPS ADDRESSING THE PRINCIPLES + RESOURCES FOR RACIAL JUSTICE</td>
</tr>
</tbody>
</table>
Faculty DEI Professional Development Initiative 2021-22

10 faculty will run 5 different kinds of workshops addressing issues around diversity, equity and inclusion
Financial Resiliency, Operational Efficiency, and the College's Sustainability
AASHE STARS

We committed to tracking our sustainability efforts and ranked silver. We are the only CUNY college to participate.

- Association for the Advancement of Sustainability in Higher Education
**Last Year's Budget (FY2021)**

**REVENUE + BUDGET ALLOCATION**

- **CUNY Allocation**: $106,901,000
- **Tuition Revenue above CUNY Target**: $2,708,111
- **Additional Allocations**: $5,288,628

Total Revenue: **$117,177,997**

**EXPENSES – 95% personnel**

- **Personnel Salaries**: $115,134,999
  - **Faculty**: $42,450,236
  - **Administrative Staff**: $42,459,387
  - **ECP**: $4,946,066
  - **Adjunct Faculty**: $20,884,041

Total Expenses: **$121,249,999**

**Deficit paid through Federal Stimulus Funds 2021-2023**: **$4,072,002**
John Jay, necessarily, has other sources of income that we need to grow

**Auxiliary Services Corporation**

- Commercial enterprises to support college
- Athletics
- Theater
- Film, TV shoots
- Food Services

**John Jay College Foundation (philanthropy)**

- Fundraising on behalf of the college has increased in past three years.
  - FY19: $3,490,817
  - FY20: $4,666,280
  - FY21: $5,438,532

**Research Foundation**

- Grant Making that supports individual/group research projects as well as college
  - President
  - Provost
  - OAR investment in Faculty Research

**Student Activity Fees (no growth intended)**

- Student fees that contribute to:
  - Virtual events
  - Workshops
  - Telehealth services
  - Peer programs
  - Student travel
  - Military support and internships

**Student Tech Fees (no growth intended)**

- Student fees pay for:
  - college technology
  - digital library resources
  - Blackboard support
  - DOES funding for faculty
STRATEGIC AND BUDGET PRIORITIES AND FUNDING SOURCES FY22

- Tax levy
- HEERF & ARPA Funds
- Auxiliary Corporation
- Student Activity Fees
- Tech Fees
- Research Foundation
- Philanthropy