

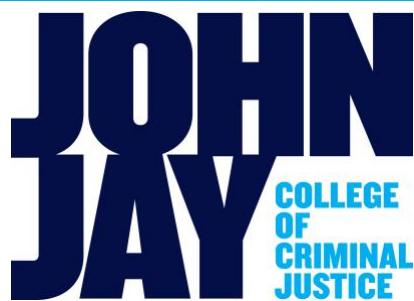
John Jay College of Criminal Justice, CUNY MIDDLE STATES SELF STUDY REPORT

JANUARY 2023



**JOHN
JAY**
COLLEGE
OF
CRIMINAL
JUSTICE

CUNY



John Jay College of Criminal Justice

MIDDLE STATES RE-ACCREDITATION SELF-STUDY REPORT JANUARY 2023

TABLE OF CONTENTS

<u>EXECUTIVE SUMMARY</u>	<u>1</u>
<u>INTRODUCTION</u>	<u>6</u>
<u>STANDARD 1 — MISSION AND GOALS</u>	<u>15</u>
<u>STANDARD 2 — ETHICS AND INTEGRITY</u>	<u>24</u>
<u>STANDARD 3 — DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE</u>	<u>39</u>
<u>STANDARD 4 — SUPPORT OF THE STUDENT EXPERIENCE</u>	<u>59</u>
<u>STANDARD 5 — EDUCATIONAL EFFECTIVENESS ASSESSMENT</u>	<u>74</u>
<u>STANDARD 6 — PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT</u>	<u>88</u>
<u>STANDARD 7 — GOVERNANCE, LEADERSHIP, AND ADMINISTRATION</u>	<u>102</u>

EXECUTIVE SUMMARY

Approaching its 60th anniversary, John Jay College of Criminal Justice is a Carnegie-classified “larger program” Master’s College & University with a non-residential student body. The College enrolls close to 15,200 baccalaureate, master’s, and doctoral students in an array of traditional and innovative academic programs that include 36 bachelor’s programs, 13 master’s programs, and three doctoral programs in conjunction with the Graduate Center of the City University of New York.

John Jay has an impressive record as a transformational force for historically under-represented students. Our four-year graduation rates for both Hispanic and Black students exceed the national averages. Transfer students make up two-thirds of our student population, and we deliver for them: with 68% of transfer students graduating in four years, John Jay has the highest four-year transfer student graduation rate in the City University of New York (CUNY) and in New York State. Further, John Jay ranks in the top 10 among American universities in student social mobility according to the pioneering research led by Professor of Economics Raj Chetty of Harvard University, ranks fifth in the nation on the Brookings Institute’s Bottom-to-Top Mobility Ranking 2020, and ranks in the top 20 on the 2021 Social Mobility Index.

Over the past ten years, John Jay has developed into a research force within CUNY and an important voice in national debates about criminal justice and policing reform. At the same time and with intentional focus, the College has transformed into an innovative leader in student support and retention, with enviably growing graduation rates. While there is still more to do to increase our overall funding, stability and staffing, this self-study demonstrates that John Jay is meeting the standards of accreditation supported by the Middle States Commission on Higher Education.

As we examined John Jay against the standards for accreditation in 2021-22, we identified the following strengths and opportunities for improvement and innovation, some of which we have already begun to implement, as noted where relevant.

1. Mission and Goals

Strengths

- The College’s justice-focused mission animates all dimensions of the College and orients students, faculty, staff, and administrators around shared principles and priorities.
- The College’s mission, goals, and values are clearly defined and align with each other, with CUNY’s mission and goals, and with MSCHE’s expectations.
- Each step of the strategic planning process is collaborative and inclusive of students, faculty, staff, and administrators from all divisions of the College.
- Strategic planning goals are operationalized through a series of quantifiable measures, using data to gauge and improve performance.

Opportunities for Improvement and Innovation

- Continue to build on the College’s efforts to become a more intentional Hispanic-Serving Institution by pursuing the *Seal of Excelencia*, a comprehensive certification for institutions

that develop programs, practices, and strategies prioritizing Hispanic/Latinx student success.

- Track Latinx student success in enrollment, academic degree programs, specialized programs, internships, graduation, and post-graduate success
- Prepare three programs to submit as “Examples of *Excelencia* in 2023”
- Create interventions in areas where Latinx students do not succeed
- Apply for the *Seal of Excelencia* in 2025

2. Ethics and Integrity

Strengths

- The College places a clear and consistent emphasis on diversity and equity, and is dedicated to and actively seeking to hire, retain, and support diverse faculty and staff.
- The College challenges its members to think deeply and critically in an inclusive and respectful climate through ongoing conversations and community initiatives.
- The College has extended its commitment to diversity, equity, and inclusion to its curriculum with the adoption of its Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum.

Opportunities for Improvement and Innovation

- Improve the College website to create a more navigable, accessible source of up-to-date College information.
 - Website redesign project announced November 29, 2022
 - Design and web-frames completed
 - Old content to be updated and migrated in phases. Project complete September 2023
- Centralize access to policy information for constituents, and create a streamlined process for the intake and triage of policy violation complaints to facilitate prompt, fair, impartial, and equitable resolutions.
 - Create policy hub on updated website
 - Assess the effectiveness of the new CUNY-wide reporting system and consider expanding its use. (At launch, that system is for reporting only complaints about discrimination, no other complaints.)

3. Design and Delivery of the Student Learning Experience

Strengths

- The College has a clear vision for sustainable growth of its academic programs, with each promoting excellence and diversified experiences in justice-related work.
- The College has a strong corps of faculty whose scholarship and creativity help support students in working to achieve their academic and professional goals.
- The College has well-developed, high-impact, and specialized cohort programming and integrated academic supports for first-year and second-year coursework in English, science, and mathematics courses.
- The College has a substantial breadth of general education course offerings, including a robust College Option curriculum that aligns with the justice mission of the College.

Opportunities for Improvement and Innovation

- Increase the ratio of full-time faculty to students, bearing in mind the importance of tenure-track faculty to the College's research mission.
 - Via 2022 New York State funding and salary accruals from retirements, John Jay is hiring 24 tenure-track and 19 Lecturer faculty this year, a 10% increase
- Further prioritize the hiring of a diverse full-time faculty that more closely reflects the students we serve.
 - Leadership repeatedly messages importance
 - Departments asked to advertise in six venues, three of which must reach specifically minority populations
 - Search committees charged with emphasis on eliminating bias in searches
 - Chief Diversity Officer ensures search committees are diverse and applicant pools have a minimum 40% minority applicants.
- Increase the percentage of part-time faculty who receive formal mentoring.
 - Increase awareness of and access to our membership with National Center for Faculty Development and Diversity

4. Support of the Student Experience

Strengths

- The College provides a comprehensive support network in recognition that students require assistance both in and out of the classroom to succeed.
- The College has raised retention and graduation rates thanks in large part to a focus on advisement, tailored interventions, and cohort-based academic support services, which now cover all first-year students.
- The College quickly pivoted to a remote learning and support community when the COVID-19 pandemic forced the closure of campus. Services continue to be in person and online to assist students wherever they are.

Opportunities for Improvement and Innovation

- Extend peer coaching and co-curricular support to 3,000 transfer students by 2025, in keeping with the College's strategic plan.
 - Provide mandatory academic advising to all transfer students starting Fall 2022
 - Raise funding to support additional student success peer advisors for all transfer seminars
- Invest in the staffing needed to provide increased access to mental health services to students when they need them.
 - Funding raised to add two mental health counselors in 2022-2023
 - Develop additional telehealth and group models

5. Educational Effectiveness Assessment

Strengths

- The College provides extensive support, tools, and professional development for evaluating and improving educational effectiveness.

- The College is piloting an assessment framework that puts equal focus on AES units, general education, and student learning, and facilitates smoother alignment of assessment, budgeting, and planning processes.

Opportunities for Improvement and Innovation

- Further refine and solidify efforts to ensure follow-through on action items for improvement.
 - Assessment Committees will incorporate follow-up into annual reporting
 - Assessment Committees will provide follow-up reports to SPS
 - Dean of Academic Programs now summarizes the action plans from five-year self-studies with a memo

6. Planning, Resources, and Institutional Improvement

Strengths

- Planning and budgeting decisions are driven by and made in accordance with the College's mission, values, and ongoing assessment results.
- The College creates opportunities for input from students, faculty, and staff throughout all aspects of planning and resource allocation.
- The College has demonstrated its ability to achieve more in terms of student success and research productivity with comparatively lower levels of funding than other CUNY and benchmark colleges.

Opportunities for Improvement and Innovation

- Expand the use of the all-funds budget to make projections into future years, allowing for more targeted revenue-generating efforts in the face of state funding shortfalls.
 - 3-year budget projections using all funds begun 2022-2023
- Work with CUNY to develop a long-term space plan, using lessons learned from the pandemic to explore how hybrid work environments might address space shortages.
 - Assess personnel inventory in relation to space
 - Assess workload policies
 - Determine which areas to devote to swing-sites
- Continue to advocate for equitable state funding and CUNY allocations of resources
- Increase DoIT staffing to improve delivery of services and prevent cyber-attacks.
 - 3 positions pending spring 2023

7. Governance, Leadership, and Administration

Strengths

- Governance structures at the College and University levels are clearly defined, transparent, and independent of external interference.
- The College's governance processes emphasize inclusion and justice, consistent with our mission.
- Key leaders and administrators are highly experienced, skilled, and qualified for their positions.

- Academic Affairs restructured and staffed to align resources with student and faculty success priorities.

Opportunities for Improvement and Innovation

- Consistently communicate assessments of the effectiveness of John Jay governance, leadership, and administration to the broader College community.
 - Create annual Institutional Effectiveness report with basic measures of success
- Continue to solicit and incorporate broader College input regarding the Academic Affairs realignment, with an emphasis on accountability for student success and improvement of departmental administrative operations.
 - In addition to institutional effectiveness measures, keep holding open forums for feedback on processes and personnel.

INTRODUCTION

“Educating for Justice” – the John Jay motto

I.1 Overview of John Jay College of Criminal Justice

Located on the Upper West Side of Manhattan, John Jay College of Criminal Justice is one of 25 higher educational institutions of the City University of New York (CUNY), the largest public urban university system in the nation. With its historic mission of educating the “children of the whole people,” CUNY serves over 275,000 degree-seeking students in New York City.

John Jay was founded in 1964 as the College of Police Science with the purpose of educating and professionalizing those in law enforcement. In 1967, the College was renamed after the first Chief Justice of the Supreme Court to signal its offerings in liberal arts education and its innovation in the interdisciplinary field of criminal justice, viewing courts, police, probation and parole as interconnected parts of one larger system. Now a Carnegie-classified “larger program” Master’s College & University with a non-residential student body, the College has come a long way from the small “college for cops” it once was. But just as at its founding, John Jay continues to pride itself on being an institution of higher education centered around, and grounded in, the idea of justice.

Figure I.1 Academic Program Enrollment, Fall 2021

Largest Majors and Graduate Programs Fall 2021

Undergraduate

Criminal Justice B.S.
• 3891 students
Forensic Psychology B.A.
• 2045 students
Criminology B.A.
• 997 students
Computer Science and Information Security B.S.
• 867 students

Graduate

Public Administration, M.P.A.
• 437 students
Criminal Justice M.A.
• 388 students
Forensic Psychology M.A.
• 257 students
Forensic Mental Health Counseling M.A.
• 248 students

John Jay enrolls 15,200 baccalaureate, master’s, and doctoral students in an array of traditional and innovative academic programs that includes 36 bachelor’s programs, 13 master’s programs, and three doctoral programs in conjunction with the Graduate Center of the City University of New York. As a national and international resource on

justice issues, John Jay is home to ten justice-related research centers and includes in its administration a Vice President for Justice Initiatives, who leads the College’s external and internal efforts on the Future of Public Safety, the College’s public contribution to reimagining solutions to justice challenges, policing, and public safety.

John Jay’s structure is unusual for a college of its size in that academic programs are not divided into schools with deans. Until summer 2022 curricular and student success were the mandates of an undergraduate and a graduate dean. However, in summer 2022 we took advantage of personnel vacancies to reimagine the structure of Academic Affairs. In this way we acted on this self-study’s recommendation that we restructure Academic Affairs to create efficiencies and realign efforts. Described in greater detail in Chapter Seven, the new structure is intended to

support and build on our student success record, add capacity to experiential learning and pre-professional opportunities for students, and increase faculty support.

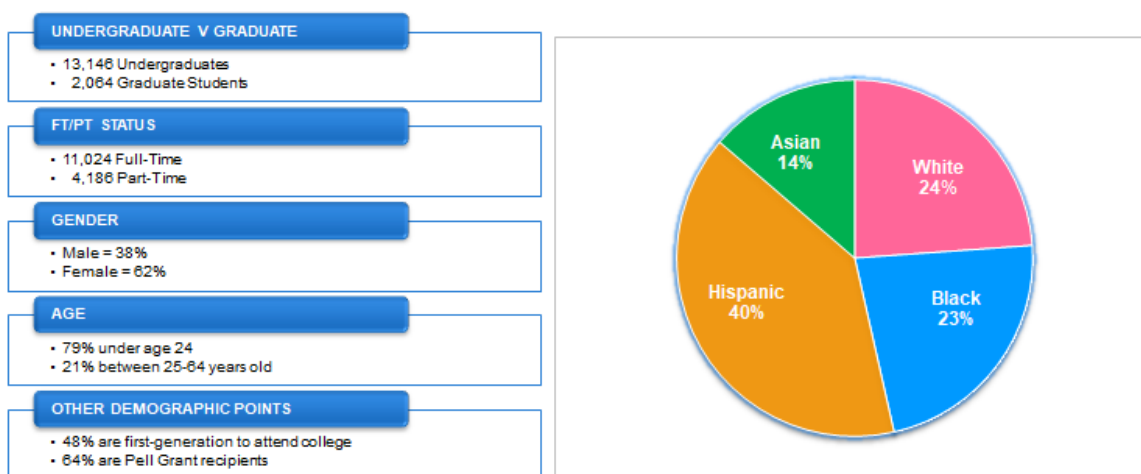
John Jay's most popular undergraduate majors are Criminal Justice, Forensic Psychology, Criminology, Computer Science and Information Security, and Law and Society. With a current enrollment of 437 students, the College's Master's in Public Administration (MPA) program is among the largest and most diverse in the nation (Figure I.1). Many John Jay graduates work in the public sector, serving as first responders, public safety professionals, elected public officials, and leaders of public agencies.

Through its mission, John Jay is committed not only to providing a rigorous justice-oriented education, but also to helping shape a just society that delivers on the promise of equity. The College is proud of its richly diverse student body, which, as of fall 2021, is 14% Asian, 23% Black, 40% Hispanic, and 24% White. The College is recognized by the U.S. Department of Education as a Hispanic-Serving Institution (HSI) and a Minority-Serving Institution (MSI). Some 48% of our students are the first in their families to attend college, and a third are foreign-born. More than 64% receive Pell grants (Figure I.2). The vast majority—three-quarters—come to John Jay from New York City public schools and more than 400 are military veterans.

Figure I.2 Student Demographics, Fall 2021

Student Demographics, Fall 2021

15,210 students enrolled



John Jay has an impressive record as a transformational force for historically under-represented students. Our four-year graduation rates for Hispanic and Black students exceed the national averages. Transfer students make up two-thirds of our student population, and we deliver for them: at 68%, John Jay has the highest four-year transfer student graduation rate in CUNY and in New York State. Further, we are committed to providing access to socioeconomically disadvantaged students. John Jay ranks in the top 10 among American universities in student social mobility according to the pioneering research led by Professor of Economics Raj Chetty of Harvard University, ranks 5th in the nation on the Brookings Institute's Bottom-to-Top Mobility Ranking 2020, and ranks in the top 20 on the 2021 Social Mobility Index.

In the last ten years the College has dedicated itself to raising student retention and graduation rates. As Figures I.3 and I.4 show, we are making significant progress, graduating more students than ever before. As detailed in this self-study, these graduation rates are the result of intentional investments in academic advisement, targeted interventions, and academic cohort programs supporting more students (see Chapters 3 and 4).

Figure I.3 Four- and Six-Year Graduation Rates

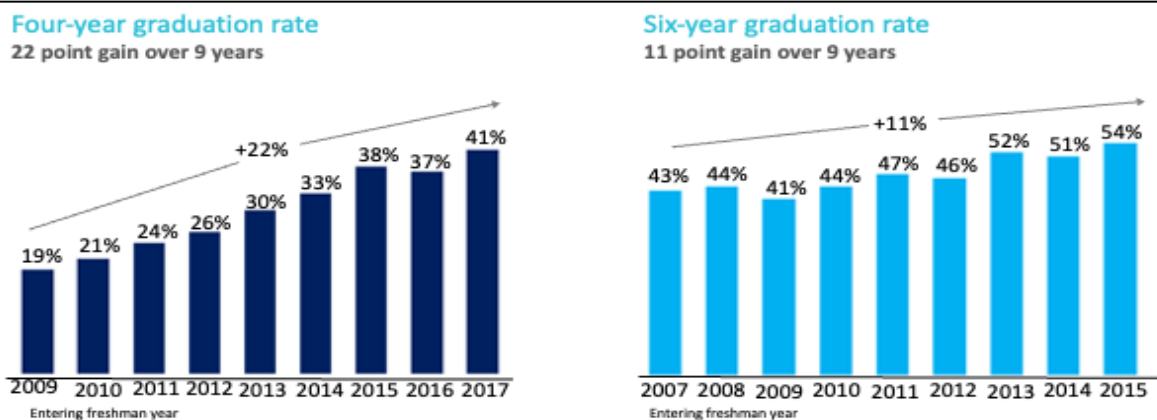
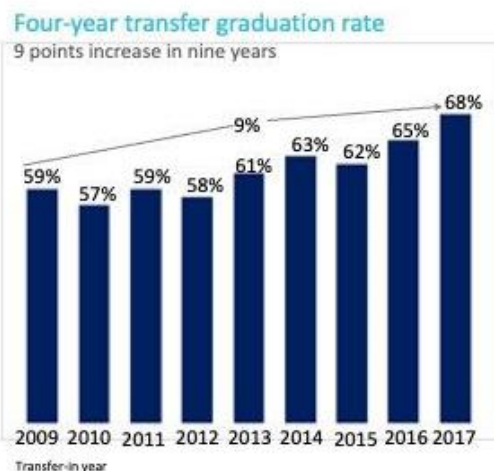


Figure I.4 Four-year Transfer Graduation Rate



In 2021, the College reached its ambitious four-year graduation goal for entering freshmen four years early, achieving a 41% graduation rate. Our six-year graduation rate is now up to 54%, and our four-year graduation rate for transfer students is up to 68%. While we are proud of reaching rates that seemed almost impossible just a few years ago, we will not rest here. These rates are still lower than the national averages. Yet, we know that our students, many of whom defy odds by even attending college, are in no way below average. To deliver on our mission to diversify the workforce and build just societies, we will continue to improve these rates. We have

shown that by focusing on providing tailored, cost-effective and data-driven student cohort and cohort-like support programs, we can retain and graduate more students.

Reaching these high rates in the middle of the COVID-19 pandemic as well as the social-justice uprising following George Floyd's murder in the summer of 2020 reflects our commitment and capacity to support our students. In both cases, our ability to respond to these crises was a result of planning in place prior to either event.

I.2 Mission and Goals

From 2018 to 2020, John Jay engaged in copious community-wide information sharing and planning. In 2018-19, the entire College community defined its “Vision for Undergraduate Student Success.” In 2019, the College community created a set of values to undergird our mission and foster a positive climate. Then, in spring 2020, after a year-long process, we approved the 2020-2025 Strategic Plan which outlines a clear path toward achieving a shared vision of the College as an engine for social mobility and equity through detailed objectives and key progress indicators.

The onset of the COVID-19 pandemic and the 2020 racial justice protests served as a test of those goals. Our clarity of purpose and shared goals functioned as valuable guides for decision-making not just in the summer of 2020 when New York State froze and later reduced CUNY funding because of tax shortfalls caused by the pandemic, but also when John Jay received Federal stimulus funds that needed to be allocated in 2021. The strategic plan also was central to moving forward with a plan to develop a Culturally Responsive, Inclusive and Anti-Racist Curriculum in the wake of George Floyd’s murder, when our Black Student Union advocated for greater emphasis on anti-racism in our curriculum. With an existing goal to make our curriculum more inclusive, we were able to use dialogues with students and faculty to formulate a solid plan. Equally, the strategic plan had objectives that were central to training more than half of our faculty in effective practices for teaching online during the first year of the pandemic as well as creating stronger online course design. The strategic plan has been critical to guide our commitment to student support programs that ensure all our students have the tools and resources to thrive and succeed during remote learning conditions, from laptop loans and wi-fi hotspots, to food and mental health support, to academic advisement, to money to pay for final courses after students run out of financial aid. Overall, our strong planning mechanism has made us a more resilient institution during the last three years of pandemic conditions.

While our plans have helped what we can control, there are elements of the pandemic out of our control. Student retention numbers for the classes entering in 2020 and 2021 are lower. We are using our baseline data and previous success in planning student support interventions to help students re-enroll and recover from mental health, financial, and learning losses. Our student population has been profoundly affected by the COVID-19 pandemic, and there are simply some circumstances that even the most aggressive college plan cannot alter. Students who entered the College during the pandemic are taking longer to graduate than their predecessors, and some are simply leaving college for work.

This self-study marks the half-way point of the 2020-2025 Strategic Plan and functions as an assessment of our progress under it. The self-study also provides an opportunity to reflect on the many improvements to the institution since our last self-study in 2013.

I.3 Significant Developments Since Last Self-Study

Mission and Goals

- Revised the mission statement in 2014 to match our growth into a college with a research-active faculty and a broader array of mission-tailored liberal arts programs. Adopted two strategic plans – one covering 2015-2020 and one covering 2020-2025

Ethics and Integrity

- Established an intentional approach to campus climate through an externally commissioned set of recommendations in 2019
- Created an Office for Diversity and Compliance, with a Title IX officer

Design and Delivery of the Student Learning Experience

- Adopted Pathways CUNY-wide general education curriculum in 2013
- Increased bachelor's degree programs from 22 to 36
- Increased master's degree programs from 10 to 13
- Developed eight fully online master's degree programs (from zero)
- Adopted a Framework for a Culturally Responsive, Inclusive and Anti-Racist Curriculum
- Reorganized Academic Affairs to strengthen Academic Excellence with a Dean of Academic Programs, build on student academic success with a Dean of Student Academic Engagement and Retention, enhance faculty support with a Dean of Faculty, and increase experiential and pre-professional opportunities for students through a new area entitled Student Professional Advancement

Support of the Student Experience

- Developed a suite of student support programs tailored to just-in-time advising, career guidance, and financial support that boosts academic momentum
- Dramatically increased all graduation rates

Educational Effectiveness Assessment

- Created two distinct committees to work on Academic Program assessment and General Education assessment
- Created Program Improvement Grants to support programs "closing the loop" on their assessment findings

Planning, Resources, and Institutional Improvement

- Increased fundraising and growth in the College endowment
- Adopted an all-funds approach to budgeting that leverages all available resources for overall budgeting and funding of priorities

Governance, Leadership, and Administration

- Karol V. Mason became John Jay's fifth president in 2017
- Followed this self-study's recommendation to restructure Academic Affairs

I.4 The 2020-2023 Self-Study Process

This self-study is the result of an intentionally collaborative process involving the entire campus community over three years. In Fall 2020, President Karol Mason, then-Provost Yi Li, Vice President of Finance and Administration Mark Flower, then-Associate Provost for Institutional Effectiveness Allison Pease and Professors Ned Benton and James Cauthen all attended the MSCHE Self-Study Institute to prepare for the self-study process. This group then selected the membership of the Middle States Steering Committee and ten working groups, with representation from students, faculty, Deans, Vice Presidents, and professional staff.

The following individuals led the Middle States Self-Study Process for John Jay:

Self-Study Co-Chairs

- Allison Pease, Interim Provost and Vice President of Academic Affairs
- James Cauthen, Associate Professor of Political Science
- Warren “Ned” Benton, Professor of Public Management and President of Faculty Senate

Steering Committee

- Ricardo Anzaldúa, Director of Institutional Research
- Tony Balkissoon, Vice President and Executive Counsel
- Dara Byrne, *former* Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies
- Kinya Chandler, Associate Provost for Strategy and Operations
- Shu-Yuan “Demi” Cheng, Associate Professor and Chair of Sciences
- Angela Crossman, Interim Dean of Faculty and Professor of Psychology
- Warren Eller, Associate Professor and Chair of Public Management
- Mark Flower, Vice President for Finance and Administration
- Alexa Capeloto, Associate Professor of English
- Brian Kerr, Vice President of Enrollment Management and Student Affairs
- Jennifer Lorenzo, Special Events Manager for External Affairs
- Gerald Markowitz, Distinguished Professor of History and Interdisciplinary Studies
- Daniel Matos, Assistant Vice President for Enrollment Management and Senior Registrar
- Elsa-Sofia Morote, Professor of Public Management
- Alison Orlando, Institutional Effectiveness Specialist
- Dyanna Pooley, Director of Outcomes Assessment
- Jennifer Rutledge, Associate Professor of Political Science
- Andrew Sidman, Interim Dean of Academic Programs

Working Groups

Working Group 1: Mission and Goals

Co-Chair: Gerald Markowitz, Distinguished Professor of History and Interdisciplinary Studies

Co-Chair: Elsa-Sofia Morote, Professor of Public Management

Erica King-Toler, Assistant Professor of SEEK (Search for Education, Elevation and Knowledge)

Rona Lane, Director of Foundation and Corporate Relations

Richard Pusateri, Military and Veteran Services Manager

Lisandro Perez, Professor of Latin American and Latinx Studies

Peter Romaniuk, Associate Professor of Political Science

Daniel Stageman, Director of Research Operations

Joseph Varallo, Jr., student

Working Group 2: Ethics and Integrity

Co-Chair: Tony Balkissoon, Vice President and Executive Counsel

Co-Chair: Angela Crossman, Interim Dean of Faculty and Professor of Psychology

Ellen Belcher, Associate Professor in the Library

Charles Davidson, Assistant Dean of Student Professional Advancement

Geert Dhondt, Associate Professor and Chair of Economics

Jessica Greenfield, Women’s Center Counselor and Gender-Based Violence Prevention and

Response Advocate

Lia Guzman Genao, student

Gabriela Leal, Director of Compliance and Diversity

Charlotte Walker-Said, Associate Professor of Africana Studies and Director of the M.A. in Human Rights

Working Group 3: Design and Delivery of the Student Learning Experience

Co-Chair: Dara Byrne, *former* Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies

Co-Chair: Shu-Yuan “Demi” Cheng, Associate Professor of Toxicology and Chair of Sciences

Anthony Carpi, Dean and Associate Provost for Research

Maria D’Agostino, Professor of Public Management

Holly Davenport, Director of Instructional Design

Wynne Ferdinand, Director of General Education and Educational Partnerships

Jill Grose-Fifer, Associate Professor of Psychology

Makeda Jordan, Associate Director of the Center for Student Involvement and Leadership

Aiisha Qudusi, student

Working Group 4: Support of the Student Experience

Co-Chair: Alexa Capeloto, Associate Professor of English

Co-Chair: Brian Kerr, Vice President Enrollment Management and Student Affairs

Elena Beharry, Counselor in the Wellness Center

Glenn Corbett, Associate Professor of Fire Science and Emergency Management

Jennifer Holst, Lecturer in Mathematics

Maria Kiriakova, Associate Professor in the Library

Danielle Officer, Interim Assistant Vice President and Dean of Students

Michael Scaduto, Associate Director of Financial Aid

Kate Szur, Assistant Dean of Student Academic Engagement and Success

Tzvia Waronker, student

Working Group 5: Educational Effectiveness Assessment

Co-Chair: Dyanna Pooley, Director of Outcomes Assessment

Co-Chair: Jennifer Rutledge, Associate Professor of Political Science

Erica Burleigh, Associate Professor of English

Himani Gupta, *former* Assessment and Evaluation Specialist, Student Academic Success Programs

Poonam Latchman, student

Kathy Killoran, Associate Dean of Academic Programs

Naomi Nwuso-Stewart, *former* Director of Enrollment Management Services

Muath Obaidat, Associate Professor of Mathematics

David Shapiro, Distinguished Lecturer in Public Management

Demy Spadideas, Administrator and Compliance Officer, Department of Online Education & Support

Working Group 6: Planning, Resources, and Institutional Improvement

Co-Chair: Warren Eller, Associate Professor and Chair of Public Management

Co-Chair: Mark Flower, Vice President for Finance and Administration

Ingrid Cabanilla, Organizational and Business Effectiveness Director

Ciomara Dominguez, student

Katie Gentile, Professor and Chair of Interdisciplinary Studies

Erez Lenchner, Associate to the Provost for Data Analysis
Jayne Mooney, Professor of Sociology and Deputy Chair of Sociology
J. Paul Narkunas, Associate Professor of English
Michael Rohdin, *former* Director of Operations, Undergraduate Studies

Working Group 7: Governance, Leadership, and Administration

Co-Chair: Kinya Chandler, Associate Provost of Strategy and Operations
Co-Chair: Andrew Sidman, Interim Dean of Academic Programs
Daniel Feldman, Professor of Public Management
Shweta Jain, Associate Professor of Computer Science
Karen Kaplowitz, Associate Professor of English
Shavonne McKiever, Associate Registrar
Jill Maxwell, Deputy Counsel
Charles Stone, Associate Professor of Psychology
Sumaya Villanueva, Assistant Provost for Academic Engagement

Working Group 8: Verification of Compliance

Co-Chair: Ricardo Anzaldúa, Director of Institutional Research
Co-Chair: Daniel Matos, Assistant Vice President for Enrollment Management and Senior Registrar
Judy Cahn, Director of the Department of Online Education and Support
Sulema Ebrahim, Director of Special Projects, Enrollment Management and Student Affairs
Michael Martinez-Sachs, *former* Dean of Students
Vincent Pizzutti, Director of Financial Aid

Working Group 9: Evidence Inventory

Chair: Alison Orlando, Institutional Effectiveness Specialist
Allison Pease, Interim Provost and Vice President of Academic Affairs
Marta Bladek, Associate Professor in the Library
Kathleen Collins, Professor in the Library

Working Group 10: Communication and Events

Chair: Kira Poplowski, Chief Communications Officer
Mindy Bockstein, Executive Director of External Affairs
Jennifer Lorenzo, Special Events Manager
Allison Pease, Interim Provost and Vice President of Academic Affairs
Alison Orlando, Institutional Effectiveness Specialist

The Steering Committee and the Working Groups met regularly to identify evidence in support of each standard in spring 2021, and then to draft the self-study in fall 2021. In spring 2022, the Steering Committee edited and revised the self-study and then shared the document with the college community for feedback. The broader John Jay community was asked to provide feedback on the self-study via our website, town hall meetings, and meetings with various constituency groups such as the Faculty Senate, the Provost's Advisory Committee, the John Jay Foundation Board, and the Higher Education Officer Council. The final report was compiled in fall 2022 incorporating community input and updating College information and data.

Our Communications and Marketing Department was tasked with keeping the campus community updated via presidential announcements and a website dedicated to the Middle States Self-Study. College leadership was also apprised throughout the process.

The self-study is organized by individual standard, with references to appropriate criteria throughout. Opportunities for improvement and recommendations are provided at the end of each chapter and summarized along with chapter highlights in the Executive Summary.

STANDARD 1 — MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are linked to its mission and specify how it fulfills its mission.

S1 Introduction

Educating for justice, a phrase emblazoned throughout the buildings of John Jay, is the energizing force for all that the College does, from attracting idealistic and public-service oriented students, to galvanizing the research and teaching of faculty, to motivating staff and administrators to focus their efforts on building and running innovative programs that further propel our students' success. Educating students who have historically not had access to higher education and providing them with the tools to thrive individually as well as to contribute to the greater good is the driving purpose behind John Jay. This chapter examines how John Jay's mission statement, developed collaboratively by the college community, defines and articulates our distinct identity in higher education. We trace in this chapter the mission statement's revision in 2014, the adoption of college values in 2019, and how the mission and values guide the development of our institutional goals. These, together with the University's goals, help us to fulfill our mission and meet the needs of the students we serve.

S1.C1 Clearly Defined Mission and Goals

John Jay's Mission Statement:

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. Our students prepare for ethical leadership, global citizenship, and active service through their studies. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Our faculty advances knowledge and informs professional practices that build and sustain just societies through their research.

We foster an inclusive and diverse community drawn from our city, country, and 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, consider multiple perspectives, think critically, and develop the humility that comes with global understanding. We educate fierce advocates for justice.

S1.C1a. Mission and goals developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement

Mission

Following a period of deliberate transformation into a senior college in which we dramatically expanded the number and nature of degrees offered, our 2013 Middle States self-study determined the need for a revised mission statement that captured the College's broader mission of "educating for justice." In that self-study we explained, "Given the many changes the College has gone through in recent years, the College community should formally re-examine the mission statement in advance of the next Master Plan discussion" (S1.C1.01 Middle States Self-Study 2013).

In 2014-15, responding to that recommendation, the College formed a committee of administrative leaders and faculty members to guide the formation of a new mission statement. In February 2014, this Ad Hoc Mission Statement Review Committee sent a letter (S1.C1.02 Ad Hoc Mission Statement Review Committee Letter) to the campus community soliciting feedback about the existing statement and ideas for what should be reflected in a new one. The letter outlined a process that would unfold over the spring semester that included website postings of drafts, requests for comments, and a wiki to support the campus conversation. Following this year-long process, on May 15, 2014, the College Council approved a new mission statement shaped by suggestions from individuals and groups across the College.

John Jay is unique in occupying common ground for what are often considered separate and opposing sides of the justice system. Our mission statement points to this strength, acknowledging the importance of "considering different perspectives" and "questioning our assumptions." We recognize the value of civil discourse is not just advancing justice but upholding our democracy. We live this part of our mission through our curriculum, special initiatives, and college-hosted events.

Most of our students come from communities that have been excluded from higher education historically. Our mission is not just about educating **for** justice-focused careers; it represents **how** our very existence advances educational, social, and racial justice. As a majority-minority institution striving to lift the barriers underrepresented students face due to the historical exclusion of minorities in higher education, justice extends beyond our curriculum to reflect everything we are and do at the College.

For instance, the work of our Institute for Justice and Opportunity demonstrates our commitment to the lives of the formerly incarcerated through scholarship and the enactment of programs assisting reentry. The work of our National Network for Safe Communities, Data Collaborative for Justice, Institute for Innovation in Prosecution and others demonstrates that, beyond recognizing that structural inequities exist in society, we are actively taking steps to hold parties responsible for those inequities and developing programs to address them. The work of our scholars, like Cathy Widom's groundbreaking work on the cycle of violence, Ed Paulino's work on the Haitian genocide, and Isabel Martinez's work with undocumented youth demonstrates that we are not simply focused on teaching about justice but are working to uncover and address injustices wherever they occur in our society.

External evaluators hired to assess our campus climate in 2019 recommended that the College develop a set of values to supplement our mission. Their report found that "Student participants reported a strong commitment to the John Jay mission and its values of justice," and "the faculty we met at John Jay seemed dedicated to the mission and determined to help students succeed." But the report also found that "experiences and interactions...reflect divided, competing or discrete values" and "microclimates" across students, staff, and faculty, and that faculty desired

a climate that reflected “greater respect, civility and professionalism.” In response to these findings, the first recommendation of the review was that “John Jay College formulate a statement of the core values that frame its educational mission” (S1.C1.03 Campus Climate Review Report 2019). The College acted on this recommendation by having members of the President’s Leadership Council draft a set of values in 2019, sharing them with all campus constituencies for comment and feedback. Based on feedback received, they were refined and ultimately adopted by the College Council in spring 2020. These values, set out below, are now commonly included in College communications and publications.

Statement of Values

As a Hispanic- and Minority-Serving Institution of higher education in New York City, grounded by our commitment to advancing justice in its many dimensions, we recognize these interrelated core values as fundamental to the John Jay community: (in alphabetical order)

Diversity: *Explore, support, and respect the many voices within our community, fostering an inclusive environment that represents the many racial, religious, ethnic, gender, sexual, socioeconomic, political, cultural, age, and ability identities that make our community thrive.*

Equity: *Confront and respectfully disrupt biases, stereotypes, and discrimination by creating and implementing equal access and success opportunities for underserved communities.*

Integrity: *Promote honesty, transparency, and empathy in our actions and communications—at all levels within our community—by adhering to the highest moral and ethical standards in our personal and professional behavior.*

Justice: *Act fairly and ethically to build an environment that offers every individual equal opportunity to grow and flourish.*

Learning and Scholarship: *Engage in transformative teaching and learning, both inside and outside the classroom, support and pursue scholarship and creative activities, practice intellectual curiosity, strive for academic and professional excellence, and foster lifelong learning and civic engagement.*

Respect: *Honor each other’s identities, ideas, values, and humanity partnered with a commitment to courtesy, civility, and kindness.*

The John Jay community’s living representation of its mission and values was evidenced by the response to the pandemic, with action and service as the natural, spontaneous reaction throughout the College. Faculty and staff, while dealing with the impact of the pandemic in their own lives, focused on ensuring that our students, who were being disproportionately impacted by the virus, had the technological support needed to continue their education and the social and emotional support and access to resources for, quite literally, their survival needs. And, as the virus raged through the city, our community worked to support each other. Many of our students and faculty, who serve as police officers, firefighters, EMTs, and National Guard personnel, were on the frontlines, risking their lives to protect the public (S1.C1.04 Front-Line Heroes Fund).

Strategic Plans

The College's mission statement and, more recently, the statement of values, have been instrumental in guiding our collaborative strategic planning processes. Every five years, the John Jay community recommit to its mission and focuses its efforts to assess how we are living up to our ideals, where we are falling short, and what strategies we can pursue to improve the College for future generations. Shortly after revising our mission statement in 2014, the College used this collaborative process to create a five-year strategic plan (S1.C1.05 Strategic Plan 2015-2020). Both it and the 2020-2025 Strategic Plan were developed through a collaborative, multi-phase process documented in the evidence (S1.C1.06 Strategic Planning Process 2014-15; S1.C1.07 Strategic Planning Process 2019-20) which included widespread community participation.

Under the 2015-2020 plan, the College pursued seven strategic 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 for Our Students

At the conclusion of the 2020 Strategic Plan, the College's Strategic Planning Subcommittee assessed the successes and failures of that plan and determined where future emphases and efforts should be placed, resulting in a reduced set of goals in the 2020-2025 plan (S1.C1.08 Strategic Plan Report 2015-2020). From 2020-2025, the College is pursuing four strategic goals:

1. Educate and support undergraduate and graduate students at every step of their John Jay journey.
2. Create and advance knowledge in support of justice education, public awareness, and civic engagement.
3. Embody and promote our values of equity, diversity, and inclusion.
4. Improve and expand financial resiliency, operational efficiency, and the college's sustainability.

S1.C1b Address external as well as internal contexts and constituencies

The College's mission statement and five-year strategic plans demonstrate a commitment both to external as well as internal contexts and constituencies, including ongoing relationships with local, state, federal, and global partners, as well as non-profit organizations. These relationships are fostered through faculty, staff, and student involvement. The College's reputation as a national and international convener of justice issues also supports the College's emphasis on creating a more equitable and just society reflective of its values (S1.C1.09 Strategic Plan 2020-2025).

An important external context for John Jay goal setting is the interrelationship of John Jay goals to CUNY goals as set out in the University's Performance Management Process (PMP). The College's goals are well aligned to the six themes laid out in CUNY's 2022 Strategic Roadmap: (1) a student-centered CUNY, (2) upward mobility, (3) academic quality, (4) research and innovation, (5) finance and infrastructure, and (6) a synergized university. While CUNY continues to refine those goals, colleges are held accountable and measured for performance on pillars of

an older plan, that has five pillars (access and completion; college readiness; career readiness; knowledge creation and innovative research; funding model), 14 goals, and numerous measures (S1.C1.10 CUNY PMP Databook 2021-22). In addition to goal setting and reporting twice a year, presidents are asked to report on “efforts in investing in career readiness opportunities for your students; fundraising and increasing philanthropic support; promoting improved pedagogy and teaching as part of your student success strategy; and, ensuring the increased diversity of your senior leadership team, faculty and staff” (S1.C1.11 PMP Guidance Letter 2022). John Jay’s record of success compares favorably to other CUNY colleges in the PMP data and demonstrates a focused attention on achieving University goals (S1.C1.12 PMP Highlights 2021; S1.C1.13 PMP letter from President Mason to Chancellor Matos Rodríguez 2022).

In the process of writing this chapter, there was thoughtful discussion about the third goal in our 2020-2025 plan to “embody and promote our values of equity, diversity, and inclusion.” Some members of our community have expressed concern that this broad statement takes focus off our 2015-2020 Strategic Plan goal to “Enhance John Jay’s identity as a Hispanic-Serving Institution” (S1.C1.05 Strategic Plan 2015-2020). John Jay has been designated an HSI since 1984 but has grappled with what that might mean for us as an institution and, more importantly, for our students. In the past ten years, our undergraduate Hispanic student population has climbed from about 40% to 50%. To address this population, the College first commissioned a Latina/o Retention Initiative Report in 2012; in 2014, the College initiated a student cohort program *¡Adelante!*; in 2015, we wrote the strategic plan goal to enhance our HSI identity; and in 2017, members of the Department of Latin American and Latinx Studies wrote a position paper entitled “John Jay College as a Hispanic-Serving Institution: Meeting the Challenges and Opportunities.” Using the position paper as a guide, the College followed a series of action steps that have increased the College communications emphasis on John Jay as a Hispanic-Serving Institution, increased the number of Hispanic faculty by 3% with the goal to continue increasing that number, supported a series of seminars for faculty on teaching at an HSI resulting in a database of knowledge and tools, and made an effort to develop curriculum inclusive of Latinx perspectives outside of the Department of Latin American and Latinx Studies (S1.C1.14 Latino/a Retention Initiative Report; S1.C1.05 Strategic Plan 2015-2020; S1.C1.15 John Jay College as a Hispanic-Serving Institution: Meeting the Challenges and Opportunities; S1.C1.16 John Jay College HSI Institución al Servicio de la Comunidad Hispana). While we have made progress, we have more work to do to support our Hispanic/Latinx students.

A recommendation of this self-study is that John Jay commit to earn the *Seal of Excelencia*, a national certification for institutions that strive to go beyond just enrolling Latinx students, but also create programs, enrollment and retention strategies, and financial aid practices to support these students and, additionally, hire Hispanic faculty, administrators, and staff to contribute to their success (S1.C1.17 *Seal of Excelencia* Application). The *Excelencia* framework provides built-in assessment of achievement, something that we believe will improve the institution as well as make progress toward our goal of equity, diversity and inclusion.

S1.C1c Are approved and supported by the governing body

John Jay’s mission statement and strategic plans have been approved by our governing body, the College Council. The new mission statement was approved by the College Council on May

15, 2014 and John Jay's 2020-2025 Strategic Plan was approved by the College Council on May 11, 2020 (S1.C1.18 College Council Minutes, May 15, 2014 and May 11, 2020).

S1.C1d-f Mission and goals guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes

John Jay's current strategic plan goals are an intentional distillation of the themes of our mission. They function as our guide and benchmark when making decisions about planning, resource allocation, program and curricular development, and the terms of our assessments.

The 2020-2025 Strategic Plan goals are operationalized through a series of quantifiable performance measures. There are five or six "objectives" for each goal, and each objective has a "benchmark" (capturing performance as of 2020) and a "key performance indicator" (to be achieved by 2025). Since the adoption of that strategic plan, the College has produced a "2025 Strategic Plan Dashboard" to track progress in the implementation of objectives and goals (S1.C1.09 Strategic Plan 2020-2025; S1.C1.19 Strategic Plan Dashboard). The specification of the objectives, benchmarks, and indicators reflects a commitment to using data, most often sourced from the College's Office of Institutional Research or CUNY's Office of Applied Research, Evaluation and Data Analytics, to gauge performance. This approach to measuring the College's performance is both mission-relevant and appropriate to higher education.

As detailed in Chapter 6, Vice Presidents must demonstrate how their budgets and hiring will fulfill the strategic plan goals as part of our annual budgeting process (S1.C1.20 Budget Memo FY 2022); units and divisions create annual strategic plans mapped to the College strategic plan (S1.C1.21 College Divisions Integrated Strategic Plans AY 2022). As detailed in Chapter 3, decisions about curriculum are fundamentally rooted in our mission as a liberal arts college committed to exploring justice and introducing students to justice-related professional fields. Educational outcomes are both mission and strategic plan guided.

For example, our goal to "Create and advance knowledge in support of justice education, public awareness, and civic engagement" is underscored by the objective that we "support faculty efforts to innovate justice curriculum and pedagogies." To that end, in 2021, the Dean of Undergraduate Studies, supported by a grant from the Teagle Foundation, paid faculty to develop an innovative set of 300-level general education seminars for transfer students from the CUNY Justice Academy. Focused on landmark Supreme Court cases in the United States, these courses were co-developed by criminal justice scholars alongside humanities scholars, taking a humanistic approach to criminal justice and focusing on building essential skills in a group of students where assessments have indicated lagging critical reading and writing skills (S1.C1.22 Teagle Grant Documents).

S1.C1e Include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution

John Jay's mission and goals support scholarly inquiry and creative activity to a remarkable degree, especially considering the high teaching load that is required of its full-time faculty. John Jay's mission statement begins by declaring that the College "is a community of motivated and intellectually committed individuals who explore justice in its many dimensions." It goes on to state

that “[t]hrough their research, our faculty advances knowledge and informs professional practices that build and sustain just societies.”

Support for scholarly inquiry and creative activity at all levels is guided by the College’s Strategic Plan Goal 2, “Create and advance knowledge in support of justice education, public awareness, and civic engagement.” Currently, teaching, scholarship, and service are the central requirements for full-time faculty reappointment, tenure, and promotion. Each year, the College collects and reports on faculty scholarship and creative works in an Annual Scholarship Report. In three of the last four years John Jay full-time faculty, on average, produced more scholarship than faculty at any of the other CUNY colleges (S1.C1.10 CUNY PMP Databook 2021-22).

The Office for the Advancement of Research (OAR) addresses the development and support of new and existing scholarship through specific internal funding programs such as support for book and open access publication. It also has competitive programs that support faculty scholarship and provide post-tenure release time from teaching. OAR also provides operational support for scholarship through the management and administrative oversight of the College’s research centers, through comprehensive data collection and analysis, as well as through data sharing, strategic communication, and coordination with both internal and external stakeholders, including the Lloyd Sealy Library and the National Science Foundation. Finally, OAR supports the communication and dissemination of faculty scholarship through the publication of our annual research magazine, *Impact*, its sponsorship of multiple events, including most recently a series of Racial Justice Research and Practice Dialogues, as well as our long-running Book Talks, featuring recently published books by John Jay faculty (S1.C1.23 Impact Research Magazine and Annual Reporting 2020-21).

John Jay’s “community of motivated and intellectually committed individuals” pursues research, scholarship, and creative activity across the disciplines, encompassing STEM fields, the social sciences, humanities, and creative production in every definable modality. It is clear that the scholarly work of John Jay’s faculty is not intrinsically constrained by the College’s explicit focus on “explor[ing] justice in its many dimensions” or “build[ing] and sustain[ing] just societies.” In the 2019 COACHE survey, faculty ranked research support very highly compared with other CUNY colleges (S1.C1.24 COACHE 2019 Working Group Report 2020).

A significant majority of the College’s external funding has in recent years been derived from the activities of its unique and highly regarded centers of research and practice, all of which – from the former Prisoner Reentry Institute (now the Institute for Justice and Opportunity) to the National Network for Safe Communities, to our Research and Evaluation Center – are, consistent with our mission, explicitly justice-themed.

S1.C1f Are publicized and widely known by the institution’s internal stakeholders

College goals are widely known by internal stakeholders. The College’s mission and value statements (S1.C1.25 Mission and Values) are provided in full on the College website and, during the strategic planning process, were widely discussed and debated. The mission of the College is embodied in the motto, “Educating for Justice,” which is widely disseminated throughout the College and well-known by students, faculty, administrators, and staff. New student orientation includes an introduction to the John Jay values. The 2020-2025 Strategic Plan is published on the College website and is referred to in many internal documents, such as letters to the college community from the President or unit-level proposals. Vice Presidents must align their budgets and plans to the goals, Academic and Educational Support (AES) units must align their

assessment plans to the goals, department chairs must request faculty lines using contributions toward the strategic plan as justification, and the President's Leadership Council receives annual updates on progress toward strategic plan goals (S1.C1.26 President's Leadership Council Agenda, July 29, 2021; S1.C1.27 President's Memo on Faculty Diversity, Equity, & Inclusion (DEI) Professional Development Initiative).

S1.C2 Institutional goals that are realistic, appropriate to higher education

John Jay's institutional goals are realistic, appropriate to higher education, and consistent with the College's mission. The 2020-2025 Strategic Plan renders the statements of mission, values, and vision into four specific goals. These goals address academic and institutional effectiveness and improvement, student achievement of educational objectives, student learning, and respond to the results of academic and institutional assessments.

John Jay has ensured that its goals are realistic through key progress indicators based on benchmarked data and realistic expectations of institutional capacity and growth. Our primary goal is to ensure student success, not just in terms of retention and graduation rates, but also through foundational learning, experiential learning, career guidance and planning. This goal is not just appropriate, but fundamental to higher education. Chapters 3 and 4 make clear not just how the College prioritizes supporting student success at every step, but how administrative, educational and student support programs and services support that focus (S1.C2.01 Strategic Plan 2020-2025).

S1.C3 Goals that focus on student learning and related outcomes and on institutional improvement; and are supported by administrative, educational, and student support programs and services; and are consistent with the institutional mission

Without question, John Jay's goals focus on student learning and institutional improvement and are supported by administrative, educational and student support programs. John Jay's division Vice Presidents submit annual strategic plans aligned to the college goals, and AES programs must align their annual assessment plans to college goals (S1.C3.01 College Divisions Integrated Strategic Plans AY 2022; S1.C3.02 Administrative, Educational and Student Support Services Unit Assessment Template).

The 2020-2025 Strategic Plan is the first plan in the College's history to make institutional improvement a goal. With our intent to "improve and expand financial resiliency, operational efficiency, and the college's sustainability," we commit to improving our budgeting process, increasing revenue streams, tracking our sustainability through AASHE STARS, and making efficient use of space through planning.

S1.C4 Periodic assessment of mission and goals to ensure they are relevant and achievable

As demonstrated above, John Jay uses the Middle States self-study as well as the strategic planning process as opportunities to assess the mission in relation to the College's activities and interests, as well as what attracts students to us. Where in our 2013 self-study we found the mission lacking, the now-revised mission effectively informed our 2019 strategic planning process

and has continued to be an accurate reflection of John Jay during the 2020-2023 Middle States self-study process.

Strategic plan goals are evaluated annually. The Office of Institutional Effectiveness gathers all progress toward Key Performance Indicators and updates the Strategic Plan Dashboard, presenting the results to the Strategic Planning Committee, the President's Senior Leadership Team, and the President's Leadership Council (S1.C4.01 Strategic Plan Dashboard). Vice Presidents assess progress toward their strategic plan goals (aligned with the College plan) each June and deliver new plans based on that assessment each August. New strategic plan goals are created every five years.

1.5 Conclusions

Strengths

- The College's justice-focused mission animates all dimensions of the College and orients students, faculty, staff, and administrators around shared principles and priorities.
- The College's mission, goals, and values are clearly defined and align with each other, with CUNY's mission and goals, and with MSCHE's expectations.
- Each step of the strategic planning process is collaborative and inclusive of students, faculty, staff, and administrators from all divisions of the College.
- Strategic planning goals are operationalized through a series of quantifiable measures, using data to gauge and improve performance.

Opportunities for Improvement and Innovation

- Continue to build on the College's efforts to become a more intentional Hispanic-Serving Institution by pursuing the *Seal of Excelencia*, a comprehensive certification for institutions that develop programs, practices, and strategies prioritizing Hispanic/Latinx student success.
 - Track Latinx student success in enrollment, academic degree programs, specialized programs, internships, graduation, and post-graduate success
 - Prepare three programs to submit as "Examples of *Excelencia* in 2023"
 - Create interventions in areas where Latinx students do not succeed
 - Apply for the *Seal of Excelencia* in 2025

STANDARD 2 — ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

S2 Introduction

As a college focused on justice in its many forms, John Jay strives to foster an environment defined by integrity and ethics. We are committed to promoting honesty, transparency and empathy in all our actions and communications by adhering to high moral and ethical standards in all our personal and professional behavior. We honor each other's identities, ideas, values and humanity and are dedicated to diversity, equity, integrity, justice, learning and scholarship, and respect. This chapter examines the ways that John Jay seeks to remain faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully in its internal and external activities. This chapter describes CUNY and John Jay policies that guide our efforts in this regard, evaluating our adherence to and revision of those policies when necessary, as well as their accessibility.

S2.C1 A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights

Academic freedom is a core principle of the College. John Jay is guided by the CUNY Policy on Academic Freedom which reflects the American Association of University Professors' 1940 Statement of Principles (S2.C1.01 CUNY Policy on Academic Freedom). Additionally, the University's collective bargaining agreement with the faculty and professional employee union, the Professional Staff Congress (PSC), includes the following commitment in its preamble: "WHEREAS, CUNY and the PSC seek to maintain and encourage, in accordance with law, full freedom of inquiry, teaching, research and publication of results, the parties subscribe to Academic Freedom for faculty members". The collective bargaining agreement also notes that its provisions should not be interpreted in a way that would interfere with academic freedom (S2.C1.02 PSC-CUNY Contract 2017-23). Reflecting this commitment, the University Faculty Senate, which has a standing Academic Freedom committee, has created a pamphlet for faculty addressing academic freedom history and protections at CUNY (S2.C1.03 University Faculty Senate Statement on Academic Freedom 2009).

John Jay's commitment to the protection of academic freedom is reflected in the 2019 COACHE survey results, in which faculty rated the protection of academic freedom as one of the best aspects of working at the College. While pre-tenure faculty have fewer job protections than tenured faculty, the COACHE survey results reflect that pre-tenure faculty members were satisfied, on average, with the degree of influence they have over the focus of their research and creative work, and in the discretion they have over the content of their courses, results comparable to John Jay's peer institutions. Indeed, 83.4% of full-time faculty respondents were satisfied or very satisfied that they have discretion to decide content in their courses (S2.C1.04 COACHE Survey Results 2019).

Consistent with this culture supporting academic freedom, faculty ownership over their intellectual work is protected at John Jay. CUNY's Intellectual Property Policy makes clear that faculty own the copyright over their own intellectual and creative works, even when they create those works using University resources and as part of their University duties (S2.C1.05 CUNY Intellectual

Property Policy). The College's support for this principle is reflected in the Online Excellence Project that aims to acclimate faculty to the standards for excellence in online education. Faculty are invited to create online course shells for heavily registered courses to enable a consistent experience for students (S2.C1.06 Excellence Project FAQs). As part of this process, faculty complete the Online Course Content License agreement, a contract between CUNY and the faculty member who creates the course. The faculty member continues to own the intellectual property in the course, can integrate the content into other courses, and, should they leave CUNY employment or serve elsewhere as a visiting professor, can teach the course at other schools. John Jay retains the right to have the course delivered at the College, including by other faculty members. Any other faculty member teaching the online course has discretion over content, consistent with the principles of academic freedom (S2.C1.07 Online Course Content License Agreement).

The protection of freedom of expression at John Jay is both a legal requirement and a critical component of the College's educational mission. Protecting that freedom can be a challenge during these politically polarized times. The College occasionally receives complaints concerning speech expressing controversial or unpopular opinions, speech that is nonetheless protected free speech. The College does not take disciplinary actions in such cases—to do so would be to curtail freedom of expression—but does take opportunities to remind and educate our community of respectful and effective ways to communicate and coexist. For example, this may be done through statements from the College or University administration recognizing the diversity of views within our community but with a commitment to build bridges across groups (S2.C1.08 Statement from Chancellor July 6, 2021).

Our community's respect for intellectual pursuits and the advancement of knowledge is demonstrated by our steadfastly upholding academic integrity for both faculty and students. For faculty, John Jay is committed to responsible and ethical research practices and adheres to CUNY's policies on the Responsible Conduct of Research (S2.C1.09 CUNY Research Integrity RCR). The College fosters an environment that promotes responsible research, discourages questionable practices through training, and deals promptly with allegations of misconduct, guided by CUNY policy (S2.C1.10 CUNY Policy Regarding Disposition of Allegations of Research Misconduct).

For students, CUNY's Academic Integrity Policy defines academic dishonesty as including cheating, plagiarism, obtaining unfair advantage, and falsification of records and documents (S2.C1.11 CUNY Academic Integrity Policy). At John Jay, the policy is conveyed through undergraduate and graduate bulletins (URL #1 Undergraduate and Graduate Bulletins 2022-23) and is a required component on syllabi at the College (S2.C1.12 Guidelines for Creating Your Syllabus). Syllabus guidelines emphasize academic integrity expectations for students in every class. Plagiarism detection tools (Turnitin and Safe Assign) are integrated into Blackboard and are used by many faculty members, who must notify students of their use on their course syllabi. The College's writing center also offers workshops on plagiarism to students. In addition, the College's Academic Integrity Officer proactively educates students and faculty about academic integrity through workshops, including at new student orientation.

The academic integrity page on the College website provides detailed information on the steps in the academic integrity process (S2.C1.13 Academic Integrity Process Flow Chart), forms for reporting, and other key information for faculty and students (S2.C1.14 Academic Integrity Website). In those cases where a violation of the policy is suspected, faculty members consult with the Academic Integrity Officer to discuss options. There is a very low overall rate of reported incidents relative to enrollments (approximately .5%) over the five-year period ending in 2021 and

even lower rates of repeat violations, suggesting that our policies and practices are effective (S2.C1.15 Academic Integrity Reporting Rates, 2016-2021). Nevertheless, starting in fall 2017, reported incidents increased, with a peak of 77 in 2019-20. While reported cheating incidents involving multiple students have occurred at low numbers, these have increased since 2018-2019.

S2.C2 A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives

Central to our commitment to academic freedom and freedom of expression is our fidelity to ensuring a climate of respect among community members from diverse backgrounds and with diverse ideas and perspectives (S2.C2.01 Mission and Values). As stated in the rules of conduct that govern CUNY institutions, academic and intellectual freedoms “can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the conditions upon which they share in its intellectual autonomy” (S2.C2.02 Henderson Rules). And as reflected in University policy: “the college community can meet the needs of its membership only if the individual members share a commitment to self-governance, which provides for the widest expression of differing views within a framework of rationality and calm designed to prevent interference with the rights of the individual members of a community” (S2.C2.03 CUNY Policy 2.08).

Accordingly, John Jay is committed to promoting a respectful and inclusive working and learning environment where all can thrive. Though conversations that respect freedom of expression while maintaining a positive educational climate can be difficult, the College is modeling good citizenship by, for example, convening national conversations on the future of public safety with a diversity of stakeholders (S2.C2.04 Future of Public Safety Report).

Our community standards and conduct policies webpage provides information and resources on topics related to promoting a climate of respect such as bias and hate crimes, sexual harassment, prohibited discrimination, religious accommodations, disability accommodations, and workplace violence (S2.C2.05 Community Standards and Conduct Policies).

To assess the respectful climate at the College, in the spring of 2019, John Jay partnered with external experts to lead a large-scale campus climate review. Facilitators gathered input from the John Jay community through a series of open sessions, interviews, and focus groups, as well as online feedback tools and survey data, with the following two objectives:

1. Enhance understanding of the College’s campus climate specifically related to diversity and inclusion, efforts to prevent harassment and misconduct, and enforcement of policies against discrimination and sexual misconduct.
2. Develop recommendations to further strengthen processes for addressing misconduct (beyond simply meeting legal requirements); and continue to improve and expand the College’s use of holistic harassment prevention strategies, including training.

Results of the climate report indicate that John Jay students feel safe and respected. Over 90% agreed or strongly agreed that they felt respected as a member of the campus community and felt safe on campus—higher responses than the CUNY average. About 80% thought that John Jay was doing a good job ensuring student safety against sexual violence, and 73% thought the College was doing a good job educating the campus community about sexual violence. (S2.C2.06 Campus Climate Review Report 2019). These measures of respect and safety were also higher

than the CUNY averages. Data from the 2019 COACHE survey indicate that John Jay faculty members consider diversity to be one of the most positive aspects of the campus climate at the College, demonstrating that the strong institutional dedication to supporting this tenet of our mission successfully translates to the lived experience of students, faculty, and staff (S2.C2.07 COACHE Survey Results 2019). Similar data were gathered in a 2022 exit survey for recent John Jay graduates with similar results (S2.C2.08 Graduating Student Survey 2022). Of the 656 alumni surveyed, 90% of B.A. recipients and 81% of M.A. recipients responded that their John Jay experience led them to be more willing to interact with others from different backgrounds, and 91% of B.A. recipients and 87% of M.A. recipients reported that their John Jay experience helped them to achieve a better understanding of their own ethics and values.

However, 51% of respondents indicated a need for more civility and professionalism at the College—this was the least positive aspect of the campus climate. In response to the results, the College worked to improve in these areas. Initiatives have included providing professional development opportunities for staff, transparent sharing of data on reports and investigations of harassment and discrimination (S2.C2.09 First Annual Report Preventing and Addressing Harassment and Discrimination Spring 2021), an August 2021 Faculty Development Day session on free speech versus hate speech (S2.C2.10 Faculty Development Day Program Fall 2021), and Town Hall opportunities for employees to voice concerns. Additionally, in fall 2020, the College re-formed its Diversity and Inclusion Committee to include greater staff representation, ensuring that their voices and concerns are represented in the work of the committee (S2.C2.11 Diversity Committee Members). This committee is tasked with bringing issues of race, equity, diversity, and inclusion to the forefront of community awareness, through administering the Campus Climate Survey and distributing its results, monitoring the Equity Scorecard, and co-sponsoring community conversations. Furthermore, the College's Values Statement adopted just before the adoption of the 2020-2025 Strategic Plan includes equity, integrity, and respect among its core values (S2.C2.01 Mission and Values). The most recent *Chronicle of Higher Education* Great Colleges survey showed improvements in staff ratings (S2.C2.12 Chronicle Great Colleges Survey 2021), although both the *Chronicle* surveys and Harassment and Discrimination Report have relatively low staff reporting rates. Thus, efforts should be undertaken to improve response rates. Since the release of the initial climate report in 2019, we have tracked our responses to the report recommendations and periodically issued reports on our progress (S2.C2.13 Climate Review Progress on Recommendations Spring 2021). A follow-up climate survey, which launched in fall 2021, was one assessment of the success of initiatives to date. This survey indicates that there is more to be done to inculcate Hispanic faculty's sense of belonging, which we will include as part of our *Seal of Excelencia* improvements.

In response to the College's COACHE survey results (S2.C2.07 COACHE Survey Results 2019), an open letter from the Black Student Union (S2.C2.14 Black Student Union Open Letter), and the Campus Climate Review (S2.C2.06 Campus Climate Review Report 2019), the College is taking concrete steps to improve diversity and inclusion. Recent examples are the adoption of Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum (S2.C2.15 Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum) and investment in a program of faculty-designed diversity, equity, and inclusion workshops (S2.C2.16 Faculty DEI Professional Development Initiative).

S2.C3 A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably

The College seeks to apply its policies and procedures in a fair and impartial manner and to address complaints and grievances promptly, appropriately, and equitably. All members of the John Jay community are encouraged to report wrongdoing, and John Jay has a variety of mechanisms to disseminate its policies to facilitate reporting of student, faculty and staff complaints and grievances. The College's "Report A Complaint" webpage informs faculty, students and staff about the resources that exist to hear and investigate complaints of inappropriate conduct and to provide support to those who may be affected by such conduct (S2.C3.01 Report a Complaint Website). This page provides information on the specialized services offered by various departments on campus, including Public Safety, Compliance and Diversity, Labor, Dean of Students and Human Resources.

The College has procedures available to address complaints including, for instance, final grade appeals (URL #1 Undergraduate and Graduate Bulletins 2022-23); faculty conduct in the classroom (S2.C3.02 Student Complaints About Faculty in Academic Settings); discrimination or harassment (S2.C3.03 CUNY Equal Employment Opportunity and Non-Discrimination Policy); and sexual misconduct (S2.C3.04 Sexual Misconduct Policy). Modalities for dispute resolution include investigations, mediations, formal sanctions, and remedial action, where appropriate.

The Dean of Students' office provides information to students on these, and other, College conduct policies through the John Jay College Community Standards and Conduct Program (S2.C3.05 Community Standards and Conduct Policies). The program serves as a resource for students that provides a comprehensive list of policies, informs them of the fair and unbiased processes to address student conduct issues and complaints, and facilitates the student disciplinary process when allegations are made against a student.

Most faculty and professional staff are represented by the Professional Staff Congress (PSC) union. Other unions, including the DC-37 union, represent other staff. These unions negotiate, administer and enforce collective bargaining agreements and protect the rights of their constituents through the grievance and arbitration process and advocate for the interests of their constituents in various forums. The Office of Human Resources provides all new employees with an online "New Employee Onboarding" (S2.C3.06 New Employee Onboarding Website). The onboarding provides resources on "Combating Sexual Assault and Other Unwelcome Behavior." Through the onboarding website, employees can find the "Sexual Misconduct Complaint Form" and a link to CUNY policies that govern an array of issues ranging from Title IX issues to conflicts of interest.

With so many avenues to file complaints, there is the possibility of confusion and delays in their resolution. Thus, moving forward, the College should consider creating a streamlined process for the intake and triage of complaints through a central point of entry. This may help to facilitate fair, impartial, equitable and timely resolutions.

S2.C4 The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents

Faculty, staff, and students follow ethical guidelines set by the College, CUNY, and New York State, which are available on the CUNY Office of Legal Affairs' Ethics website (S2.C4.01 CUNY Office of Legal Affairs' Ethics Website). As indicated there, all College employees, including those employed in our grant-funded research centers, are bound by the New York State Public Officers Law and New York State ethics regulations. These laws and regulations address topics such as conflicts of interest, political activity, improper use of State resources, honoraria,

compensation for outside activities, financial disclosure requirements and gifts. An agency, the New York State Commission on Ethics and Lobbying in Government (The Commission), enforces these laws and regulations. The Commission publishes advisory opinions, including in cases involving the University, to help supervisors and other employees understand the governing ethical requirements (S2.C4.02 JCOPE Advisory Opinions). John Jay has a College Ethics Officer and a Research Integrity Officer who direct and oversee compliance with these policies, which includes completing ethics, sexual harassment and workplace violence trainings, making financial disclosures, abiding by the gifts policy, reporting of honoraria, completing all research ethics training, and reporting conflicts of interest. Similarly, College-affiliated entities, such as the John Jay Auxiliary Services Corporation, also maintain conflicts of interest policies for affiliated individuals (S2.C4.03 Auxiliary Services Corporation Bylaws). CUNY policies are individually reviewed, assessed and updated, as needed.

S2.C5 Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees

The College is an equal opportunity employer, with an equal opportunity and non-discrimination policy, formulated within the larger framework of applicable labor contracts, to ensure fair and impartial practices for faculty and staff (S2.C5.01 CUNY Equal Employment Opportunity and Non-Discrimination Policy). Implementation of these policies is discussed below.

As a federally designated Hispanic-Serving Institution and Minority-Serving Institution, diversity, equity, and justice are at the heart of the College's core values, as reflected in the College's values and mission statements (S2.C5.02 Mission and Values). John Jay adheres strictly to CUNY's policies on non-discrimination and affirmative action in the employment context (S2.C5.03 Affirmative Action Plan 2021), and our commitment to CUNY's broad non-discrimination policies is reaffirmed each semester (S2.C5.04 President's Reaffirmation Letter 2021). Additionally, a product of the cross-sectional input to the 2020-25 Strategic Plan was the adoption of Goal 3 referencing the College's commitment to "Embody and promote our values of equity, diversity, and inclusion" and in Objective 3(a), to "create and sustain a culture of equity, diversity, and inclusion" (S2.C5.05 Strategic Plan 2020-2025). All of this builds on the commitment in our 2015-2020 Strategic Plan, under Goal 5, to enhance our identity as a Hispanic-Serving Institution. To these important ends and as detailed below, the College is taking numerous substantive steps on the level of administrative infrastructure and personnel, hiring and retention, and curricular initiatives to ensure that these values are integrated in meaningful ways for all members of our community (S2.C5.06 Letter to Chancellor re DEI Initiatives Fall 2021).

To advance its goals of equity and diversity in the employment setting, President Mason has designated personnel to manage the College's diversity and compliance efforts. The College has a dedicated administrator who serves as the Chief Diversity Officer, 504/Americans with Disabilities Act Coordinator, and Title IX Coordinator. That administrator and her team provide confidential consultations, investigate and resolve discrimination, harassment and sexual misconduct complaints, and oversee recruitment plans and effective recruitment/selection strategies to promote a diverse workforce. In addition, she co-chairs the College's Diversity and Inclusion Committee, which was recently reestablished with a clear mandate to support College diversity and inclusion efforts. In spring 2021, John Jay released its "Preventing and Addressing Harassment and Discrimination Report," the first annual report of its kind in the CUNY system, which highlights the College's efforts at prevention and resolution of discrimination and harassment claims and includes all (anonymized) incidents reported to the Office of Compliance and Diversity in 2019 (S2.C5.07 First Annual Report Preventing and Addressing Harassment and Discrimination Spring 2021).

At the end of the 2021 academic year, the College had 1,040 full-time, permanent employees (faculty and staff): 55.9% are female and 57.6% are from racial minority groups. Of the 409 full-time, permanent faculty members, 149 (36.4%) are members of a minority group and 206 (50.4%) are female (S2.C5.03 Affirmative Action Plan 2021). The 2019 COACHE survey underscored the importance of increasing faculty diversity to better reflect the diversity of the College's student body, which is approximately 76% non-white. In the COACHE survey, faculty also expressed concerns about the need to rework the curriculum to emphasize inclusion, diversity and equity, and noted the need for an increase in diversity at the full professor rank as well as in departmental leadership positions (S2.C5.08 COACHE 2019 Survey Working Group Report 2020). By intentionally making leadership opportunities more visible and by more actively inviting participation in leadership roles, the College is dedicated to increasing diversity in its academic leadership.

In 2021, the College Council approved a Framework for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum (S2.C5.09 Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum) to support the creation of a common pedagogical framework for educating for justice. As of fall 2021, some 26 courses had been developed incorporating the framework principles, and 17 departments were actively revising their curricula in response. Moreover, as an indicator of College-wide engagement with DEI efforts, faculty and staff organized 17 separate Faculty Development Day sessions on applying the framework principles in the 2020-2021 academic year (S2.C5.10 Infographic on Framework).

With the support of the Teaching and Learning Center, the College has been working with faculty in additional ways to infuse shared values around diversity, equity, and inclusion into the curriculum. For example, faculty support College-wide DEI efforts via the DEI Professional Development Initiative, a collaboration between the Office of Human Resources, the Office of Compliance and Diversity, the Teaching and Learning Center, and the Office of the Provost. The program incentivizes faculty to draw upon their expertise to develop and deliver DEI-related professional development workshops for faculty and staff. The first series of workshops was piloted in spring 2022 (S2.C5.11 Faculty DEI Professional Development Initiative). Finally, Academic Affairs offers faculty workshops, individual consultations, and information and guidance on tenure, promotion and leadership opportunities.

Despite the dislocations occasioned by the COVID-19 pandemic, the College is moving forward to address concerns about faculty diversity. With the support of President Mason, the provost developed and announced a five-year faculty hiring plan with a focus on promoting diversity (S2.C5.12 Provost Li Letter). Due to New York State funding, the College has been able to hire 28 faculty who will start in 2022, 50% of whom identify as minorities. In the 2022-23 cycle we will add an additional 43 full-time faculty. The new interim provost has made the priority to hire a diverse faculty clear, our advertisements have specific language intended to support these efforts, and all faculty on search committees are trained to reduce implicit bias in hiring (S2.C5.13 Provost Pease Email).

To ensure all employees have access to relevant employment information, the Office of Human Resources webpage includes an extensive list of policies and procedures pertinent to personnel actions, ranging from terms of employment by job group type to evaluation and benefits information (S2.C5.14 Human Resources Policies and Procedures Website). Human Resources also maintains a list of printable forms for employees and supervisors/managers for a wide array of personnel actions, including leaves, evaluation, promotion, benefits and payroll (S2.C5.15 Human Resources Forms Website). The office has created materials specific to various job groups, including employee handbooks that cover basic campus-wide information pertinent to

each group, though the presence of key personnel information (e.g., performance evaluation and reappointment) is inconsistent across handbooks (S2.C5.16 Employee Resources Website). In addition, Faculty Services in Academic Affairs provides a wealth of information and resources to support faculty. This includes a recently updated department chair handbook (Summer 2021) (S2.C5.17 Handbook for Department Chairs) and a new handbook (Fall 2021) for full-time faculty (S2.C5.18 Faculty Handbook). Each of these initiatives was responsive to faculty feedback on the COACHE 2015 and 2019 surveys regarding the need for better support and training of department chairs, and for more consistent dissemination of career-related information to all tenure-track faculty.

College hiring processes are closely linked with the Office of Diversity and Compliance, which collaborates with the provost's office to support and train search committees in undertaking searches designed to attract a diverse pool of candidates, and which certifies each search for compliance with legal requirements, CUNY affirmative action goals, and best practices in hiring (S2.C5.19 Full Time Faculty Search and Hiring Process 2021). The Office of Diversity and Compliance also publishes annual affirmative action plans that provide detailed information on diversity at all levels of employment at the College, including information on new hires and separations (anonymized). These reports are publicly available on the College website (S2.C5.20 Affirmative Action Plan 2018; S2.C5.21 Affirmative Action Plan 2020; S2.C5.22 Affirmative Action Plan 2021).

With regard to staff and faculty evaluations, staff in the Higher Education Officer (HEO) series, in accordance with the collective bargaining agreement (S2.C5.23 PSC-CUNY Contract 2017-23), are evaluated annually following a performance conference with the employee's chairperson or supervisor (S2.C5.24 HEO Evaluation Form). Designed to encourage employee professional development and goal-setting, the evaluation process consists of both verbal discussion and a written evaluation. Once complete, the employee is entitled to submit a response to the supervisor's evaluation that will be included in the employee's personnel file. Some staff members suggest the process would be improved if supervisors received training in how to conduct evaluations. Although the HEO series is, by design, non-promotional, there is a formalized process for an employee to request a raise (in addition to periodic raises) or to request reclassification into a higher-earning title within the series (S2.C5.25 HEO Code of Practice). The process has recently been improved in two ways to improve transparency and consistency. Requests for raises and reclassifications are considered roughly every six weeks, rather than twice per year, and the committee is composed of one HEO series employee, the Vice President and Legal Counsel, and the interim Vice President of Finance and Administration.

For contingent and non-instructional faculty, personnel processes are managed and directed primarily in terms of PSC-CUNY contractual rights and obligations that indicate schedules for annual evaluations and observations and timing of hiring notifications (S2.C5.23 PSC-CUNY Contract 2017-23) (assessment of faculty qualifications also is addressed in Chapter 3). For full- and part-time faculty members, the processes and criteria for reappointment, tenure, and promotion are well-publicized in the Faculty Personnel Process Guidelines which are available on the Faculty Services webpage on the College's website. The Faculty Services Office, with a mission to "support faculty through reappointment, tenure and promotion processes, as well as to ensure quality of faculty work life," offers faculty members and department chairs critical support, guidance and access to the suite of forms needed in the reappointment, tenure, and promotion processes, including forms for: faculty self-evaluation (Form C), peer observations of teaching, and chair annual evaluations (S2.C5.26 Faculty Services Key Forms). Teaching evaluations are completed each semester until faculty have tenure, and even after tenure or full professorship, either type of evaluation can be conducted by request.

Although personnel processes are dictated by CUNY bylaws and policies (including the Statement on Academic Personnel Practice), John Jay has made the process and criteria clearer by adopting and promulgating Faculty Personnel Process Guidelines (S2.C5.27 Faculty Personnel Process Guidelines). Personnel process actions begin with recommendations by Departmental Personnel & Budget committees (elected annually), then by the College-wide Faculty Personnel Committee (FPC), whose recommendations go to the president. Membership of the College-wide committee is publicized on the Academic Affairs page (S2.C5.28 FPC Website). The Faculty Personnel Process Guidelines include information on the appeals processes for faculty who receive a negative vote at the FPC. Those faculty members also have union grievance protections.

The FPC engages in annual assessment of the prior year's process and decisions. Most recently, this led the FPC to authorize departments to create discipline-specific guidelines for evaluating faculty scholarship. To better inform faculty of the likelihood of success in personnel actions, and in response to COACHE survey results supporting greater transparency, Faculty Services and the FPC recently provided data on rates of faculty tenure and promotion over a 10-year span, which show > 96% success rates among faculty seeking tenure/promotion each year (S2.C5.29 FPC Analysis of Outcomes 2009-19). In addition, Faculty Services, with support from the Offices of Compliance and Diversity, Human Resources and Institutional Research, began cohort-based analyses of faculty outcomes at the College, beginning with cohorts hired between 2001 and 2020 (S2.C5.30 Faculty Personnel Cohort Analysis). The analysis indicates a mean cohort retention rate, among all full-time hires, of 75.5% (13.7% resignations, 5.7% terminations, 5.2% retired or deceased). Regarding those who have gone up for tenure, on average, 92.7% of individuals in each cohort (2001 through 2015) have achieved tenure to date, with some delayed or pending due to COVID-19 or other individual factors. These data are informing targeted faculty support initiatives. The College also recently revised its adjunct promotion process which will be assessed by the FPC once it has been in operation for at least one full year.

In instances where an individual separates voluntarily from the College, there is a dearth of information regarding the causes of that separation. The College would benefit from analysis and dissemination of findings from exit interviews to improve future retention efforts.

S2.C6 Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications

John Jay represents itself with honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. In both internal and external communications, John Jay relies on—and nourishes—a robust system of checks and balances that promotes honesty and integrity.

However, the College does not shy away from difficult conversations. Monthly town halls allow students, faculty and staff to speak their minds and ask questions of the Student Government, Faculty Senate and College presidents. Also, in response to recent social justice protests, given its origins as a 'cop college', John Jay was uniquely positioned to spearhead difficult conversations aimed at reimagining solutions related to policing, justice and public safety in all communities. The College brought together experts, professionals and practitioners from the College and beyond to engage in productive dialogue to serve the broader community in line with our mission. The resulting report on the future of public safety reflects these honest conversations and is likely to help shape the future of justice and public safety in this country for years to come (S2.C6.01 Future of Public Safety Report). President Mason's communications to the John Jay

community, many of which cover difficult and controversial topics, are also made publicly available beyond the College community (S2.C6.02 President's Statements).

There are strong, structural features at John Jay that promote honesty and truthfulness in internal communications. These include our system of shared governance and a robust labor organization.

Although the President has executive authority, and College communications come from the President and her designees, the faculty hold a majority of the seats on the College's governance body (S2.C6.03 Charter of Governance and College Council Bylaws). Perhaps as a result, faculty leadership serves as a significant check on the college-wide communications from the administration, as do department chairs, who are often tasked with implementing any plans laid out in such communications. Anecdotal complaints suggest that one potential weakness is that non-faculty staff may experience less transparency and attention through these institutional communications.

The vast majority of John Jay's faculty and staff members are represented by strong unions. The Professional Staff Congress (PSC) represents all faculty as well as non-teaching professional staff. The collective power on its own promotes a collaborative and honest relationship. The College honors the requirement in the collective bargaining agreement that labor representatives and the administration meet at least twice per semester, and at the request of the PSC (S2.C6.04 PSC-CUNY Contract 2017-23). These structures are sources of accountability to ensure that John Jay is honest in its internal communications. Additional structures to promote accountability are the complaint and grievance processes under the union contract, as noted above.

Direct communication with faculty is another means of promoting accountability. As per the College Charter, the president holds a faculty and staff meeting once per semester and meets once per semester with the Council of Chairs (S2.C6.03 Charter of Governance and College Council Bylaws). President Mason meets monthly with the President and Vice President of the Faculty Senate as well as the Chair of Chairs and the Council of Chairs. Additionally, The President's Leadership Council is composed of approximately 55 staff and faculty leaders and meets monthly to share important information and work on college-wide issues together. Finally, John Jay holds monthly "town hall" meetings. Such meetings include two-minute opening and closing statements from the College President, Student Council President, and Faculty Senate President. Otherwise, most of the time is spent in an open forum, with anyone in the John Jay community allowed to speak for up to two minutes, with clear ground rules for respectful discussion provided at the outset (S2.C6.05 Example Town Hall Program).

Accountability and transparency also are promoted through features like our 2020-2025 Strategic Plan Dashboard. Available on our website, the dashboard tracks progress on individual objectives under each of the four goals set out in the strategic plan.

The College, however, does face some transparency challenges. First, the school's website is hard to navigate, inadequately organized and in places overwhelming, making it difficult for community members to find policies and other information. The College's plans to re-envision its website were put on hold due to COVID-19. However, it has now restarted that process and is putting structures in place to ensure that information on the new site remains current and relevant. Second, while the College has been effective at communicating decisions when made, sometimes it is less effective at communicating the rationale behind some decisions to those outside of the administration. This is perhaps exacerbated by the website issues, but more fundamentally risks undermining trust and perceptions of accountability and would be improved by more thorough communication of decisions and the reasoning supporting them. This issue was perhaps most

acutely felt during the pandemic, when decision-making was concentrated—at the level of the University Chancellor or State Governor—and College officials themselves were not necessarily privy to the rationale for decisions they were communicating to the College community.

John Jay delivers on its commitment to honesty in external communications. Due to New York's Open Meetings Law, meetings of the College's governance body are open to the public and its agendas and minutes are available online (S2.C6.06 College Council Website). The same is true of the University's Board of Trustees meetings (S2.C6.07 CUNY Board of Trustees Meetings). And the public is entitled to information from the College, under New York's Freedom of Information Law.

Several documents, such as its annual, publicly posted affirmative action reports, illustrate John Jay's commitment to external transparency (S2.C6.08 Affirmative Action Plan 2018; S2.C6.09 Affirmative Action Plan 2020; S2.C6.10 Affirmative Action Plan 2021). The College's Fact Books include extensive data, such as headcounts, retention rates, graduation rates, credit hours by department for courses offered, and credentials awarded broken down by gender and ethnicity (S2.C6.11 Fact Book Fall 2020; S2.C6.12 Fact Book Fall 2021). Student body demographic information is presented as well, including age, gender, race and ethnicity, residency, and more. Indeed, the prospective student portion of the website is well organized, making it easy to find information that is of interest to prospective students and their families, such as the academic majors offered at John Jay (S2.C6.13 Prospective Student Website). Moreover, important information for current students is kept up to date as well. For example, Academic Affairs annually reviews and updates the online bulletins to ensure accuracy and transparency ([URL #1 Undergraduate & Graduate Bulletins 2022-23](#)).

Another document that demonstrates John Jay's commitment to transparency is the Vision for Undergraduate Student Success at John Jay adopted in 2019. The document was created after a year-long process that tasked the entire community with creating a shared and transparent vision of undergraduate student success (S2.C6.14 A Vision for Undergraduate Student Success). The document, including its substantial appendices, includes data on the ethnic makeup of our population, the trends in our graduation rates (broken down along different demographic lines), our performance compared to national averages, the impact of our academic intervention programs, the diversity of our faculty, and more. The vision plainly sets out the College's priorities, its progress toward achieving its goals, and its next steps in the ongoing work.

Beyond these efforts, the College also seeks to ensure honesty in its marketing and recruitment materials. Specifically, once materials are prepared by the Marketing & Communications Office, they are reviewed by the Office of Institutional Effectiveness, which is responsible for collecting data and ensuring its accuracy to inform College decision-making. This ensures that recruitment materials will reflect accurate information. As an example, see (S2.C6.15 Rankings Round-up with Citations).

The dissemination of information about some of the College's most ambitious projects is sometimes hampered by the navigation issues with the College's website. The website includes, for example, our Strategic Plan, course catalogs, COACHE findings and reports, student consumer information, annual security reports, and announcements from the president—but this information is not always easily found. External communication would be improved by a more navigable website.

During the COVID-19 pandemic, the College was honest in its communications, and relied heavily on email communication (S2.C6.16 COVID Communications Partial Archive). However, as the pandemic wore on, information provided in different places on the College's and University's

websites was, at times, inconsistent due to one or more sources being out of date. As we have begun to move out of emergency mode, the College has been more proactive in updating and ensuring consistency in COVID-19-related information.

S2.C7 Services or programs in place to promote affordability and accessibility; to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt

As a matter of ethics and integrity, John Jay is committed to making the college experience financially affordable and accessible to as many students as possible. The College and the University have established a range of policies, resources and protections to ensure all students have a productive academic experience.

Promoting affordability and accessibility is an integral part of John Jay's mission. Approximately 78% of our students receive financial aid, and the College is transparent about all expenses associated with attendance (S2.C7.01 IPEDS Student Financial Aid Survey Data). The Office of Financial Aid assists students in evaluating related costs and financial aid resources, and offers instructional videos, a virtual helpdesk, financial literacy workshops, and a net price calculator tool to aid prospective and current students in assessing affordability and creating a personalized budget (S2.C7.02 Money Matters Website; S2.C7.03 Student Consumer Information Website; S2.C7.04 Evaluate Costs Website). This is further addressed in Chapter 4.

A 2015 assessment by *U.S. News and World Report* determined that only 20% of John Jay students borrowed money to attend college, compared with a national average of 86%. Post-graduation, our student loan debt was less than the national average (by more than \$16,000), and the majority of our students reported graduating debt-free (S2.C7.05 *U.S. News and World Report* Article). In addition, for the small minority of John Jay students who did carry debt, the most current NCES data (2017) shows the three-year cohort default rate for John Jay students was 5.8%, far lower than the national average of 9.7% (S2.C7.06 NCES Report).

Support services provided through the Office of Accessibility Services, Immigrant Student Success Center, Women's Center for Gender Justice, LGBTQ+ Resource Center, Military and Veterans Services Office, and Children's Center demonstrate the College's commitment to holistically supporting student success, and to mitigating accessibility barriers that many students face. (See Chapter 4 for additional program details.) In addition, programs for in-service New York police officers, correctional officers, and firefighters, as well as other special programs such as ACE, CUSP, SEEK, and the Pre-Law Institute provide students a variety of benefits, including academic, financial, personal and post-graduate support (S2.C7.07 In-Service Programs; S2.C7.08 Special Programs). Additionally, the College library has made many required course readings free to John Jay students with several initiatives, including log-in access to tens of thousands of e-resources, an e-reserve service, and purchasing e-book access to all available titles on the shelves of the course reserves collection. In addition, in partnership with Undergraduate Studies and the Teaching and Learning Center, the library works with individual professors to create Open Education Resource course library guides, which provide direct free access to all course materials (S2.C7.09 Open Educational Resources Library Guides; S2.C7.10 Open Educational Resources Project).

The College has also been innovative in developing programs to support students facing financial hardship, in the form of tuition and book grants, housing assistance, food pantry services, disaster relief, and other emergency financial resources. Many of these are discussed in Chapter 4.

Like every other academic institution, COVID-19 significantly impacted the College's ability to fulfill its core mission of educating students for justice, yet as early as March 3, 2020, President Mason reiterated that our "commitment to the ideals of justice, inclusivity, and equity do not waver even in times of uncertainty or urgency" (S2.C7.11 COVID Update March 3, 2020). While, at times, the College and the CUNY community struggled with clear messaging in a moment of great uncertainty and amidst often-contradictory directives at both the local and national levels, both CUNY and John Jay sought to mitigate the impact of the pandemic on students. The College library has collected the entirety of pandemic-related communications from CUNY and the John Jay leadership team, which offers retrospective insight into the strengths and the weaknesses of managing this unprecedented crisis for the College (S2.C7.12 COVID-19 Pandemic Response Collection).

Supporting students was of paramount concern and emergency funding at the CUNY level (e.g., Chancellor's Relief Grant Program) and at John Jay provided an invaluable lifeline for many students. As part of the federal CARES Act, John Jay received over \$7 million in funding, allowing the College to defray housing, tuition, and other essential expenses for hundreds of students (S2.C7.13 Support Spotlight: Emergency Funding), and existing John Jay emergency support services such as the Food Pantry were reconfigured to aid students despite campus closure. Initiatives such as the CUNY Comeback Program, which helped eliminate unpaid debt accrued because of the pandemic, further benefited 4,400 John Jay students who were financially affected by the pandemic (S2.C7.14 CUNY Comeback Notice; S2.C7.15 N.Y. State Senate Testimony). To support academic momentum in face of the closure, long-term laptop loans were expanded to allow students to engage in virtual learning. Students were given a CUNY-approved option for a flexible grading policy (Credit/No Credit) to help alleviate academic demands at the height of the pandemic (S2.C7.16 Flexible Grading Policy).

Faculty worked extremely hard to support students through the pandemic as well, many struggling themselves to learn new technology, working with outdated hardware and spotty internet access, while taking care of relatives at home. The College was responsive, providing training in online education for faculty and making available laptops and software to meet faculty and staff needs. Beyond this, senior leadership in the provost's office collaborated to create and offer six Emergency Faculty Grant Awards in spring 2021 to support individuals with unexpected research costs emerging from the pandemic (e.g., need for research assistant help) or with time for research in the face of competing demands (e.g., single course release), with significant additional funding to support faculty career recovery in the coming two fiscal years.

S2.C8a-d As appropriate to its mission, compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; the institution's compliance with the Commission's Requirements of Affiliation; substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; the institution's compliance with the Commission's policies

Through the "Student Consumer Information" page on our website, John Jay provides information about student financial assistance, student diversity, college affordability, accreditation and licensure of the institution and academic programs, graduation and retention rates, health and

safety policies, and institution-wide assessments. The College's compliance with the Commission's Requirements of Affiliation is supported throughout this self-study and in our Institutional Federal Compliance Report (S2.C8.01 Institutional Federal Compliance Report).

S2.C9 Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented

The College has used several tools regularly to assess its commitment to an environment defined by integrity and ethics. These include partnering with outside experts in 2019 to lead a campus-wide review of the College's campus climate related to diversity and inclusion, evaluate our efforts to prevent harassment and misconduct, and evaluate our enforcement of policies against discrimination and sexual misconduct (S2.C9.01 Campus Climate Review Report 2019). In addition, the College regularly participates in the *Chronicle of Higher Education* "Great Colleges Survey" and COACHE surveys (S2.C9.02 Chronicle Great Colleges Survey 2021; S2.C9.03 COACHE 2019 Survey Working Group Report 2020). The responses to these surveys support the College's commitment to ethics and integrity, but there are areas where there could be improvement. Thus, in response to the climate report and survey results, the College took steps to improve diversity, equity, and inclusion. These include the transparent sharing of data on harassment and discrimination claims (S2.C9.04 First Annual Report Preventing and Addressing Harassment and Discrimination Spring 2021), the adoption of Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum (S2.C9.05 Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum), investment in a program of faculty-designed diversity, equity and inclusion workshops (S2.C9.06 Faculty DEI Professional Development Initiative), and re-forming the Diversity and Inclusion Committee to include greater staff representation. Additionally, the College's Values Statement adopted just before the adoption of the 2020-2025 Strategic Plan includes equity, integrity and respect among its core values.

2.8 Conclusions

Strengths

- The College places a clear and consistent emphasis on diversity and equity, and is dedicated to and actively seeking to hire, retain, and support diverse faculty and staff.
- The College challenges its members to think deeply and critically in an inclusive and respectful climate through ongoing conversations and community initiatives.
- The College has extended its commitment to diversity, equity, and inclusion to its curriculum with the adoption of its Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum.

Opportunities for Improvement and Innovation

- Improve the College website to create a more navigable, accessible source of up-to-date College information.
 - Website redesign project announced November 29, 2022
 - Design and web-frames completed
 - Old content to be updated and migrated in phases. Project complete September 2023
- Centralize access to policy information for constituents, and create a streamlined process for the intake and triage of policy violation complaints to facilitate prompt, fair, impartial, and equitable resolutions.

- Create policy hub on updated website
- Assess the effectiveness of the new CUNY-wide reporting system and consider expanding its use. (At launch, that system is for reporting only complaints about discrimination, no other complaints.)

STANDARD 3 — DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

S3 Introduction

With a commitment to advancing justice in its many dimensions, John Jay offers rigorous, coherent, and innovative learning experiences both inside and outside the classroom that allow our students to grow and flourish. This chapter examines the design and delivery of student learning experiences by our outstanding faculty and the variety of resources that support our academic programs and students' academic progress. Additionally, the chapter describes our innovative general education program that examines critical justice issues and expands students' intellectual experiences and essential skills. As addressed both in this chapter and Chapter 4, since our last self-study, the College has integrated many curricular and support services to promote student success; thus, Chapter 4 should be read in conjunction with this chapter to appreciate fully our comprehensive approach to the student learning experience.

S3.C1 Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.

John Jay's academic programs provide a compelling and demanding learning experience that are the core of the College's justice mission. We achieve this goal through the development and continuous improvement of high-quality programs that serve the academic success of the College's 15,200 undergraduate and graduate students. Over the last decade, the College has developed 17 new undergraduate majors and three new graduate degrees under our various strategic plans. These programs strengthen our standing as an institution that offers an array of innovative programs at the critical juncture of justice, liberal arts, and professional learning. We proudly offer more than 5,000 courses annually in support of our 36 undergraduate majors, 13 master's programs, and nearly 20 advanced degrees and certificate programs (S3.C1.01 Fact Book Fall 2021).

John Jay has a unique array of liberal arts and professional degrees, each with a distinct orientation to our justice mission. Since our last self-study, the number of programs has grown dramatically from 22 undergraduate and nine graduate programs in 2013 to 36 undergraduate and 13 graduate programs in 2022. Ten graduate programs offer dual degree or dual admissions, which accelerate academically talented undergraduates to eventually earn a master's degree. As Figures 3.1 and 3.2 show, over the last five years, six new undergraduate majors and three new graduate programs were introduced to broaden the offerings of specific fields related to the College's mission (S3.C1.02 New Undergraduate Majors and Graduate Programs 2016-21).

A John Jay education is founded on intellectual skills and civic-minded values that enable students to become critical, independent thinkers who practice lifelong learning and have an awareness of their own role in creating a more just society. Reflecting this, in 2018, the College adopted the set of Institutional Learning Outcomes (ILOs), to which all academic programs contribute. John Jay's ILOs reflect the College's commitment to building skills as well as promoting values consistent with a liberal education. By 2025, all areas of our curriculum and our co-curricular activities will map onto these intellectual and practical skills and core values (S3.C1.03 Sample ILO Program Mapping).

S3.C2a Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

John Jay has a network of institutional checks and balances to ensure that all degrees, programs, and certificates designed and delivered by faculty are of the highest quality. Until fall 2022 faculty were supported in their curriculum development by the Office of Undergraduate Studies (UGS) and the Office of Graduate Studies (GS). Now they are supported by the Office of Academic Programs, which ensures the consistency and integrity of each of the College's educational programs as well as academic standards and policies. Just as UGS and GS did, Academic Programs collaborates with academic departments and programs on all undergraduate and graduate curriculum and academic policies, while its dedicated staff work with faculty to review and assess student academic experiences. CUNY doctoral programs that are housed at the College are offered through the CUNY Graduate Center (GC) with curricular and program leadership provided by GC doctoral faculty, many of whom have their primary faculty appointment at John Jay. The Department of Online Education & Support (DOES) and the Teaching and Learning Center (TLC), support faculty in delivering curricular content online at both the undergraduate and graduate levels.

All programs, certificates, and new course proposals and revisions must navigate through three levels of review to meet College governance standards and the mission of the institution. Proposals are first reviewed by a curriculum committee composed of faculty within the appropriate academic department or graduate program. Once approved there, proposals come before the college-wide Undergraduate Curriculum and Academic Standards Committee (UCASC) or the Council on Graduate Studies (CGS), whose membership is comprised of elected faculty representatives from each academic department, select college administrators from across the divisions, and elected representatives from Student Council.

Review of curricular proposals at the College level serves several purposes. First, UCASC and CGS articulate the mission and goals of the institution through its curriculum by publishing guiding principles, model syllabi, and other documents for faculty to use when proposing new courses and programs (S3.C2.01 Model Syllabi; S3.C2.02 Guidelines for Course Levels; S3.C2.03 Guidelines for Capstone Courses). Second, UCASC and CGS review all new proposals through a mandated series of readings to ensure that all members of the committee understand and discuss proposals before approval. Finally, once approved by UCASC or CGS, all proposals must then be approved by the College's governing body, the College Council. College Council, composed of representatives from academic departments, Faculty Senate, Student Council, the Higher Education Officer Council, and select members of the executive administration, provides an additional opportunity for all members of the College community to review and recommend

improvements to proposals coming from UCASC or CGS. If proposals involve general education courses to be included in the Required Core and Flexible Core, there is an additional requirement that these be approved by the CUNY Common Core Course Review Committee.

While the College's assessment processes are discussed more extensively in Chapter 5, faculty engagement, leadership, and expertise with assessment are a standard part of our design and review process. All undergraduate and graduate programs of study embark on a rigorous self-study every five years (for examples, see S3.C2.04 Self Studies) led by faculty within the appropriate academic department. These self-studies provide the department and academic administration with an opportunity to assess program quality and student learning, reflect on the alignment of program goals and learning outcomes with the College's mission and strategic plan, and ensure the program is forward-looking, coherent, and scaffolded properly across the student experience. Some graduate programs have programmatic accreditation such as the MPA and Forensic Science M.S. All program reviews are overseen by the Associate Provost for Institutional Effectiveness and administered by the Office of Academic Programs, and, once complete, submitted to UCASC or CGS for review and include external review.

To strengthen the culture of assessment across the campus, the College launched the Campus-wide Assessment Committee (CWAC) in 2011. This committee and its function are discussed in more detail in Chapter 5.

S3.C2b Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do

John Jay faculty are leaders in the fields of social and criminal justice, forensic, environmental and psychological sciences, violence and public health. John Jay also has a well-published and award-winning arts and humanities faculty. Indeed, four of our ten Distinguished Professors and one of our three Presidential Scholars come from the arts and humanities.

As dictated by CUNY's Manual of General Policy (S3.C2.05 CUNY Policy 5.01-2.), John Jay faculty must have the education and experience that are commensurate with their academic rank. Beyond their academic degree credentials, evidence of the faculty's academic qualifications come from their impressive academic productivity. Prior to the COVID-19 pandemic, John Jay faculty were producing more than 2,000 creative/scholarly products annually, including numerous books and edited volumes (S3.C2.06 John Jay Scholars), resulting in an annual per capita average of two works per faculty member. This metric placed John Jay first in productivity among all CUNY senior colleges, including several much larger peer institutions. Grant activity at the College also demonstrates our faculty's recognition as leaders in their fields; John Jay ranks third in CUNY in terms of total grant and contract dollars. Impressively, in less than a decade, grant funding at the College has more than doubled, growing from just over \$14 million in 2012 to an average of over \$30 million per year in the last several years (S3.C2.07 Grant Funding).

Grant funding not only supports faculty research and creative endeavors, but it also contributes directly to the educational mission of the institution. For example, faculty grants increase the opportunities for students to work on original research and creative projects with faculty mentors. Students learn about cutting-edge work in their chosen fields of study directly from the professors who conduct the research, or produce the creative works discussed in their classes. Additionally, many of our faculty are scholar-activists whose expertise supports our mission for students to become "fierce advocates for justice," a theme that runs through many of our courses. For

example, Psychology majors learn how race, ethnicity and other contextual factors influence human thoughts, feelings, and behaviors from faculty like Dr. Kevin Nadal, Distinguished Professor and leading scholar in the fields of Filipino American and LGBTQ psychology, and mental health and the detrimental effect of microaggressions (S3.C2.08 Nadal). Similarly, Economics majors focus on social injustices by studying contextual factors such as homelessness, pollution, joblessness, wage-inequality, discrimination, racial inequities in incarceration rates, austerity programs and inequities in access to quality education from economic stratification scholars, Dr. Geert Dhondt and Dr. Michelle Holder (S3.C2.09 Economics Self-Study 2019).

Our faculty expertise is recognized both nationally and around the world, as evidenced by the recent significant rise in our international grant funding. In 2019, we created an Office of International Research Partnerships to support international training, research, and intervention programs at the College. Recently, in 2021, Professors Deborah Koetzle (Criminal Justice), Jeff Mellow (Criminal Justice) and Veronica Michel (Political Science) received a \$2.5 million grant from the U.S. Department of State's Bureau of International Narcotics and Law Enforcement Affairs (INL) to survey incarcerated people in Guatemala, El Salvador, Honduras, and Panama on their perceptions and experiences regarding due process. Ultimately, their work, in partnership with the University Institute of Public Opinion in San Salvador, will lead to recommendations about ways to improve processing, management and treatment of correctional populations in the region. (S3.C2.10 State Department INL grant).

Our faculty's global expertise and their passionate commitment to student success also create opportunities for transformative learning experiences beyond our borders through our Office of International Studies & Programs (OISP). While the COVID-19 pandemic resulted in the suspension of study abroad programs for the 2021-2022 academic year, student participation in study abroad programs has increased significantly since the last self-study. These include third-party programs, CUNY sponsored programs, as well as programs led by John Jay faculty. For example, study abroad courses led by Dr. Chitra Raghavan (Psychology) in Bali and Morocco immerse graduate and undergraduate students in non-traditional, holistic learning experiences where they critically self-reflect on their assumptions and biases, rather than exoticizing their experiences as outsiders/tourists (S3.C2.11 Study Abroad).

Our faculty's ability to foster critical thinking about social justice issues is supported overwhelmingly by graduating undergraduate and graduate students in exit surveys, and the majority also indicated that, because of their experiences at John Jay, they were more willing to interact with people who were different from them in terms of race, culture, beliefs etc. (S3.C2.12 Graduating Student Survey 2022). Because of our highly qualified and dedicated faculty, John Jay is also highly ranked by independent sources. *U.S. News & World 2022 Report* ranks John Jay in the top ten of public schools among the Regional Universities North, acknowledging its prowess in innovation and undergraduate teaching (S3.C2.13 John Jay External Recognition).

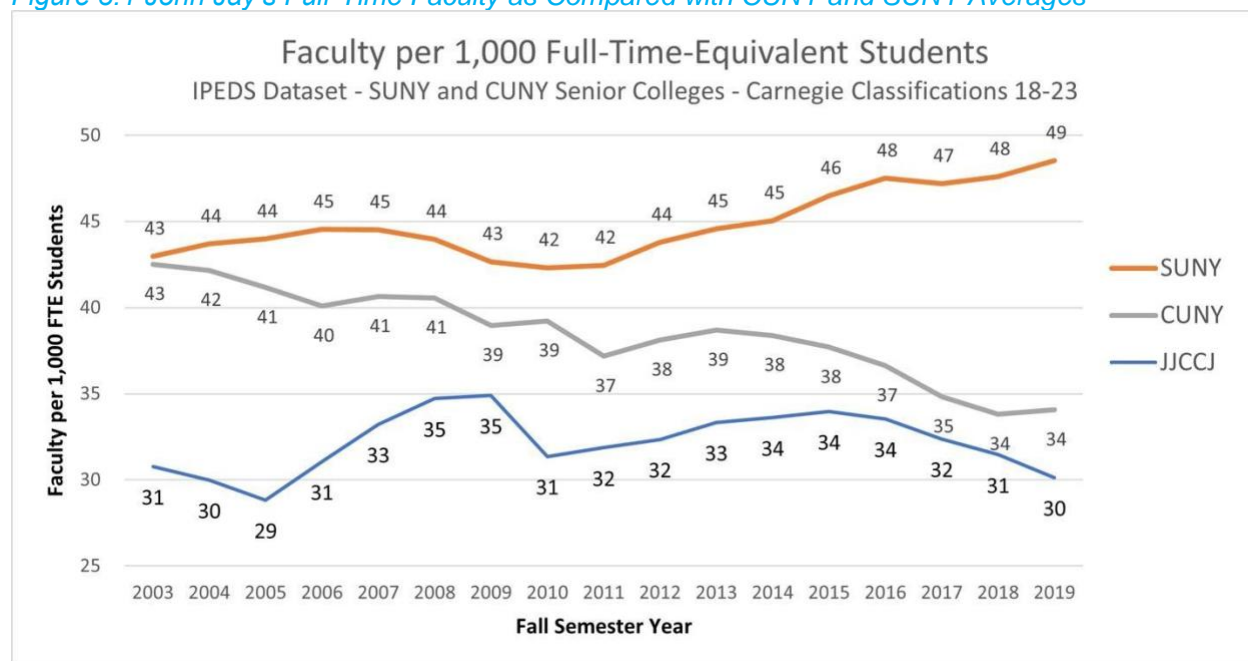
S3.C2c Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number

John Jay has 407 full-time and approximately 850 part-time faculty (S3.C2.14 Full-Time Faculty Rank and Tenure Status; S3.C2.15 John Jay by the Numbers 2021), including three Pulitzer Prize Winners, one Stockholm Prize winner (S3.C2.16 Stockholm), eight Distinguished Professors and three Presidential scholars (S3.C2.17 John Jay Fast Facts). Although unmatched in expertise,

concerns about the size and diversity of our full-time faculty continue to persist. John Jay's student to faculty ratio ranks among the highest among CUNY's senior colleges. Between 2015-2016 and 2020-2021, the student full-time equivalencies (FTEs) to full-time faculty ratio averaged 29:1 compared to the CUNY senior College mean of 27:1. This clearly impacts full-time faculty course coverage. During the same period, the percentage of instructional FTEs in undergraduate courses delivered by full-time faculty averaged 30.3% compared to CUNY's senior college average of 38.7% (S3.C2.18 CUNY PMP Databook 2020-21).

To provide some context regarding continuing concerns over the number of full-time faculty at the College, Chart 3.2 presents a longitudinal view of full-time faculty to student ratios at John Jay compared to our peer institutions in the State University of New York (SUNY) and CUNY. SUNY, the state's comprehensive public university system serving nearly 600,000 students in credit-bearing courses, is funded separately from CUNY in the state budget. The chart presents the number of full-time faculty members per thousand full-time-equivalent students, over 17 years, comparing this rate for John Jay College to SUNY and CUNY senior college averages (S3.C2.19 SUNY CUNY Faculty Student Ratios). In 2003, the SUNY and CUNY ratios were the same, 43 per thousand, while John Jay's ratio was 31 per thousand, 72% of the SUNY and CUNY averages. By 2019, the SUNY average had increased by 13% while the CUNY average had declined by 21%. John Jay's ratio had ranged between 29 and 35, but it ended at 30, slightly below where it started and 12% below the CUNY average. Within John Jay, periods of investment increased the number of full-time faculty positions, improving our relative position, but they were interrupted by periods of fiscal insufficiency.

Figure 3.1 John Jay's Full-Time Faculty as Compared with CUNY and SUNY Averages



The College and University are addressing some of these full-time faculty issues. For example, COVID-19 relief funds received by the College will be used to help meet our strategic plan goal of adding 24 lines to increase full-time faculty course coverage by two percentage points (S3.C2.20 Strategic Plan 2020-2025; S3.C2.21 Provost Li Hiring Plan 2021). In addition, in 2022, New York State approved funding for additional faculty lines to CUNY, and CUNY has asked its colleges to focus many of those lines on lecturers to improve general education outcomes.

Consequently, in spring 2022, John Jay was given 17 lecturer lines, with an additional 20 lecturer lines forthcoming in 2023. With a large influx of lecturers at the College, faculty and the John Jay administration agree that the College must continue to ensure that there is the necessary balance of lecturers to tenure-track faculty so that the research mission of the College remains in step with our student success priorities.

Our full-time faculty demographic data indicate underemployment of women and underrepresented minorities, particularly at higher ranks (S3.C2.14 Full-Time Faculty Rank and Tenure Status). We firmly believe that faculty diversity is key to creating an institution where our diverse students not only see themselves reflected in the curriculum, but also among those who teach and mentor them (S3.C2.20 Strategic Plan 2020-2025). Therefore, we continue to employ affirmative action practices for hiring and promotion.

S3.C2d Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation

Opportunities for professional growth by faculty in scholarship, teaching, and service contribute to a vibrant and well-rounded corps of instructors who are strongly positioned to lead and contribute to the curriculum, their departments, and the student experience. Faculty development opportunities are available across the College and University. The Office of Academic Affairs distributes several hundred thousand dollars annually (via the Office for the Advancement of Research [OAR]), to support faculty travel to professional conferences and speaking engagements (S3.C2.22 OAR). OAR also offers multiple small grants for faculty, in both annual and monthly cycles; the latter of which aid faculty as needs arise, circumventing the long planning cycle necessary for traditional grants (S3.C2.23 OAR Small Grants). These funds include support for publishing books and journal articles, hosting conferences and events at the College, providing seed money to gather data for external grant applications, and mentors and peer reviewers supporting faculty writing external grants. The office also sponsors numerous annual workshops on grant writing, scholarship, and dissemination of research. OAR also disseminates information about funding opportunities through its webpage, including links to CUNY funding as well as external awards of interest to College faculty.

Funded through the faculty's collective bargaining agreement, research support also is available from the University under the PSC-CUNY Research Award Program (S3.C2.24 PSC CUNY Awards). In addition, research funding is available through other specialized CUNY awards, and annual programs that further support and encourage faculty scholarship. Several programs prioritize applications for new faculty members (S3.C2.25 OAR CUNY Funding).

Faculty are supported in their teaching by the College's Teaching and Learning Center (TLC) (S3.C2.26 TLC) and the Department of Online Education and Support (DOES) (S3.C2.27 DOES). Since 2016, the TLC has offered year-long faculty development seminars on areas of strategic interest to the college, such as teaching at an HSI, collaborative learning, and dozens of topics relevant to teaching at John Jay. In addition, the TLC invites faculty to create workshops for twice-yearly Faculty Development Days, to share their pedagogical expertise and innovations with their peers (S3.C2.28 Faculty Development Days). The TLC also offers small Program Improvement Grants that often result in creating professional development opportunities for faculty (see S3.C3.29 TLC Scholarship of Teaching and Learning Report 2017). While there remains the need to increase the number of part-time faculty who receive formal mentoring, the TLC seminars have

helped build community among faculty of all ranks, and assessment from TLC demonstrates that TLC programs have a positive impact on teaching (S3.C2.30 TLC Qualtrics Funded Faculty Development Seminar Survey).

As part of the College's 2019 Vision for Student Success, President Mason appointed six full-time faculty members as Presidential Fellows for curriculum-driven student success to develop targeted programs to enhance student success in their majors or programs. (S3.C2.20 Strategic Plan 2020-2025). Their work resulted in several new TLC initiatives, including using contemplative/mindfulness frameworks, flipped classroom strategies, creating learning communities of instructors to share best practices in high failure courses, realigning major objectives to better prepare students for post-graduation job opportunities, and instituting belongingness interventions (S3.C2.31 Presidential Fellows).

The Department of Online Education and Support (DOES) contributes to the faculty's professional growth and innovation in online education with the focus on supporting online student success. DOES provides instructional design services to help faculty structure, present and assess online content and provides support and workshops for the faculty's use of Blackboard, the College's learning management system. In addition, DOES provides support for the launching of online degree programs and develops custom resources in areas such as building assessments in online courses and creating an engaged online community of learners. Options are available for individual support in areas such as instructional design but DOES also offers webinars for faculty on various topics related to achieving excellence in the online classroom. These fully online webinars are facilitated by DOES staff and most feature insights from a faculty co-host with expertise on the topic. For their efforts in transitioning faculty to an exclusively online platform at the start of the COVID-19 pandemic, DOES and the TLC received a Blackboard Catalyst Award for Training and Professional Development.

Beyond these professional development activities, the Writing Across the Curriculum Program (WAC) trains faculty about best practices for developing students' writing skills and offers certification for teaching writing intensive courses (S3.C2.32 WAC), and the Student Academic Success Program (SASP) provides professional development workshops for faculty teaching in first-year seminars, sophomore signature courses, and other cohort programs, such as ¡Adelante! (S3.C2.33 SASP). Increasingly, John Jay has provided opportunities for faculty to learn about and to enact culturally-responsive, inclusive, and anti-racist curricula, with the goal of equitably supporting all students. Initiatives have included the HSI speaker and faculty seminar series (S3.C2.34 HSI Speaker Series; S3.C2.35 HSI Faculty Seminar), the OAR *Racial Justice Research and Practice Dialogues* series, a podcast series on Creating a Framework for a Culturally Affirming, Inclusive, and Anti-Racist Curriculum (S3.C2.36 Culturally Affirming Podcast Series), and a faculty-led diversity, equity, and inclusion professional development initiative in partnership with the College's Office of Compliance & Diversity.

The College incentivizes outstanding teaching and scholarly production by faculty through awards recognizing exceptional teaching (S3.C2.37 Distinguished Teaching Prize), student mentoring (S3.C2.38 Outstanding Scholarly Mentor Award), scholarly research (Faculty Scholarly Excellence Award and Donal EJ MacNamara Award; S3.C2.39 Faculty Research Awards), and College service (Distinguished Service to Students Award and S3.C2.40 Distinguished Faculty Service to the College Award). Additionally, individual programs (e.g., McNair Program, Forensic Psychology M.A. program) make awards to recognize the dedication and expertise of faculty mentors.

During the height of the pandemic, faculty participated in frequently offered College and University-sponsored professional development opportunities where they learned about and enacted best practices for teaching in various distance-learning modalities. Students were clearly appreciative of their efforts. Most graduating students in 2020, both undergraduate and graduate, agreed that during their time at John Jay, faculty provided feedback for improvement (89% UG; 85% Masters), support with academic difficulties (87% UG; 78% Masters) and were available outside of class (62% UG; 56% Masters). Our faculty's skill and willingness to adapt to distance learning, in addition to our students' determination during this difficult period, allowed us to sustain our high four-year graduation rates (S3.C2.15 John Jay by the Numbers 2021). Importantly, in 2020, 92% of undergraduate students and 91% of master's students agreed that faculty expected them to reach high academic standards, indicating that standards continued to be maintained (S3.C2.41 Graduating Student Survey 2020).

S3.C2e Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

John Jay faculty are regularly reviewed under written personnel policies that are made available through the College's website (S3.C2.42 Faculty Personnel Process Guidelines). To support faculty in the personnel process, John Jay has established since our last self-study a faculty services office within the provost's office and created a new position, the Associate to the Provost for Faculty, now the Dean of Faculty. This has led to greater faculty support and guidance in the personnel process and increased transparency and consistency in the review process across all academic departments and between the College and the University. As a result of its success we have institutionalized the role as Dean of Faculty in fall 2022.

As specified by the University bylaws (S3.C2.43 CUNY Bylaws) and the PSC CUNY contract (S3.C2.44 PSC-CUNY Contract 2017-23), a faculty member's qualifications for reappointment, tenure and promotion are assessed through various forms of review that are documented in the faculty member's personnel file. The file includes the Form C (S3.C2.45 Form C), a cumulative self-report and self-evaluation of teaching (including improvements, professional development, and mentoring), scholarship and professional activities, and service, a current CV, peer observations of teaching, student evaluations of teaching, the department chair's annual evaluation reports, and other supporting documentation (e.g., innovative syllabi, copies of publications, letters of commendation, grants, etc.). Faculty in their third year undergo an extensive "pre-tenure review" conducted by one of the Academic Deans who serve on the College-wide Faculty Personnel Committee (FPC), to ensure that faculty are appropriately advised in their tenure trajectory.

Applying for tenure, a Certificate for Continuous Employment (CCE) for lecturers (S3.C2.46 PSC-CUNY CCE), and/or promotion includes all the steps taken for reappointment (updating the personnel file, submission of Form C). In addition, professorial candidates prepare a dossier of scholarly or creative materials for review by four to six external evaluators, who are acknowledged experts in the candidate's area of expertise. The external evaluators provide letters of assessment regarding scholarship or creativity, which are also reviewed by the departmental personnel and budget committee and the FPC as part of the personnel file. This process begins during the spring semester of the sixth year of service for full-time faculty members applying for tenure or in the fourth year for lecturers in the process of earning the CCE. As with reappointment, the departmental and the College personnel committees review the personnel file and make

recommendations regarding tenure, CCE, and promotion applications. The president then reviews the decisions and makes a recommendation to the Board of Trustees.

Students' voices are important for identifying both strong teaching and areas for improvement. Students complete anonymous evaluations of their faculty each semester via online surveys administered by Iota Solutions LLC (for survey questions see S3.C2.47 Student Evaluations of Faculty 2019-21). This has improved efficiency, and faculty typically receive their reports the following semester. Institutional averages from the three most recent semesters indicate that students view their professors very favorably, with an overall mean score of 4.43 out of 5 across all courses. While no data were collected during spring 2020 because of the pandemic, we know that faculty dedication to student success was unsurpassed. Our faculty clearly rose to the challenges posed when all CUNY institutions switched to distance learning as evidenced by virtually no change in mean student evaluation scores compared to pre-pandemic semesters (S3.C2.47 Student Evaluations of Faculty 2019-21). With respect to the student evaluation of faculty process, the Faculty Senate Committee on Racial Justice and Inclusion recently recommended and the Senate adopted a Statement on Student Evaluations (S3.C2.48 Senate Statement on Student Evaluations of Faculty). The statement documented the large body of knowledge and years of scholarship that have shown differential outcomes in student evaluation instruments based on the faculty member's race, sexual orientation, and/or gender. The statement recommended that student teaching evaluations should be considered within this context and given limited weight in the reappointment, tenure, and promotion processes.

S3.C3 Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

Student progress toward graduation depends on access to clear and accurate information, and the College provides information about its academic programs and degree requirements through several online outlets, including College Bulletins, major and program advisement resource pages, DegreeWorks, and Navigate. We regularly review and update these materials as changes are made. However, as addressed in Chapter 2, the school's website is hard to navigate, inadequately organized and, in places, overwhelming, sometimes making it difficult for community members to find policies and other information. The College's plans to re-envision its website were put on hold due to COVID-19, but it is now restarting that process and will put structures in place to ensure that information on the new site remains current and relevant.

College Bulletins

The College's annual bulletins are the official sources for information about our undergraduate and graduate programs (URL #1 Undergraduate and Graduate Bulletins 2022-23). They are publicly available online on the John Jay website. Beyond the information about admissions, tuition, and financial aid, the annual bulletins provide critical information about academic program requirements, major courses and descriptions, and the general education program. Moreover, the annual bulletins provide clear academic standards and policies and federal, state and University regulations.

John Jay Undergraduate Major Advisement and Resources Webpages

Degree requirements also are available on the Major Advisement and Resources pages on the college website (S3.C3.01 Major Resources Page Example). The major resources webpages provide detailed information about program requirements, major advising, academic planning,

research, and career guidance. Students can find a “Sample Four Year Plan” for their academic programs that provides clear information about all the required credits organized in a semester-by-semester sequence of courses (S3.C3.02 Sample Undergraduate Degree Maps). Advisement is required for all new freshmen, Justice Academy transfers and second semester sophomores, and all other undergraduates are strongly encouraged to meet regularly with their professional and faculty advisors to review their academic plans. Academic advisor information is routinely updated each semester to ensure students are supported in their academic planning and progress.

Graduate Degree Program Advisement Resources

Formal academic advisement is offered in all graduate degree programs. Program directors and program advisors use degree completion plans, which are all available on the program webpages and the Graduate Studies Bulletin, to ensure that students are clear about their path, trajectory and expected graduation date (S3.C3.03 Graduate Studies Welcome Packet). For example, in the Forensic Science M.S. program, the program director helps students develop their completion plan based on the student’s schedule (full-time versus part-time), any missing pre-required undergraduate coursework, the desired specialization, and advance planning for the thesis project (S3.C3.04 Handbook for Master’s Students in Forensic Science 2019-20). A portion of student excellence fees, charged in three highly selective and rigorous programs and differential tuition charged in our M.P.A. programs also is used to support student advisement in those offerings.

DegreeWorks and Navigate

Two other online tools used at the College help students understand degree requirements and time to completion. DegreeWorks is CUNY’s online degree-audit system. It allows undergraduate and graduate students and their academic advisers to track and monitor each student’s academic performance and progress in their programs of study, facilitating academic planning to degree completion. Students learn to use DegreeWorks when they first matriculate to the College, and they are encouraged to use it each semester to review and update their academic study plan. To increase momentum and graduation rates across the system, CUNY has procured a new student success management system, EAB Navigate that provides a comprehensive tool to link administrators, faculty, staff, and advisors in a coordinated network to support students from enrollment through graduation.

S3.C4 Sufficient learning opportunities and resources to support both the institution’s programs of study and students’ academic progress

Student success and retention are a priority at the College, and we employ a multi-layered academic progress and success monitoring strategy that leverages individual student data to connect them with programs, support services, and interventions. Since our last self-study, the College has also expanded its portfolio of learning opportunities and resources to bolster students’ academic progress in their degree programs, many of which are discussed in Chapter 4. At the undergraduate level, academic support services extend across five learning centers and high impact cohort programming and interventions. Faculty play an important role in supporting students through course-specific mentoring, advising, and the coordinated activities and efforts of the Council of Major and Minor Coordinators and Advisors. At the graduate level, academic support is offered through the Graduate Student Success Center (GSSC) for all graduate programs. Aside from routinely assessing success metrics, the GSSC develops workshops designed to help students master the seven professional competencies which assist students in their graduate and postgraduate life.

To improve our capacity for supporting student success, the College created a cross-divisional working group in 2016 to monitor student progress and to facilitate the delivery of targeted interventions for at-risk students. Using a variety of student and institutional data monitoring tools, the working group tracks a variety of factors that indicate potential needs for academic support, including: 1) performance in prior courses in sequence, 2) repeater status in a course, 3) indicators of pre-college preparation, 4) enrollment in historically challenging courses or majors, 5) academic standing, and 6) student progress indicators, including GPA, credits earned/attempted ratio, GPA in the major, semester credit load, and total credits earned. In addition to the cross-divisional group, smaller teams monitor student success in mathematics and science general education courses to support first year success in these historically challenging courses. At the undergraduate level, faculty and select departmental administrators from the Council of Major and Minor Coordinators and Advisors also participate in a progress report initiative to identify students in their programs who are encountering difficulty in their coursework early in each semester to facilitate early academic interventions by instructors and advisors.

Faculty involvement in the College's academic learning and support centers like the Writing Center, the Math/Science Resource Center, the Modern Language Center and the Graduate Student Success Center have been critical to supporting undergraduate and graduate student success. The range of student support offered by our centers is discussed in detail in Chapter 4. Regarding academic support, at the undergraduate level, faculty work closely with the academic centers to integrate in person and online tutoring support, supplemental instruction workshops and course-based topics workshops directly into 100 and 200 level sections of English, modern language, mathematics, computer science, and science courses. This approach has been transformative for pass rates in gateway courses in programs like Math and English, which have moved from among the lowest in the University to among the highest, with a modest dip in the most recent, pandemic-affected year (S3.C4.01 CUNY PMP Databook 2021-22). Faculty involvement with the support centers has also led to the development of systems to identify students who need supplemental supports earlier in the semester. In the Writing Center, for example, these students attend workshops during the regular semester and over the intercessions as a bridge between English 101 and 201 (S3.C4.02 Writing Center Assessment Report 2020-21).

In our graduate offerings, the GSSC supports all graduate programs. The GSSC offers workshops on ethics, financial literacy, communications, and leadership, using social media to promote oneself professionally, and how to create an attractive LinkedIn profile. In addition to the workshops created by the GSSC, three graduate programs offer very specific workshops for students in their programs. Forensic Psychology M.A. and Forensic Mental Health Counseling M.A. programs hire students to serve as teaching assistants in M.A. courses, where they gain valuable teaching experience in the classroom and at the same time provide other students with peer-led academic support. Similarly, the M.P.A. program hires approximately 15 research assistants each semester to collaborate with faculty outside of the classroom on research projects that will strengthen student skills. Also, the M.P.A. program provides writing workshops, and student conference support to enhance networking and new opportunities in research and mentorship (S3.C4.03 Support and Memberships). The Criminal Justice M.A. program supports students by providing supplementary workshops to support their professional development (S3.C4.04 Criminal Justice M.A. Student Information).

The transformation of the College's student success outcomes has been supported by high impact academic programming that is fused into the curricular design of the College's externally-funded undergraduate cohort programs and post-graduate preparation initiatives. A signature of the undergraduate cohorts and initiatives is the unique curriculum and experiential learning that

are embedded within them. Each is designed and maintained by our faculty experts and include “high-touch” learning communities, mentoring, credit-bearing academic internships, and research opportunities. The Percy Ellis Sutton SEEK Program, the John Jay Honors Program, Macaulay Honors College at John Jay, the John Jay ACE Program, APPLE Corps, Adelante, the LEAP Program, and NYCDOC CEEDS range in size from 200 to 1,000 students and boast some of the best retention rates in CUNY. The integration of student support into these programs is also discussed in Chapter 4.

Our leadership, both in CUNY and in New York, in transfer student success has been driven significantly by the CUNY Justice Academy (CJA) developed by the College in partnership with CUNY community colleges. The CJA is a dual degree/dual admissions transfer partnership with all seven of CUNY’s community colleges that is designed around shared curriculum. As with all our curricular programs, the CJA employs pedagogical approaches for developing the intellectual curiosity, creativity, and critical thinking of the community college students in our pipeline. Faculty design and facilitate pre-enrollment academic success workshops, a Transfer Early Start program, which provides academic and professional planning workshops for courses critical to the CJA majors, and transfer seminars with enhanced faculty and peer support. CJA also participates in the progress report process each semester. According to data from New York University’s Research Alliance for New York City Schools, John Jay’s 68% transfer student graduation rate is the highest of any higher education institution in New York State.

Other programs and centers at John Jay use an array of high impact strategies for underrepresented students wishing to pursue graduate, professional, and doctoral degrees. These programs expand the experiential learning culture at the College by providing the information, resources, and training to connect classroom learning to real world application. (S3.C4.05 Experiential Learning Opportunities). For example, the Ronald E. McNair Post-Baccalaureate Preparation Program, in its 29th year at the College, has used faculty mentoring and credit-bearing research opportunities to help more than 300 low-income, underrepresented, or first-generation students matriculate at leading graduate programs. In the past eleven years, the McNair program has served 175 students, 69% of whom were accepted into graduate school. During this period, 26 McNair alumni have earned doctoral degrees, and the program has had an NSF Fellowship winner for the past three years, among other notable scholarly awards (S3.C4.06 McNair). In addition, the Program for Research Initiatives in Science and Math (PRISM)—our nationally recognized science research mentoring program which is further discussed below regarding student research opportunities—has trained more than 300 students, including 125 who have moved on to graduate programs including top-ranked MS, DDS, PhD, and MD programs. Also, the Center for Post-Graduate Opportunities and the Pre-Law Institute, which is further discussed in Chapter 4, offer credit-bearing internships, faculty and professional mentoring, and seminars to help hundreds of students prepare for graduate programs and law schools. The Center for Post-Graduate Opportunities has helped students win prestigious awards such as the Fulbright Award, the Jeannette K. Watson Fellowship, the Critical Language Scholarship, the Charles B. Rangel Summer Enrichment Scholarship, and the National Science Foundation Graduate Research Fellowship. Finally, our Office of Student Research and Creativity, also discussed below, supports a cohort of students outside of the disciplines covered by the above programs in faculty mentored research opportunities and organizes an annual *Research & Creativity Expo*, where students from across the College present their work to the John Jay community. Understanding these programs are grant-reliant and have the capacity to propel students to extraordinary careers, we created an Office of Student Professional Advancement in fall 2022 with the goal of expanding these opportunities for more students and creating efficiencies amongst small programs.

A significant John Jay resource supporting our programs of study and students' academic progress is the Lloyd G. Sealy Library. The library provides the College community with a wide variety of services, collections, and space for research, learning, and teaching. Spread over two floors, there is ample space for studying, and over 100 computers for student use. During a typical week, the physical space is open for 72 hours, with a 24/7 operating mode during final exams.

The library is known for its extensive and comprehensive collections in criminal justice and related fields, and provides access to more than 650,000 print materials, 200 research databases, 320,000 electronic books, 100,000 journals, and thousands of streaming videos. Most of the collections are accessible in digital form. The library is supported with funds from the College and from the Student Technology Fee, with additional content provided by CUNY Office of Library Services. In recent years, the library has transformed its online presence. A new website was created, some of the special collections were digitized, and an array of virtual reference services were introduced including online chat, Zoom workshops, and email consultations. The library also expanded its computer lab by adding 60 stations and reorganized space to add a large quiet study area and five small-group study rooms with plug-and-play screen technology. The switch to 24/7 operation during exam weeks was sparked by student initiative, with the Student Council providing funding to pay for the extra staffing (S3.C4.07 Library Hours). In the first year, during exam weeks in May and December 2014, students logged more than 7,500 hours of study and research during hours the library otherwise would have been closed.

In response to the COVID-19 pandemic, the library refocused on providing reference services, teaching, and digital content remotely. The print reserves collection was supplemented with digital equivalents of 100 texts for remote access by the students. During AY 2020-21, Library faculty responded to 44% more email queries than the previous academic year (672 compared to 467), and usage of the chat service grew to 2,188 chats longer than 30 seconds, compared to 813 the previous year (S3.C4.08 Library References Service Summary 2021).

Eighty-six percent of John Jay students surveyed said they strongly agree or agree that they were satisfied with the library services they received, compared with 82% across CUNY (S3.C4.09 Student Experience Survey 2018). In addition, since 2010 the library has distributed a paper survey every three years to assess its effectiveness (S3.C4.10 In-Library Use Survey Cumulative 2010-19). The top requests among 2019 respondents were for more individual study spaces, better chairs and more electrical outlets. As a result, the library is working on better signage for quiet study space and applying for funding for more outlets (S3.C4.11 In-Library Use Survey 2019).

S3.C5 At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

- a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments as well as within their academic field;**
- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general**

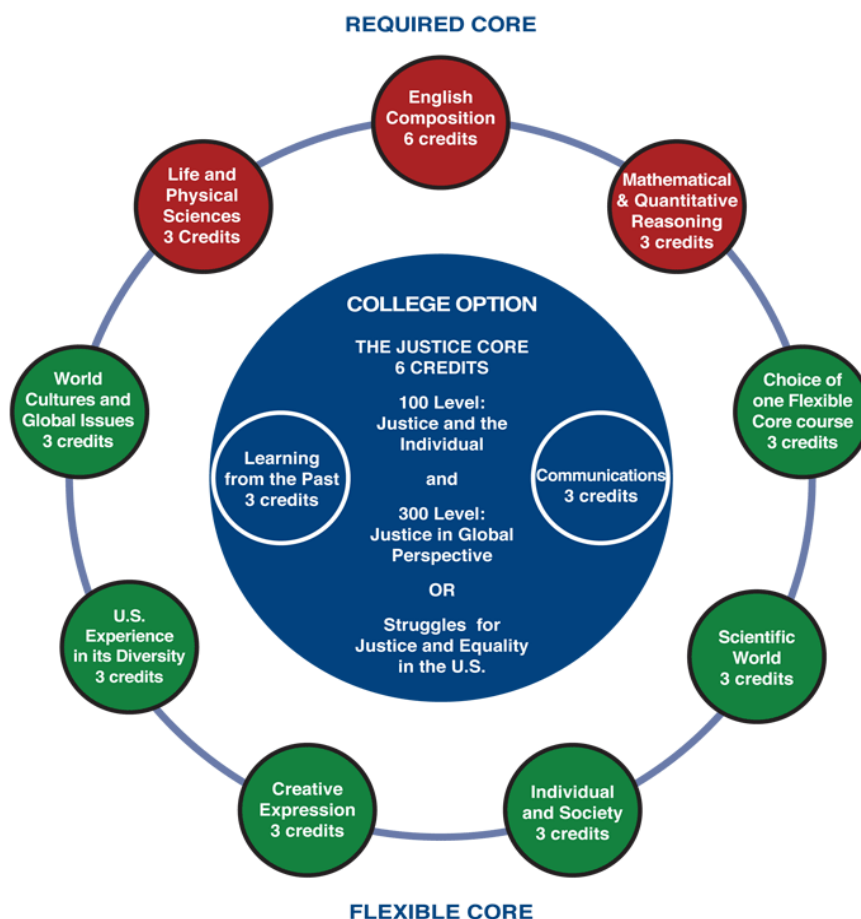
education program also includes the study of values, ethics, and diverse perspectives;

The John Jay general education program is innovative in its examination of critical justice issues. In it, students explore the multiple dimensions of justice across different disciplines and are introduced to fundamental concepts, histories, theories, and ways of knowing. The faculty teaching courses in the program employ equitable and high impact pedagogies to enhance students' academic skills and habits, further develop their identities as active participants in the knowledge creation and acquisition process and create opportunities to develop analytical ability and problem-solving approaches that can be applied to subsequent course work and future professional settings. The general education program aligns with John Jay's Institutional Learning Outcomes and also aligns to curriculum across the University as a part of CUNY Pathways, an initiative designed to reinforce educational excellence while easing student transfer between CUNY institutions. (S3.C5.01 Institutional Learning Goals) In 2013, CUNY adopted Pathways, a new system-wide curriculum in general education providing a framework for general education. Under Pathways, John Jay and other colleges create their own general education curriculum within the Pathways framework and select each of the courses that populate the curricular areas.

John Jay's general education curriculum is a 42-credit (14 course) course sequence with three main components, divided into subsections, each with specific learning outcomes (Figure 3.2; S3.C5.02 Learning Outcomes for General Education). The Required Core (12 credits/4 courses), ensures that students learn essential skills, including technological competencies, and includes courses in three curricular areas -English Composition, Mathematics & Quantitative Reasoning and Life & Physical Sciences. The Flexible Core (18 credits/6 course encompasses offerings in World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual & Society, and the Scientific World. The Flexible Core provides a broad foundation of knowledge in the liberal arts and sciences, introducing a variety of different disciplines and ways of knowing. Students take at least one flexible core course at the 200 level, and complete six total courses; one in each category and an additional course in any category they select. The third subsection, the College Option (12 credits/4 courses), the campus-specific requirement in the general education curriculum is known as the John Jay Justice Core, and it spans across the 100, 200 and 300 levels of the curriculum and includes select Learning from the Past and Communications courses. John Jay has populated the Required, Flexible and Justice (College Option) Cores with courses from across disciplines that draw students into new areas of intellectual experience, prepare them to make well-reasoned judgments, develop their essential skills, and include the study of values, ethics, and diverse perspectives (S3.C5.03 General Education Courses, 2021).

The John Jay Justice Core course requirements in general education permit us to connect students' learning experience to the College's mission to educate for justice. Students complete between six and twelve credits in the College Option, depending on whether they enter John Jay as first year students, transfer students, or transfer students with an associate's degree. The Learning from the Past course category within the College Option develops

Figure 3.2 John Jay General Education Requirements



students' understanding of significant U.S. and international historical events, and Communications courses develop students' proficiency in a foreign language, or deepen their capacity to analyze and present information for academic audiences. The 100 and 200 level Justice and the Individual courses introduce first- and second-year students to justice issues through a disciplinary lens, and support students in making individual connections to justice issues. The 300-level Justice Core helps students contextualize and analyze struggles for justice through the application of academic research-based writing, quantitative reasoning, and analytical skills developed in prior coursework. Students enroll in one of these courses as juniors and can select from two thematic areas under which the Justice Core classes fall to fulfill the requirement: 1) Justice in a Global Perspective or 2) Struggles for Justice and Equality in the US. As the only upper-level general education requirement, the 300-level Justice Core course requires students to demonstrate their learning and development resulting from general education coursework and it supports their transition to a focus on major coursework. This course is also a requirement for approximately 3,000 community college transfers that the College serves each year.

Since 2015, the College has supported program and curriculum development projects to address College and University strategic plan goals relating to general education and respond to general education assessment results in a number of ways, including:

- Creation of a Director of General Education leadership position in the Office of Undergraduate Studies in 2016 to facilitate course development, assessment, and program coordination in collaboration with faculty and advisors
- Design of new general education courses and development of formative assessment tools to address the college's Framework for a Culturally-Responsive, Inclusive and Anti-Racist Curriculum
- Redesign of mathematics foundation requirements to better prepare students for STEM, social science and humanities majors and align to new CUNY math placement policies
- Development of new 200-level Justice and the Individual courses for students transferring to the College with sophomore standing
- Design of new 300-level Justice Core courses using a Great Cases model that investigates contemporary and historical criminal justice and law enforcement issues through a humanistic lens
- Revision of College Option learning outcomes to reflect Justice Core course goals to develop students' awareness of justice issues and their capacity to perform research at the undergraduate level and collaborate effectively with peers
- An increase in courses in data literacy, digital literacy, and environmental justice
- Support for faculty to develop new courses and revision of existing offerings using Open Education Resources (OER) to create a zero-cost pathway in general education
- Partnership with the Center for Teaching and Learning to offer faculty development activities aligned to General Education program goals, including linking 100 and 200 level course learning goals, supporting collaborative learning, and designing general education curriculum to support transfer students

S3.C6 In institutions that offer graduate and professional education, opportunities for the development of research, scholarship and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

Conducting research with a faculty member is a high impact practice that fosters a sense of belonging and helps to build academic cultural capital both of which are particularly important given the College's HSI/MSI designation. In recent years, there has been significant emphasis placed on student research opportunities. Individual faculty (S3.C6.01 Faculty Research Expertise) and John Jay research centers (S3.C6.02 Research Centers) recruit students to join their teams as research assistants, providing valuable opportunities for experiential learning, and co-authorship on presentations and publications. Further, the Office for Student Research and Creativity (OSRC) (S3.C6.03 OSRC) supports graduate and undergraduate students by facilitating connections with faculty mentors and providing stipends to a cohort of student researchers. The OSRC also provides funding for supplies and other expenses that students incur while carrying out their research projects, organizes an annual Research and Creativity Expo (described below, S3.C6.04 Research and Creativity Expo), and offers workshops to students to advance their research and creative projects. These include programs on institutional review process when working with human participants and how to give an effective research presentation.

Our graduate programs offer faculty-mentored research-intensive opportunities in the curriculum, providing graduate students with experience working alongside world-class researchers (URL #1 Undergraduate and Graduate Bulletins 2022-23). However, the gaps in our full-time faculty coverage are challenging for programs that require intensive research supervision. Master's degree programs such as Criminal Justice, Forensic Psychology, and Forensic Science also offer

a thesis track for students who are especially interested in immersive year-long experiences, where they design and execute novel, cutting-edge research under the supervision of a faculty member. Thesis students spend at least one semester designing their study in an independent research practicum with their advisor, before collecting and analyzing data and creating a report. Student theses are submitted electronically (S3.C6.05 MA Thesis Submission) both to *CUNY Academic Works* (S3.C6.06 CUNY Academic Works) and ProQuest, but many students publish portions of their work in academic journals with their faculty advisors. Peer-led programs like the Forensic Psychology Masters Student Research Group (MSRG) provide important support by helping students to connect with faculty research advisors (S3.C6.07 MSRG). The MSRG website (S3.C6.08 MSRG Website) provides a directory of faculty researchers accepting students in a given academic year and details for submitting to the MSRG conference (S3.C6.09 MSRG Conference) during the College-wide Annual Research and Creativity Expo. In collaboration with the Office of the Provost, the Office for the Advancement of Research allocates resources across academic departments to support faculty travel to conferences, professional development, or research expenses incurred in working with students.

Given the demonstrated benefits of research participation on student retention, the College is intent on fostering the growth of faculty mentored research programs across all levels of learning and to increase the opportunities for participation through new and established special programs and initiatives. The College's commitment to increasing student opportunities for research with faculty is also motivated by noticeable equity gaps. In the 2021 NSSE survey, 19% of students indicated they participated in the high impact practice of mentored research, compared to 23% of students at Northeast peer institutions. Further, the research participation was lower among our Black (13%) and Hispanic (15%) students, compared to White students (26%) (S3.C6.10 NSSE High-impact Practices 2021; S3.C6.11 NSSE Mentored Research 2021).

To close equity gaps at the first-year undergraduate level, all first-time students at the College are required to enroll in a first-year seminar (FYS). The FYS gives students their first exposure to research as they work collaboratively with peers to develop research questions, conduct a literature review, and oftentimes carry out an empirical study addressing their research question. Students present their work in the First-Year Showcase (modeled on professional conferences) at the end of the Fall semester (S3.C6.12 Sample First-Year Showcase Presentations).

Most departments also offer faculty-mentored research courses (credit bearing) for upper-level undergraduates, either as a single independent study (course number 385 or 485) or for groups of up to three students (course number 387 and 487), in which students design, execute and present innovative research projects (URL #1 Undergraduate and Graduate Bulletins 2022-23). In some majors such as Criminal Justice B.A. and Humanities and Justice Studies, students complete a year-long senior thesis under this model. Students enrolled in the John Jay Honors or Macaulay Honors College programs (S3.C6.13 Honors Programs) also complete a year-long senior research capstone project (S3.C6.14 Honors Capstones) under the guidance of a faculty mentor in their discipline and are further supported by additional research methods courses within the Honors program. All Honors students, as well as others from multiple programs and courses, present their research (and creative works) during the Annual Research and Creativity Expo described below (S3.C6.04 Research and Creativity Expo), and a small subset of Honors students go on to compete in the Honors Capstone presentations, judged by an interdisciplinary panel of JJC faculty.

Since 2006, the Program for Research Initiatives in Science and Math (PRISM) (S3.C6.15 PRISM), has provided STEM students with funded opportunities to engage in long-term, close mentoring relationships with faculty. PRISM provides professional development, career

exploration, and advice to help students better understand the pathways and barriers in STEM professions. And it does so in an environment that addresses the needs of low-income and minority students, who often experience financial barriers and lack practical experience. PRISM provides stipends so that those who would otherwise have to work can spend time on research, it encourages public speaking through participation in internal and external conferences that build self-confidence, and it immerses students in the practice and process of science. PRISM activities are intentionally inclusive: program staff are bilingual, and activities specifically consider the time constraints, families, and background of our students. As a result, John Jay now ranks among the top 25 Baccalaureate Origins Institutions for Latino/Latina students moving onto STEM PhDs. In addition, PRISM has been recognized by CUNY, the National Science Foundation, and the National Academy of Sciences as a model of excellence for improving the number of underrepresented students in the STEM pipeline (S3.C6.16 MacLachlan & Caplan, 2015; S3.C6.17 STEM Mentoring Emerging Strategies for Inclusion).

Similarly, our Ronald E. McNair program (S3.C6.18 McNair) is explicitly committed to encouraging low-income and first-generation students (as well as students from underrepresented populations) to pursue graduate study. Each year, about 27 students receive financial support allowing them to devote time and energy to designing and executing unique research/creative projects under the guidance of a faculty mentor in their major. The McNair program provides additional research methods courses and professional development workshops to prepare students for presentations at local and national conferences and assistance with their graduate school applications.

S3.C8 Periodic assessment of the effectiveness of programs providing student learning opportunities

Assessment of the design and delivery of the student experience at John Jay is done regularly through several tools. Many of these are addressed in Chapter 5. Beyond this, assessment takes place in a variety of other ways, including annually in the College's Performance Monitoring Project (PMP) Report to CUNY (S3.C8.01 CUNY PMP Databook 2021-22) and regularly through the College strategic planning process (S3.C8.02 Strategic Plan 2020-2025) and program reviews (S3.C8.03 Guidelines for Undergraduate Program Review; S3.C8.04 Guidelines for Graduate Program Review). In addition, The College collects and analyzes course level outcomes for students enrolled in general education courses each semester to assess and improve our general education curriculum. For example, In the 2015—2020 General Education Assessment Plan, a faculty working group created a crosswalk for CUNY Pathways general education learning outcomes to the American Association of Colleges and Universities VALUE Rubrics (S3.C8.05 General Education Assessment Plan 2015-20). Key findings and recommendations from each year of the 2015-2020 assessment cycle indicated a need to sustain a faculty community of practice focused on best practices for critical thinking, communication and information literacy; increase the focus on quantitative reasoning skills development beyond required mathematics foundation courses with new courses, or infusion of quantitative reasoning assignments and activities into existing courses; support students' continued development of higher-level skills in 200 and 300 level courses, to build upon foundational skills and concept knowledge developed in 100-level general education courses and prepare students for upper level coursework in the majors (S3.C8.06 General Education Assessment Report Recommendations 2016-17).

The 2020-2025 general education assessment plan uses a formative, goals-based model to: measure student learning outcomes by general education category; assess how the general education curriculum contributes to students' intellectual development; and identify opportunities

for ongoing improvement (S3.C8.07 General Education Assessment Plan, 2020-2025). To build upon the findings from the 2015-20 cycle and address strategic plan goals, activities include support for a faculty-led community of practice to develop research-based writing, active learning, critical thinking, and culturally responsive pedagogies checklists and apply them to analyze existing curriculum (S3.C8.08 Active Learning Curriculum Project).

Assessment also takes place indirectly through student and faculty surveys. John Jay consistently receives favorable responses from our students using formative assessment data about the student experience collected with other instruments, such as National Survey of Student Engagement (NSSE) and the John Jay Student Exit Survey. For example, 86% of seniors ranked their educational experience as excellent/good (S3.C8.09 NSSE Snapshot 2021). Similarly, among graduating students, 95% of undergraduate students and 93% master's degree students agreed they had attained deep knowledge of the major, and 91% of undergraduate students and 89% master's degree students agreed that they acquired skills required for their future careers (S3.C8.10 Graduating Student Survey 2022).

Since 2009, the College regularly administers Harvard's Collaborative on Academic Careers in Higher Education (COACHE) survey to better understand the faculty experience and to guide our efforts to improve their success (S3.C8.11 COACHE Survey Results 2015; S3.C8.12 COACHE Survey Results 2019). Service and committee work is particularly challenging in small departments where there are fewer faculty members available to serve on the array of departmental and college-wide committees. As is the case nationally, our faculty of color and female faculty report shouldering a heavier service load than other groups. To begin addressing these and other faculty concerns, the College created a COACHE Working Group in 2015, which recommended creating an office to better support the needs of the faculty (S3.C8.13 COACHE 2015 Working Group Report 2016). Consequently, the Associate to the Provost for Faculty, and as of fall 2022 the Dean of Faculty in recognition of the importance of faculty support, is the primary faculty liaison charged with developing and leading the strategic efforts to address these issues. For example, in 2021, faculty applying for personnel action were given the opportunity to submit an optional supplementary COVID impact form to explain negative effects on research and to document ways they invested time to further the mission of the College (S3.C8.14 COVID Impact). Also, the College created new funding opportunities during the pandemic along with the Distinguished Faculty Service to the College Award to publicly recognize faculty who engage in exceptional levels of service at the College (S3.C8.15 Distinguished Faculty Service to College).

3.9 Conclusion

Strengths

- The College has a clear vision for sustainable growth of its academic programs, with each promoting excellence and diversified experiences in justice-related work.
- The College has a strong corps of faculty whose scholarship and creativity help support students in working to achieve their academic and professional goals.
- The College has well-developed, high-impact, and specialized cohort programming and integrated academic supports for first-year and second-year coursework in English, science, and mathematics courses.
- The College has a substantial breadth of general education course offerings, including a robust College Option curriculum that aligns with the justice mission of the College.

Opportunities for Improvement and Innovation

- Increase the ratio of full-time faculty to students, bearing in mind the importance of tenure-track faculty to the College's research mission.
 - Via 2022 New York State funding and salary accruals from retirements, John Jay is hiring 24 tenure-track and 19 Lecturer faculty this year, a 10% increase
- Further prioritize the hiring of a diverse full-time faculty that more closely reflects the students we serve.
 - Leadership repeatedly messages importance
 - Departments asked to advertise in six venues, three of which must reach specifically minority populations
 - Search committees charged with emphasis on eliminating bias in searches
 - Chief Diversity Officer ensures search committees are diverse and applicant pools have a minimum 40% minority applicants.
- Increase the percentage of part-time faculty who receive formal mentoring.
 - Increase awareness of and access to our membership with National Center for Faculty Development and Diversity

STANDARD 4 — SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

S4 Introduction

Recognizing that the success of our students depends on more than classroom learning, the College strives not only to educate but also to support undergraduate and graduate students at every step of their John Jay journeys. Our administration, faculty and staff work across channels to provide a comprehensive support network for our students that increases the odds of their success. The integration of curricular and support services is a defining characteristic of the College, even to the point that separating them into discrete chapters for this self-study proved challenging. In this chapter, we examine the structure, operation and assessment of support services at John Jay, particularly in the area of enhancing the achievement of educational goals. The evidence reflects that John Jay recruits and admits students with interests consistent with our mission and programs and, through our effective support systems, the College exhibits an unwavering commitment to student retention, persistence, completion, and success.

S4.C1 Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students

The College is committed to recruiting, admitting and retaining students who are interested in exploring justice in its many dimensions, in accordance with the College's mission; whose academic achievements provide a reasonable expectation of success; and who represent a diversity of perspectives and backgrounds across race, religion, ethnicity, gender, ability, sexual identity, socioeconomic level, and immigration and veteran statuses, with the stated goal of educating traditionally underrepresented groups and increasing diversity in the workforce (S4.C1.01 Strategic Plan 2020-2025). While our recruitment and admissions processes continue to function well, we have seen particular success with retention and graduation thanks in part to an investment in academic advisement and myriad academic support programs so that all first-year students have institutional and peer support networks to help them succeed. To attract applicants who are a good match for John Jay, the Office of Admissions updates its strategic recruitment plan annually to reflect changes in enrollment targets and the applicant pool. Our admissions office assigns counselors to New York City high schools who focus on building strong relationships with the schools' guidance counselors through visits, information sessions, email updates and direct email/phone contact (S4.C1.02 Strategic Recruitment Plan 2021-22).

In 2019, the office instituted an early action admissions option to reach qualified candidates earlier and increase our admission yield, and a transfer early action option was launched in Fall 2021. Students can apply early to receive priority review and a possible early decision. The John Jay Admissions website consolidates information for different applicant populations (undergraduate, graduate, international, in-Service NYPD, FDNY, Department of Corrections and veterans). All pages include detailed information on academic programs, the application process and email

contacts, while the undergraduate, graduate, and international admissions pages also allow students to join virtual office hours to get more information.

Figure 4.1 Enrollment 2016-2020

HEADCOUNT ¹	ALL STUDENTS				
	F 2017	F 2018	F 2019	F 2020	F 2021
TOTAL²	14,834	15,394	15,880	15,766	15,210
Undergraduate Level	12,916	13,319	13,746	13,662	13,146
Credential-seeking ³	12,426	12,852	13,290	13,324	12,834
First-time Freshmen	1,844	1,866	2,056	1,692	1,770
Full-time	1,831	1,852	2,023	1,676	1,750
Part-time	13	14	33	16	20
New Transfer Students ⁴	1,892	1,971	1,993	1,982	1,721
Full-time	1,601	1,727	1,769	1,709	1,433
Part-time	291	244	224	273	288
Continuing Students	8,690	9,015	9,241	9,650	9,343
Full-time	6,840	7,157	7,401	7,885	7,267
Part-time	1,850	1,858	1,840	1,765	2,076
Non-degree	490	467	456	338	312
Continuing Students	490	467	456	338	312
Full-time	4	4	7		2
Part-time	486	463	449	338	310
Graduate Level	1,918	2,075	2,134	2,104	2,064
Master's	1,724	1,835	1,921	1,905	1,853
New Graduate Students	586	589	588	617	573
Full-time	210	203	230	255	292
Part-time	376	386	358	362	281
Continuing Students	1,138	1,246	1,333	1,288	1,280
Full-time	192	179	199	215	257
Part-time	946	1,067	1,134	1,073	1,023
Advanced Certificates	49	95	60	108	172
New Graduate Students	14	36	31	61	62
Full-time	1	2	1	3	7
Part-time	13	34	30	58	55
Continuing Students	35	59	29	47	110
Full-time		4		1	16
Part-time	35	55	29	46	94
Non-degree	145	145	153	91	39
Continuing Students	145	145	153	91	39
Full-time					
Part-time	145	145	153	91	39

The admissions office uses a coordinated suite of communications via email, mail and text messaging to stay in touch with prospective students through the admissions process, with particular focus on admits and deposits. They supplement communications with regular on-campus events such as the fall Open House or spring admitted student days. During the pandemic the office successfully transitioned to a virtual Open House using the platform Visit Days, which yielded 1,610 participants in Fall 2020 (S4.C1.03 Virtual Open House). Our early action program, together with the targeted, multi-channel communications, have greatly contributed to the continued increases in enrollment of undergraduate and graduate students in the

past four years, with only a slight decline in 2020, presumably due to COVID-19 uncertainties .

S4.C1a Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment and refunds

In recent years, John Jay has been lauded by multiple publications for its affordability and quality education. Seventy-two percent of John Jay students surveyed reported being satisfied or very satisfied with the “value of your education for the price you are paying,” compared to 64% across CUNY (S4.C1.04 Student Experience Survey 2018). This is further corroborated by a fall 2021 survey that offered the additional category of “somewhat satisfied”: 83% of student respondents reported being somewhat satisfied, satisfied or very satisfied with value for price (S4.C1.05 Student Campus Climate Survey Report 2021).

Comprehensive information regarding cost of attendance and financial aid is available through several sources. Published annually, the undergraduate and graduate college bulletins provide a full explanation of tuition, fees, and financial aid options (URL #1 Undergraduate and Graduate Bulletins 2022-23). The College website provides detailed information in multiple locations

including the “Tuition & Financial Aid” and “Student Consumer Information” pages. The Financial Aid Office is dedicated to providing student-centered service, especially for those who might otherwise not be able to fund their studies and attain their educational goals. The office is responsible for administering the vast majority of financial assistance offered, including all federal and state grant programs, federal direct, PLUS, and private loans, federal work study, the GI Bill and other military benefits, and various city, state, and institutional scholarships. Through the collective efforts of the financial aid team, more than \$122 million in support was awarded during the 2021 aid year, assisting nearly every enrolled student (S4.C1.06 Financial Aid Executive Summary AY 2021).

Outreach regarding the financial aid process begins even before a student enrolls at the College, through information sessions and open house programs in English and Spanish offered in partnership with the Office of Admissions. The College website and publications provide concise information regarding the types of aid available and how to apply. Financial aid advisors offer support to students through individual and group appointments on a host of topics including FAFSA completion, Satisfactory Academic Progress (SAP), federal work study, and scholarships. Beginning in Fall 2018, the Financial Aid Office launched several new web-based solutions to streamline how students apply for federal work study and college scholarships, and submit general financial aid documentation. This proved invaluable as the College pivoted to remote operations when the pandemic struck.

In 2017, the Financial Aid Office successfully implemented the New York State-Excelsior Scholarship program, offering training for vital staff in student services and academic advisement, and information sessions for students. John Jay was among the first in CUNY to dedicate a full-time staff member to administer the program, and nearly 670 students received aid totaling almost \$2.6 million in Aid Year 2021. The office also worked closely with the College’s Immigrant Student Success Center as New York introduced the Senator Jose Peralta DREAM Act.

The Financial Aid Office is also deeply involved with other initiatives. In partnership with the Institute for Justice and Opportunity (formerly the Prisoner Re-entry Institute), Pell grants are awarded through the College to currently incarcerated students at the Otisville Correctional Facility through the Second Chance Pell Program, a Federal Student Aid Experimental program. The College offers various institutional scholarships to support our newly admitted and continuing students. Opportunities are available for undergraduate and graduate students and are generally based on strong academic work and a commitment to public service. The College also offers scholarships to support students interested in experiential learning such as studying abroad, conducting research, and presenting at professional conferences. Most scholarships are open to all John Jay students, regardless of residency/immigration status.

In fiscal year 2021, more than \$5.4 million was raised by the Office of Institutional Advancement and John Jay College Foundation to support scholarships, fellowships, internships, emergency funding, and other student success initiatives. This represents a 15% increase over the nearly \$4.7 million raised in fiscal year 2020 and 36% over the \$3.5 million raised in fiscal year 2019. In terms of emergency funding, grants of up to \$1,500 can be requested through a web-based application and used to alleviate urgent personal expenses such as rent, utilities, or medical costs. As part of the College’s Wellness Resource Services, a partnership with the Legal Aid Society allows for pro bono legal assistance for housing, immigration, family law, public benefits, and consumer issues, and a partnership with the Financial Counseling Division of the New York Legal Assistance Group provides financial literacy training and counseling sessions; public benefits screening including SNAP, HEAP, subsidized childcare and unemployment insurance; and free tax preparation services.

The College links to information and applications for aid on its Wellness & Resources web page and through flyers emailed to the campus community (S4.C1.07 Wellness and Resources Website; S4.C1.08 Tuition and Book Assistance Flyer; S4.C1.09 Emergency Assistance Flyer). During the first six months of 2021, 110 students were referred to the on-campus Food Pantry, 233 households were provided with emergency funding, and 22 students were referred for housing services. An additional 112 students were able to access multiple resources.

Although graduate students utilize the same aid resources as undergraduates, Graduate Studies was recently awarded \$191,000 by the Student Activities Association to build a number of targeted initiatives for graduate students, including career wellness, financial support and academic engagement, starting in Spring 2022.

S4.C1b A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals

CUNY phased out remedial education of students in baccalaureate-degree granting institutions in 1999. For enrolled students who need support for study, John Jay offers three distinct learning centers: the Alan Siegel Writing Center (WC), the Modern Language Center (MLC), and the Math & Science Resource Center (MSRC). These learning centers report to the Office of Undergraduate Studies and offer individualized tutoring, small workshops targeted for areas of the curriculum, and interactive online resources. They regularly assess their effectiveness and devise strategic goals through comprehensive annual reports (S4.C1.10 Writing Center Assessment Report 2020-21; S4.C1.11 Modern Language Center Annual Report 2020-21).

Requests for individual online and in-person tutoring sessions are made through the TutorTrac system; in addition, each learning center conducts class visits at faculty request and schedules regular thematic group workshops during the academic year. The activities of each learning center are advertised on the College's website, digital displays of current events located throughout the College, via email blasts sent out to students, and announcements publicized on TutorTrac platform to targeted groups of students, as well as direct emails to academic departments and faculty teaching specific classes. The centers would benefit from more robust budgets to be able to hire and train more tutors and are seeking co-curricular partnerships with academic departments where tutors could be assigned to or embedded with targeted courses.

Beyond the centers, the Law & Police Science Computer Lab, the Graduate Teaching Computer Lab and StatLab offer consultations in advanced statistics. The Department of Economics has its own tutors. The Urban Male Initiative (UMI) program offers tutoring and mentoring services and engages a tutor from the Writing Center for 10 hours a week specifically for its affiliates.

For graduate students, writing coaches for a handful of core MPA classes have been deployed to assist with specific writing assignments in recent years. This program has recently been expanded to a specific core course in the Emergency Management graduate program and includes all writing assignments. Initial outcome success has led to a proposal to embed a writing coach within specific core courses in all graduate programs.

S4.C1c Orientation, Advisement and Counseling

Orienting students when they enter John Jay, advising them in academic matters throughout their time here, and counseling them in time of need are all support services that buttress and facilitate the academic experience, reflecting the College's three-pronged definition of success. The College has added staffing and resources, particularly in advisement, in recognition of this interrelationship, and students report general satisfaction with these efforts while also remaining and graduating at higher rates. Here too, the COVID-19 pandemic prompted a pivot to online and a greater demand for services, and the College is continuously working to meet students' evolving needs.

Orientation

We recognize the importance of orientation and transition support, especially at a commuter campus, and we offer a variety of services to meet the diverse needs of our student body. Several John Jay offices work collaboratively to host events over the summer to welcome new students: the Academic Advisement Center (AAC) assists with course selection and registration; Student Transition Programs (STP) hosts orientation sessions that support new students' transition to college life; and Student Academic Success Programs (SASP) offers Early Start summer classes, a Summer Bridge program and a First Year and Transfer Seminar program. Beginning in August 2020, freshmen (N=1,364) were required to participate in a virtual Summer Bridge program linked to their fall First Year Seminar, where they connected with peers, explored issues of justice and previewed academic policies, resources and expectations in a gamified online course. A similar Summer Bridge program was piloted for about 300 new transfer students in 2021, and plans are under way to scale this to support all incoming junior transfers.

Although orientation is not mandatory, it is highly encouraged for all incoming students and their families. STP runs orientation programming from mid-July to late August to allow all students to participate. Prior to the pandemic, STP hosted orientations for freshmen, transfer, graduate, and international students through in-person sessions. Sessions switched to remote during the pandemic, and the remote option will continue in order to allow for greater participation (S4.C1.12 New Student Orientation Attendance 2017-22). In addition, STP added an online portal that allows incoming students to learn more about the College, support services, policies and procedures, and ways to engage with the community (S4.C1.13 Orientation Portal Sitemap). Key components of orientation include panel presentations, campus tours, peer to peer engagement, and support services workshops. Assessment metrics are analyzed each year and orientation is adapted to meet the needs of the student population (S4.C1.14 Orientation Student Learning Outcomes Assessment).

As of 2021, incoming graduate students are given their own comprehensive welcome package with a "New Student Checklist," a directory and other important information (S4.C1.15 Graduate Studies Welcome Package). All incoming international students, those studying in the U.S. on an F-1 or J-1 visa, are required to participate in an additional orientation program organized by International Student & Scholar Services. That orientation also moved to Zoom during the pandemic, with about 75 attending in Fall 2021 and about 40 in Spring 2022.

Advisement

Academic advisement is an essential College service that fosters retention, graduation and post-graduation success. Recognizing this, John Jay has invested in centralizing and growing advisement for undergraduates through its Academic Advisement Center (AAC). In 2008, the

center had three professional advising staff, but now employs 26 professional staff members working in three distinct areas: Academic Advisement Center (AAC), Completion for Upper-division Students Program (CUSP), and Linking Experience, Academics, and Practice (LEAP). Advisement also occurs in smaller units at the College. The following programs see specific cohorts of students: ACE, SEEK, Apple Corps, CEEDS, Honors, and PRISM.

General advisors work in the AAC and assist all new freshmen, transfers, and non-CUNY Justice Academy students. There is mandatory advisement for freshmen. Students make appointments through EAB Navigate, and the EAB platform allows advisors to manage their cohort of students each semester. After students reach 30 credits, the bulk of advisement takes place in their major/department by the faculty, including required sophomore advising. A major advising resource page on the website provides a clear pathway for students to chart out the courses needed to complete their degree. In 2016, two full-time professional advisors were hired to work with faculty in Criminal Justice (CJBS), our largest undergraduate major, helping the department address student advisement needs in a more coordinated way. There are part-time advisors in Political Science, Law & Society, Psychology, and International Criminal Justice. International students work with a dedicated advisor, and student athletes receive advisement through the Athletics Department's Student-Athlete Retention & Graduation Effort.

Academic advisement in graduate programs varies. While all program directors provide some advising, some programs have full-time advisors while others have part-time advisors and/or peer advisors.

An undergraduate advisement council meets monthly to share best practices across all areas responsible for academic advising and keep abreast of curricular and academic/college policy changes. Membership includes staff from all advising areas and key EMSA offices. Overall, John Jay students report satisfaction with the advising they receive and the helpfulness of providers. In the last CUNY Student Experience Survey, 79% of students surveyed strongly agreed or agreed they were satisfied with non-faculty academic advisement services, compared with 73% across CUNY. Eighty-five percent said they were satisfied or very satisfied with "how knowledgeable and helpful" advisors were, compared with 78% CUNY-wide. However only 51% strongly agreed or agreed there are adequate advisement resources available to help them. As for faculty advisement, 82% strongly agreed or agreed they were satisfied with services, while only 50% strongly agreed or agreed there were adequate resources in faculty advisement (S4.C1.04 Student Experience Survey 2018; S4.C1.16 NSSE Engagement Indicators 2021).

Counseling

The Counseling Services Center (CSC), a vital resource at any time, became even more important when the pandemic forced students home and away from campus. The center was previously a separate entity, but became part of the College's Wellness Center in Fall 2015 to make it more accessible to undergraduate and graduate students and thereby combat the stigma of seeking mental health services. The counseling center provides psychological assessment as well as individual, group, outreach, crisis, training, and referral services staffed by experienced mental health practitioners. The period from September 2016 through August 2019 saw a 64% increase in students seeking individual counseling (4,324 appointments increased to 7,130 appointments); a 26% increase in intakes (from 502 to 634); and a significant increase of 230% in crisis cases (from 142 to 470). The demand for mental health services intensified during the most intense period of the pandemic spring 2020 – spring 2021, but calculating reliable data was challenging. Several staff members did not have remote access to the software program used to schedule appointments, track counselor-student interactions, and safeguard confidential student

information. Nonetheless, clinical staff were granted access to their workplace desktops at home, enabling a smooth transition to providing comprehensive counseling services to students while working remotely.

In an attempt to meet the high demand for mental health services, the center has adapted a short-term model of therapy to reach a larger number of students, including doing more consultations with students and setting up time-limited individual therapy sessions. Like many service providers in New York City, we continue to struggle to meet the high demand and consequently have a waitlist. Two psychiatrists were hired in Fall 2021 using Student Activities fee money to provide students with psychiatric evaluations and medication management as needed. With federal funding from CUNY, two counselor positions were filled from Spring 2022 through Spring 2023.

S4.C1d Processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement

The College has made a significant commitment to and investment in academic support services, particularly in the form of cohort programs, helping lead to increased retention and graduation rates. This effort, perhaps more than any other at the College in recent years, reflects the belief that if students are supported both inside and outside the classroom, they have a better chance of completing their degrees and finding post-graduate placement. This section details the programs and centers designed to support students' academic journeys.

Academic support programs and cohorts provide educational, financial, social, and career development support to students, in keeping with our core value of promoting education access and opportunities for success for underserved communities (S4.C1.17 Mission and Values). The 2013 self-study reported that what had been the First Year Experience program was restructured into the Office of Student Academic Success Programs (SASP) and in spring 2013 was tasked with planning and innovating programs to support academic milestones, co-curricular planning, student engagement, and academic success.

Students in these programs are targeted for early intervention through progress reports from faculty that indicate concerns, warranting follow up from cohort program advisors and staff. Peer Success Coaches support students across seminar and special cohort programs, connecting them to campus resources, offering success tips, and helping plan for academic and career goals. Information including program requirements and staff contact details is available through the College website, and the EAB Navigate system provides automated scheduling of appointments with advisors. With the move to remote operations during the pandemic, support shifted to email and Zoom conferencing.

Figure 4.2 First-Year Cohorts and Retention

One- and Two-Year Outcomes						
Fall 2019 First Years	N	One-Year		Two-Year		
		On-Track	Retained	On-Track		Retained
				End of Spring	End of Summer	
All Students	2099	68%	83%	47%	49%	70%
SEEK	228	63%	85%	42%	43%	71%
All Students, excl SEEK	1871	68%	83%	47%	50%	69%
ACE	300	76%	88%	55%	63%	77%
Honors	43	95%	93%	93%	93%	88%
First Year Seminar Cohorts	1528	66%	82%	44%	47%	67%
Adelante	106	64%	83%	43%	44%	75%
Apple Corps	79	96%	95%	90%	91%	90%
Early Start	57	75%	89%	54%	54%	65%
ISP	100	66%	83%	48%	51%	66%
LEAP	957	63%	80%	41%	44%	66%
LEAP in a Fall FYS	916	64%	81%	42%	44%	66%
LEAP not in a Fall FYS	41	51%	71%	34%	37%	56%
STEM	229	66%	81%	38%	41%	64%

The fall 2019 semester was the first in which 100% of freshmen were covered by academic, cohort-based services, while many (900) transfer students enrolled in semester-long seminars with peer coaching and co-curricular support. Our strategic plan calls for further progress to be made on this benchmark by 2025, by continuing 100% academic cohort-based services for freshmen and expanding support to reach 3,000 transfer students with academic advising, peer coaching, emergency funds, and co-curricular programming. The plan also prioritizes support for graduate students through workshops and tutoring (S4.C1.01 Strategic Plan 2020-2025).

Support programs

- **LEAP** (Linking Experience, Academics, and Practice) supports students in their upper freshman semester and sophomore year, providing academic advisement, workshops, and experiential learning opportunities through on-campus positions and external internships. This program has been essential in extending cohort support to all freshmen given the limited resources available to expand the smaller cohort programs.
- **¡Adelante!** is a two-year leadership program developed by SASP and the Department of Latin American and Latinx Studies (LLS), including advisement and mentoring from faculty, staff and student peer coaches. This program is important given the College's designation as an HSI, and also supports student success throughout the College with the First Year Seminar course (LLS 100) and several Transfer Seminar courses.
- The **Interdisciplinary Studies Program (ISP)** is a learning community open to all John Jay students, with support for incoming students through student ambassadors.
- All entering STEM majors receive cohort support through peer success coaches and the STEM Momentum Coordinator in the first two years. Cohort support includes STEM First Year seminars, Areas of Interest exploration events, registration support and access to Early Start and summer acceleration courses. Students in the STEM cohort are also connected to the various research and scholarship opportunities in PRISM (Program for

Research Initiatives in Science and Math). The **PRISM STEM** mentoring program has made the College a model for diversifying the sciences. In 2019, the College surpassed 50 students moving on to STEM Ph.Ds and 100 students moving on to post-baccalaureate programs since the program's founding in 2006, and over half of these students are from populations underrepresented in the sciences. In the entire 1990s, only five undergraduate students went on to STEM graduate programs, and only one was a person of color.

Enhanced Cohorts

- Financed by city and private funds and supporting a 1:125 advisor to student ratio, the **ACE (Accelerate, Complete, and Engage)** program provides financial, social and academic support to freshmen as well as incoming transfers from CUNY community colleges through the CUNY Justice Academy. Incoming ACE students reside in ZIP codes identified in the NYC Task Force on Racial Inclusion and Equity Neighborhoods list. They are required to attend regular seminars, meetings with ACE advisors and study sessions, as well as carry a full-time course load and participate in an internship. The four-year graduation rate for students in the fall 2015 cohort of 262 students was 58.4% for ACE students versus 42.1% for the comparison group. ACE students were also retained at a higher rate, even throughout the pandemic semesters with primarily remote learning (S4.C1.18 ACE Academic Outcomes and Degree Completion).
- **APPLE Corps**, supported by the New York Police Department and the New York City Council, provides academic support, service and professional preparation, and financial assistance to students pursuing careers in public service and law enforcement.
- **CEEDS (Cadet Education, Empowerment and Development for Success)**, developed by the College and the New York City Department of Correction (NYCDOC), provides academic and financial support to juniors and seniors interested in criminal justice and law enforcement, as well as a potential career path to leadership positions in NYC Department of Correction.
- **CUSP (Completion for Upper-division Student Program)** is a privately funded initiative to assist seniors experiencing academic or financial difficulties that are hindering them from completing their degree. In 2016, the College partnered with DataKind, the MasterCard Center for Inclusive Growth, and the Robin Hood Foundation to analyze 10 years' worth of student data and identify more than 100 risk factors, enabling calculation of a risk score for every student at the 90-credit mark. With support from the Price Family Foundation, in 2018 the College selectively deployed intrusive interventions tailored to students' risk levels, including "completion grants" in cases of financial need. Before implementing CUSP in fall 2018, 54% of seniors at the 90-credit mark were projected to graduate by the end of two years. Since implementation, that number has increased to 85%. This means that between 2018-20, 600 more students than projected earned their bachelor's degrees. The program was highlighted at the 2020 World Economic Forum at Davos and has been featured in the Hechinger Report, *Diverse Issues in Higher Education*, and the 2019 Complete College America Summit. In early 2022, the College secured additional program funding of \$1 million from the Gray Foundation and \$1.4 million from the Price Foundation (S4.C1.19 CUSP News Release). The newer funding includes a career component, and the College is collaborating with DataKind to create a similar tool for transfer students.
- The **Honors** program provides scholarship funding, a specialized honors curriculum focusing on the "Common Good," academic advisement, faculty mentoring and opportunities for research. The Honors program accepts freshmen, sophomores and juniors, with scholarships available to freshmen.

- Students in the **Macaulay Honors** program receive a full four-year tuition scholarship as well as an Opportunity Fund to support Study Abroad, internships and other academic experiences. Macaulay students join with student scholars across CUNY in culturally relevant seminars.
- **SEEK** (Search for Education, Elevation and Knowledge) is a longstanding New York State program to support academically and financially disadvantaged students who demonstrate promise. The College's implementation of SEEK includes dedicated counseling and tutoring support, as well as courses EDU 100 and EDU 300, which provide an Education and Justice curriculum. John Jay's 2013 Self-Study noted that the six-year graduation rate for the SEEK freshman cohort that started in 2005 was 46.2%. That rate has improved with the SEEK freshman cohort starting in 2013, achieving a six-year graduation rate of 50.7%, comparable to the regular freshman cohort starting in the same year. The four-year graduation rate for full-time freshmen in the SEEK program has also seen significant improvement, from 9.6% of the cohort starting in 2011 to 30.7% of the cohort starting in 2015 (S4.C1.20 Fact Book Fall 2019).

MSCHE's Standard 4 Criterion 1.d emphasizes post-completion placement, and John Jay does the same with the third element of its definition of student success: attainment of positions in post-graduate careers, professional schools, or graduate programs (S4.C1.21 A Vision for Undergraduate Student Success). The College works to help students toward this attainment primarily through its Center for Career & Professional Development, and its Center for Post-Graduate Opportunities. We find some area for improvement when it comes to investing in these resources, as detailed below.

The Center for Career & Professional Development offers career advising and job search assistance, resumé and cover letter review, graduate school planning, job and internship fairs, career-skills workshops and other services designed to help students think about and plan for their career path. The career center has piloted efforts to capitalize on an integrated approach with academic advisement, including joint communication to incoming freshmen that they attend an academic advising session and then a session with the career development team, leading an unprecedented 700 freshmen to participate in career sessions, and third-party training of academic and career advisors on how to work in tandem and make effective referrals. With the goal of not just reaching students but engaging them, the center is still refining how and when to get students thinking about internship and career planning.

The career center continues to work toward several strategic goals, including piloting online post-graduate employment prep programs, expanding opportunities for paid academic internships, expanding opportunities for experiential learning, especially among Black and Latinx students, and increasing participation in virtual career fairs. When the pandemic hit, the career center like other departments switched to a remote environment. The center had previously offered virtual appointments, but now ran all programs virtually, allowing for higher attendance. The Job & Internship Fair, offered each semester, switched to virtual and attracted 502 students in Fall 2020 and 525 in Spring 2021 (S4.C1.22 Career Center End of Year Report 2020-21).

The Center for Post-Graduate Opportunities (CPO) is committed to workforce diversity and providing further access to education for traditionally underrepresented groups. The CPO oversees The Pre-Law Institute (PLI), Graduate School Advisement, and the Office of Fellowship and Scholarship Opportunities. Through the support of the CPO and Pre-Law Institute, in recent years John Jay students have been admitted to over 80 graduate programs and 75 law schools, including several of the top 20 schools in the country, with more than \$18 million in merit-based

scholarships. The PLI provides a host of services and programs focused on developing the skills required for the rigors of the law school application process and legal studies. Students work with scholars, legal professionals, and faculty advisors to receive individualized advisement, networking opportunities, test preparation, and guidance on essays and personal statements. In 2019 alone, the PLI served nearly 1,300 students. Given these efforts, John Jay is now recognized as a top 10 institution for producing Black and Latinx applicants to law school (S4.C1.21 A Vision for Undergraduate Student Success).

The CPO also provides advisement to students and alumni interested in pursuing graduate degrees in a variety of fields and disciplines. Students are provided detailed guidance on the graduate school application process, the GRE test, and personal statements. In partnership with the Center for Career & Professional Development, CPO conducts the Graduate and Professional School Fair each year. Representatives from nearly 100 law and graduate schools provide information on their programs and opportunities.

Finally, the CPO oversees the College's efforts to advise and prepare John Jay students to compete for prestigious national scholarship and fellowship programs such as Rhodes, Marshall, and Fulbright. In 2021 and 2022, the Fulbright Program recognized John Jay as a Hispanic Serving Institution (HSI) Leader for successfully engaging Latinx students with the program (S4.C1.23 John Jay Named 2021 HSI Leader by Fulbright Program).

S4.C2 Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

John Jay is committed to creating an environment that facilitates success for transfer students and has increased four-year graduation rates of transfer students to 68%, the highest among CUNY schools and the highest in New York State. The support of transfer students starts with the process of credit evaluation. The College adopts and adheres to CUNY Board of Trustees resolutions that make credit evaluations more seamless and predictable for students. For example, the 2013 Pathways Resolution makes it easier for students to transfer from one CUNY college to another by accepting Common Core or College Option requirements across colleges. John Jay also follows the 2020 Prior Learning Resolution to award credit for students' prior/professional experiences and the guidelines to accept transfer of P/NC grades awarded during the COVID-19 pandemic in CUNY schools. As detailed in Chapter 3, the CUNY Justice Academy (CJA) helps seamlessly guide more than 1,200 community college students per year toward baccalaureate degrees at John Jay, plus the College has 21 additional non-CJA articulation agreements with CUNY schools and over 30 agreements with institutions outside of the University.

The process of credit evaluations and resources available to transfer students are consolidated on the College's undergraduate admissions website. Transfer students have their advanced standing credit evaluated prior to their first enrollment at the College and are blocked from registering until an initial evaluation is completed. The College accepts at equal value all transfer credits in college-level academic courses with a passing grade (D- or better) from within CUNY, or C or better from an accredited college outside of CUNY. Transferred credits count at John Jay toward the 120 credits required for a bachelor's degree and are evaluated to determine if they meet program (major/minor) requirements or general education requirements. Transfer students must complete at least 30 credits at John Jay to receive a degree ("residency requirement"),

including at least 50% of the credits in the student's major program of study, and 50% of credits in any minor a student wishes to pursue. The process and the requirements for transferring general education as well as major/minor and elective credits is regularly updated on the admissions website and in the College bulletin, available online (URL #1 Undergraduate and Graduate Bulletins 2022-23).

John Jay recognizes that college-level learning takes place in many different settings, and thus awards credit for prior learning experiences. A maximum of 45 credits may be granted for verifiable college-level learning from external, non-college sources, such as law enforcement or fire academies, military, or standardized tests, such as Advanced Placement Tests (AP), International Baccalaureate Exams (IB) and College-Level Examination Program (CLEP). John Jay generally recognizes credit recommendations from the American Council on Education and the National College Credit Recommendation Service. All students are also eligible to receive prior learning credit through the Prior Learning Seminar (UGR 250), where they develop portfolios documenting knowledge acquired through work experience, military service, training programs, volunteer service, cultural and artistic pursuits, or community involvement. The portfolios are evaluated by faculty or subject-matter experts who make recommendations about awarding credit.

Students who are graduates of the New York City Police Academy, the New York City Fire Academy, and the New York City Department of Corrections Academy are accepted as direct transfers. In addition to transfer credits subject to the policies described above, these students and members of the military also receive transfer credit based on their training as evaluated by the College. These course credits vary by training academy and are published in the College bulletin (URL #1 Undergraduate and Graduate Bulletins 2022-23). External credit for other police, fire and corrections training academies are evaluated by academic departments as needed. These credits may not exceed the College's limit of 45 external credits.

S4.C3 Policies and procedures for safe and secure maintenance and appropriate release of student information and records

In compliance with University, state, and federal policies (primarily the Family Education Rights and Privacy Act, known as FERPA), John Jay diligently protects access to any information related to a student's educational record. Information on FERPA is available on the College website and also is published in the bulletins (URL #1 Undergraduate and Graduate Bulletins 2022-23). The policy is overseen by the Registrar's Office. The College's Department of Information Technology and Office of Public Safety also work to ensure that all required measures are taken to secure student data from third-party entities. A student can waive the protections afforded by FERPA by completing a form.

S4.C4 If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

A variety of engagement opportunities exist for students through several departments including Athletics, Recreation and Intramurals, Community Outreach and Service Learning (COSL), and the Center for Student Involvement and Leadership (CSIL). In addition, several student resource centers offer safe spaces where students can find supportive staff and tangible services.

The 2018 CUNY Student Experience Survey indicated that 63% of John Jay students were very satisfied or satisfied with their overall social experience compared to 55% of all CUNY students (S4.C4.01 Student Experience Survey 2018).

Resource Centers

With the understanding that students need holistic support to succeed in an academic environment, particularly given the complex cultural, historical, economic, and political forces that shape their lives, the College provides a number of resource centers, many of which report to the Office of the Dean of Students. Information about these resource centers is made available to students on the Student Life page on the John Jay website. In the last 10 years specifically, the College has opened two new student-support centers and made changes to others under the guiding principle of diversity, equity and inclusion.

As a Hispanic Serving Institution John Jay is committed to supporting and protecting students regardless of immigration status. As part of that commitment, the College opened CUNY's first **Immigrant Student Success Center** in 2018. Supported by private funding, the Center assists approximately 300 to 450 students a year with confidential mental health and emotional support services, and legal and financial support. Emergency grants help support expenses related to risks of homelessness or food insecurity, temporary loss of income, costs associated with detainment of students or family, and fees for required immigration status applications such as DACA renewal. The center reaches out to students who might be DACA and non-DACA immigrants through social media, word of mouth, announcements by faculty, student fairs and through a website that offers guidance for post-graduate careers as well.

The **LGBTQ+ Resource Center** opened in Spring 2021 in part due to the advocacy of students. The center organizes activities, panels, speakers, and trainings that support and celebrate LGBTQ+ students in partnership with student leaders, campus partners, and community organizations. Information on the various resources and policies is available via their website. In its first year, the center hosted six virtual events for a total of 150 participants.

The College also considers itself a premier veteran-serving institution, with more than 550 veteran students in 2021-2022, 25-28% of them women. The **Veteran's Center** is part of the College's Office of Military and Veteran Services and supports military veterans, active-duty service members, reservists, guardsmen, officer candidates, and their family members with relevant veteran-focused programs and assistance. The center provides space for studying and individual peer-tutoring, a clinical social worker intern and two professional academic advisors.

The **Urban Male Initiative (UMI)** a CUNY Black Male Initiative funded project, is an advocacy program that provides academic and social support to students who identify as men of color. UMI aims to support students academically, build professional networks, and connect with other students to enrich the overall college experience.

The **Women's Center for Gender Justice** seeks to advance knowledge of gender equity and women's issues through educational programming, counseling, and activism. They host many outreach events/programs throughout the year such as confidential birth control clinics, a Sexual Health Fair, and weekly yoga classes. They also offer crisis intervention and counseling services and often work with the Counseling Services Center. From September 2020 through September 2021, approximately 300 students accessed Women's Center counseling services.

The **Center for Student Involvement and Leadership (CSIL)** offers a wide array of cultural, educational, leadership and social activities to students, faculty and staff, including events, lectures, cultural presentations, leadership programs, and social activities. These programs aim to enrich the experiences of students, encourage them to develop leadership abilities, express their talents, and build connections with peers that come from diverse backgrounds and interests. The center annually assesses its effectiveness across multiple channels, including Diversity and Inclusion Month programming, Jay Fit fitness programming, leadership training, and mentoring, assessing student learning outcomes via-à-vis targeted goals (S4.C4.02 CSIL Student Learning Outcomes Assessment).

Community Outreach and Service Learning (COSL) works to connect students to their neighboring communities to cultivate an awareness of community needs. Despite lack of funding in fiscal year 2022, COSL continues to help students become civically engaged through individual volunteerism, organizational involvement, events that provide out-of-classroom experiences, and opportunities to build their social capital. COSL recently received a \$315,000 grant from the Student Activities Association to help get it back on track and continue its service-learning projects.

The **Student Council** is the representative and appropriating body of the Student Government. The Council is composed of 30 members elected annually by the student body, including the president, vice president, secretary and treasurer, along with four representatives from each class, two graduate representatives, two international representatives, two transfer representatives, two undergraduate University Student Senate (USS) delegates, one graduate USS delegate and the College Council at-large representative. It meets bi-weekly during the academic year, and meetings are open to anyone.

John Jay offers athletic programs through the Department of **Athletics, Recreation and Intramurals**, including 15 intercollegiate teams. The College is a Division III member of the National Collegiate Athletic Association (NCAA), and its teams compete in the City University of New York Athletic Conference (CUNYAC) and the Mid Atlantic Rifle Conference. The department liaises with Academic Affairs to assist with progress reports, the registrar's office for priority registration, and the career center for internship/job/post-grad success efforts. In addition to our athletic teams, the intramurals and recreation program provides a variety of structured events that all students can join regardless of athletic ability, with the mission of providing equal opportunity for participation, competition, and leadership in recreational activities. In spring 2021, Athletics & Recreation joined Eastern College Athletic Conference (ECAC) Esports and offers ten titles in an eight-week regular season of video gaming competition and team experiences. The initiative began prior to the pandemic, but going virtual made esports one of the few activities where students could still compete, connect and engage.

A unique aspect of the John Jay experience is a Community Hour every weekday from 1:40 to 2:55 p.m., providing dedicated time for students to engage with their campus by socializing, attending events, meeting with faculty and staff, and participating in governance committees and clubs in Club Row. At a commuter school, engagement in one of our 35 academic, creative/performing arts, cultural, philanthropic, political or religious clubs is important for fostering students' feelings of acceptance and belonging. Having these physical and temporal spaces helps students explore different interests while expanding their networks of people and skill sets.

S4.C6 Periodic assessment of the effectiveness of the programs supporting the student experience.

Assessment of the effectiveness of the programs supporting the student experience is routine and multi-layered. Within Undergraduate Studies, student retention numbers for each of the cohort and student support programs are collected every semester to gauge whether adjustments to programming are needed, and end of year program results are published and discussed (S4.C6.01 Momentum Report 2020 First Year Programs). Within Student Affairs, assessment of AES units was collected annually by the Dean of Students, with some gaps in unit by unit collection (S4.C6.02 Administrative, Educational, and Student Support Services Unit Assessment Reports). Until 2022, AES assessment was reviewed by the College Wide Assessment Committee, with several members of that committee coming from AES units. Starting in 2022, however, John Jay is reorganizing its assessment committees to ensure a unified approach that feeds into decision-making, strategic planning and budgeting. AES assessment is now organized as its own assessment committee, with results reporting to the Strategic Planning Subcommittee. This change is discussed in Chapter 5.

In addition to unit- and program-level assessment of the programs supporting the student experience, the University administers the Student Experience Survey biannually. As cited in the sections above, students rate their experiences with student support programs at John Jay highly, but 25% “strongly disagree” that there are sufficient advisement resources available to them (S4.C6.03 Student Experience Survey 2018).

4.10 Conclusions

Strengths

- The College provides a comprehensive support network in recognition that students require assistance both in and out of the classroom to succeed.
- The College has raised retention and graduation rates thanks in large part to a focus on advisement, tailored interventions, and cohort-based academic support services, which now cover all first-year students.
- The College quickly pivoted to a remote learning and support community when the COVID-19 pandemic forced the closure of campus. Services continue to be in person and online to assist students wherever they are.

Opportunities for Improvement and Innovation

- Extend peer coaching and co-curricular support to 3,000 transfer students by 2025, in keeping with the College’s strategic plan.
 - Provide mandatory academic advising to all transfer students starting Fall 2022
 - Raise funding to support additional student success peer advisors for all transfer seminars
- Invest in the staffing needed to provide increased access to mental health services to students when they need them.
 - Funding raised to add two mental health counselors in 2022-2023
 - Develop additional telehealth and group models

STANDARD 5 — EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

S5 Introduction

Educational effectiveness assessment at John Jay is focused on the improvement of student outcomes consistent with the College's mission and strategic plan and in keeping with national expectations for baccalaureate and master's degree programs. This is facilitated by all academic programs, including general education, having learning outcomes, five-year assessment plans, and curriculum maps linked to our institutional learning goals. The College has a solid history of using assessment of student learning to promote student success and improve and innovate our curriculum and its delivery. In this chapter, we examine how our program and institutional goals support our mission and prepare students for careers and post-graduate education, and how, through our systematic assessment activities, we improve our educational effectiveness.

S5.C1 Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institutional mission

John Jay's institutional learning goals reflect our mission and are bolstered in the 2020-2025 Strategic Plan. These goals contribute to the College's mission as a leader in justice education, devoted to improving the lives of its students through study and the achievement of meaningful and rewarding careers. The College's goals focus on the education and support of our students, the advancement of knowledge in justice education, embodying the values of diversity, equity and inclusion, and improving the College's financial sustainability. The College's mission is embedded both in the general education curriculum and the program specific curricula which all focus on the goals of justice education, experiential learning and cultivating the skills that lead to life-long success for our students. The general education curriculum, and in particular the Justice Core, reflects the College's commitment to its mission of justice education, with six required credits focused on justice topics. In addition, all degree programs have clearly listed learning outcomes, all of which focus on knowledge and critical thinking, the clear foundation to the College's mission and goals. A careful analysis of degree program outcomes demonstrates a commitment throughout the College to the mission and goals delineated in the Strategic Plan (S5.C1.01 Strategic Plan 2020-2025; S5.C1.02 Mission and Values; S5.C1.03 Institutional Learning Goals).

In the figure below, we show the interrelationship between the College mission, Strategic Plan objectives, and student learning goals at the Undergraduate and Graduate levels.

Figure 5.1 Partial Alignment of John Jay Mission, Strategic Plan Objectives and Student Learning Outcomes

Mission Statement	Strategic Plan Objectives	Institutional Learning Outcomes
Explore justice in its many dimensions	Support Faculty efforts to innovate justice curricula and pedagogies	Justice Advocacy
Introduce students to foundational and newly emerging fields	Increase number of courses supporting environmental justice, data literacy and digital literacy	Technological & Information Literacy
Prepare students for advancement within their chosen profession and meaningful and rewarding careers	Prepare all students for lifelong success	All outcomes
Engage in original research and experiential learning	Expand curricular and extra-curricular opportunities for experiential learning, creative research, and technological and information literacy	Creative Research Production & Problem Solving; Integrated Experiential Learning
Ethical leadership, global citizenship and engaged service	Increase intentionally designed civic engagement activities to positively impact student learning and professional outcomes	Global Citizenship; Ethical Reasoning; Leadership & Collaboration in a Society of Difference
Foster an inclusive and diverse community	Create and sustain a culture of equity, diversity and inclusion	Leadership & Collaboration in a Society of Difference
Question our assumptions, consider multiple perspectives, and develop the humility that comes with global understanding	Align and scaffold high impact instructional practices to enhance students critical thinking, research based academic writing and quantitative reasoning skills. Embody and promote our values of equity, diversity and inclusion/develop a shared framework that informs a culturally affirming, inclusive pedagogy and curriculum design.	Critical Thinking
Be a fierce advocate for justice	Create and advance knowledge in justice education	Justice Advocacy

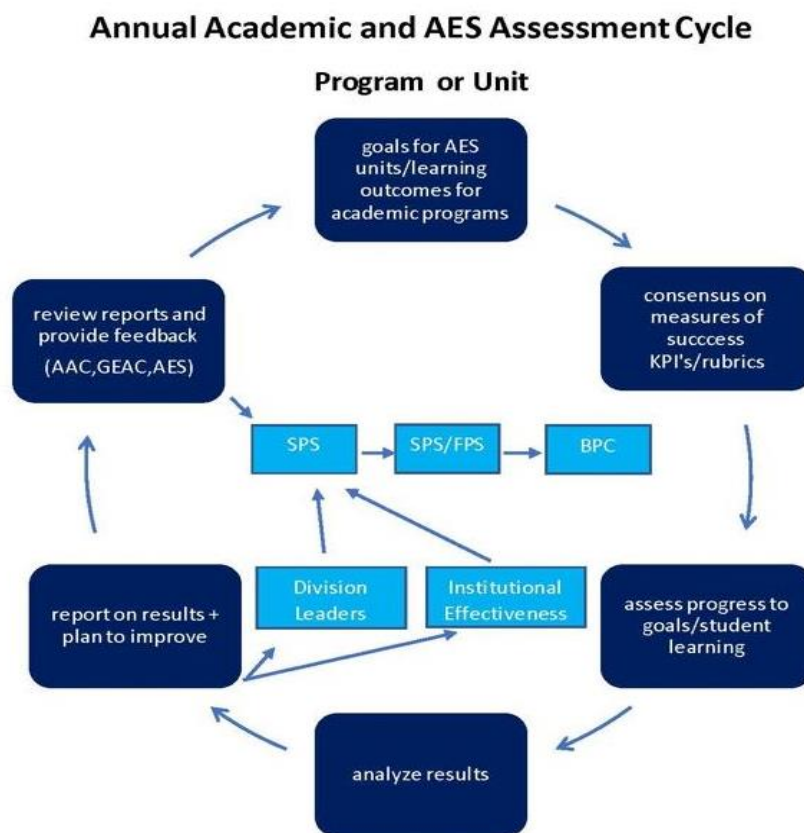
S5.C2 Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals

John Jay uses multiple levels of assessment and reporting to determine whether institutional and program outcomes for students are being achieved. All academic programs are required to conduct annual assessments of student learning outcomes resulting in submission of an Annual Assessment Report (S5.C2.01 Annual Assessment Report Example). This is a recursive process that measures student learning, enables departments to adapt their curricular and pedagogical practices to better support students, and produces consistent criteria by which to measure the effectiveness of those adjustments. Through the annual department chair evaluation process, the provost holds department chairs accountable for departmental awareness of and improvement to student learning outcomes in academic programs within their departments (S5.C2.02 Chair Self-Evaluation Template). The provost's evaluation letters address student learning outcomes assessment in the programs under the chair's supervision, noting where departmental leadership is appropriately assessing student learning and making improvements in problematic areas.

Since 2011, program-level assessment has been overseen and coordinated at John Jay by the College-wide Assessment Committee (CWAC), which was comprised of seven faculty members drawn from academic programs, three Higher Education Officers (HEOs) drawn from administrative, educational, and student support units, and two representatives from the Office of Institutional Effectiveness who participate in interdisciplinary discourse about assessment of student learning across the campus. However, review of assessment processes and procedures during our self-study process brought to the forefront the need to strengthen our assessment framework across campus to provide equal focus on assessment of AES units and general education along with assessment of student learning in academic programs. The Strategic Planning Subcommittee (SPS) of the Budget and Planning Committee (BPC) has determined to pilot this new structure in AY 2022-2023 and, after determining if any adjustments need to be made, will codify it at the College Council the following year.

Our new structure consists of three focused assessment committees. The Academic Assessment Committee (AAC) is comprised of eight faculty members drawn from academic programs the Dean of Academic Programs, and two student representatives. This committee, staffed by three representatives from the Office of Institutional Effectiveness, replaced CWAC in fall 2022. AAC is focused on program-level assessment of student learning in academic programs. Our General Education Assessment Committee (GEAC), which is comprised of eight faculty members and two students and staffed by the director of general education and three staff members from the Office of Institutional Effectiveness, is now a permanent committee rather than an annual ad hoc committee. Lastly, a separate Administrative, Educational, and Student Support Services Assessment Committee (AESAC) has been created to oversee AES assessment across the college. This committee is composed of eight representatives from AES units, the director of outcomes assessment, and a student. It is staffed by three members of the Office of Institutional Effectiveness. All three of these committees now report to the SPS, which makes recommendations to the Financial Planning Subcommittee and the Budget Planning Committee to better align our assessment, budgeting, and planning processes (S5.C2.03 Proposal to Restructure College-wide Assessment Committee). (see Figure 5.2).

Figure 5.2. Annual Academic and AES Assessment Cycle



Through the coordinated efforts of AAC and GEAC, all academic programs have designed assessment plans, which include program mission, program-level student learning outcomes, curriculum maps, and a five-year assessment schedule. All program learning outcomes are available online in the Graduate and Undergraduate College Bulletins and in online program descriptions. All academic programs submit an annual assessment report to the Director of Outcomes Assessment (S5.C2.01 Annual Assessment Report Example). During the fall semester of each year through 2021, CWAC reviewed each annual report and provided detailed feedback to each program using a review rubric that focused on how each program is meeting its goals through the assessment instruments applied by instructors in key courses. The primary consideration is whether the program is developing and using sufficient competent evidence of assessment of student learning in support of programmatic goals (S5.C2.04 CWAC Feedback Rubric Example).

Follow-through on action items for improvement is an area where the College is trying to improve. To place greater emphasis on this important step in the assessment process, as of 2022, annual assessment reporting must include progress on action items identified the previous year, and this progress is evaluated through the review rubric used by the Academic Assessment Committee.

Previously, general education assessment took place in two ways: (1) the Director of General Education worked with faculty to follow a five-year assessment plan that assesses the curriculum's success in the areas of Critical Thinking, Writing, Information Literacy, Quantitative

Reasoning, and Research Inquiry and Analysis/Problem Solving; and (2) academic departments regularly assessed general education learning outcomes through course-level assessments for courses residing within their curriculum (S5.C2.05 General Education Assessment Plan 2020-2025). As of fall 2022 formal, programmatic assessment of general education learning outcomes takes place in the General Education Assessment Committee (GEAC) described four paragraphs above. John Jay also engages in additional avenues to determine if students are achieving our general education goals. For example, our Student Academic Success Program measures student outcomes in first-year seminars and transfer-student seminars to ensure appropriate students are meeting key indicators of success.

John Jay's annual assessment of the student learning process culminates in the periodic academic program review process which all academic programs are required to undergo every five years (S5.C2.06 Academic Program Review Schedule). This comprehensive process results in program self-studies that cover program mission, curriculum, advising and course offerings, and the results of annual student learning outcomes assessment. Upon adoption of a program's self-study by the appropriate governance body, an external evaluation visit is scheduled resulting in a report with recommendations.

To ensure follow-through on the action plan developed after the program review, the Director of Outcomes Assessment reviews new or existing five-year assessment plans for alignment. Annual assessments lead up to five-year academic program reviews by external evaluators. Academic Program Reviews result in an action plan created by the Provost, Associate Provost for Institutional Effectiveness, Dean of Academic Programs, and the faculty program leaders. Progress on action plans are tracked by Institutional Effectiveness through annual department chair evaluations and assessment reports.

John Jay provides guidance for the development and use of appropriate and effective assessment tools in the Assessment Guide (S5.C2.07 Assessment Guide), through presentations at faculty governance and administrative bodies and with one-on-one support from the Director of Outcomes Assessment or designated assessment specialists throughout the college.

S5.C2a Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals

Program development and review processes result in meaningful curricular goals with defensible standards for evaluating student achievement of these goals in all programs. Program faculty define, review, and revise these goals ensuring high standards in the validity of assessments and the determination of whether students are achieving institutional and program goals. When creating new programs or courses, student learning outcomes are evaluated first by the originating department curriculum committee, and then, for undergraduate curriculum, by the subcommittees on new courses or programs of the Undergraduate Curriculum and Standards Committee (UCASC) or, for graduate-level programs or courses, the Committee on Graduate Studies (CGS). The Director of Outcomes Assessment is involved in these processes at the UCASC and CGS committees as well. UCASC has several guides on curricular goals to help faculty determine meaningful curricular goals (S5.C2.08 Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum; S5.C2.09 Guidelines for Course Levels; S5.C2.10 Guidelines for Capstone Courses).

Assessment reports require description and inclusion of the assessment methodology, including sample selection, assessment instruments, scoring process, and assessment design (S5.C2.11

Academic Assessment Report Template). Formerly the College Wide Assessment Committee, and now the Academic Assessment Committee and the General Education Assessment Committee provide feedback via a review rubric on whether those standards for evaluation are effective and valuable.

S5.C2b Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals

Our data about postgraduate study and employment for students with John Jay degrees is reassuring. The CUNY PMP provides data on (1) the percentage of baccalaureate-degree graduates continuing their education one year after graduation and (2) the percentage of baccalaureate degree graduates employed in New York State within one year of graduation (S5.C2.12 CUNY PMP Data Book 2021-22). For the past five years the percentage of graduates continuing their education one year after graduation has remained steady between 13-14%, and those employed in New York State within one year of graduation has averaged 80%. Accounting for a number of our students working in other states, we believe this shows the viability of our students for entry-level jobs and/or entrance into graduate, law or medical school.

John Jay tracks the number of students from each major pursuing further education one year after graduation and provides that to department chairs as part of their annual performance assessment (S5.C2.13 Sample Data for Chair Evaluation Reports). Our Office of Alumni Affairs uses LiveAlumni, which aggregates employment data from LinkedIn to see where and in what industries our alumni work. Of the approximately 27,000 alumni records (out of about 60,000 alumni) available in fall 2021, we can discern that our graduates are employed in 141 different industry sectors, with high concentrations in hospital & health care, higher education, government administration and law enforcement (S5.C2.14 Alumni Employment by Sector). The number of C-Suite level alumni (696), to say nothing of chiefs of police, judges, and now the mayor of New York City and its current as well as several former New York Police Commissioners, also indicates that a John Jay education prepares our students to succeed at the highest levels of their chosen professions.

In recent years, there has been abundant external assessment that a John Jay education prepares our graduates in a manner consistent with our mission through a number of social mobility studies and indexes showing that our graduates experience dramatic income climbs by completing our degrees. According to the highly respected 2017 Raj Chetty study, “The Role of Colleges in Intergenerational Mobility,” 36% of John Jay graduates with parents in the bottom 20% of income distribution reached the top 20% of income distribution in the U.S., ranking John Jay 6th in the nation for social mobility. Chetty’s findings indicate that John Jay propels an especially large fraction of its students from the bottom to the top of the income distribution. More recently, John Jay ranked 5th in the nation on the Brookings Institute Bottom-to-Top Mobility Ranking 2020, and in the top 20 on the 2021 Social Mobility Index (S5.C2.15 Social Mobility Studies and Rankings).

Further assessing the value of a John Jay education to our graduates, the non-profit Third Way developed a tool to help determine the economic value that institutions of higher education provide to their students. The Price to Earnings Premium (PEP), released in conjunction with the Gates Foundation funded study, Equitable Value: Promoting Mobility and Social Justice through Postsecondary Education, “looks at the net price the average student pays out-of-pocket to obtain

an academic credential relative to the additional amount they earn by attending that institution in the first place. If a student earns more than non-college goers, the additional annual income they obtain can be used to recoup their educational costs." According to the PEP, the average annual price of John Jay tuition (after state and federal aid is subtracted) is \$1986, and the total net price to earn a John Jay degree is \$7944. It takes just three months post-graduation to pay down the total cost of the degree, and the Earnings Premium beyond a High School Graduate is \$19,353 in the first year (S5.C2.16 Price to Earnings Premium)

S5.C2c Support and sustain assessment of student achievement and communicate the results of this to stakeholders

The Office of Outcomes Assessment works to support assessment efforts across campus by providing guidance, resources, and training for faculty and staff. Each fall the office shares the results of annual assessment reporting processes with various committees across campus including the Strategic Planning Subcommittee, the Undergraduate Curriculum and Standards Committee, the Graduate Studies Committee, and the College-Wide Assessment Committee, now the AAC, GEAC and AES. Additionally, John Jay regularly tracks and reports student achievement data including graduation outcomes by program which are provided to department chairs on a yearly basis and must be explained by them in their annual chair self-evaluation letters to the provost. The Office of Institutional Research encourages and supports academic departments to identify particular analytical inquiries that can support improvement in their courses and programs, and produces quantitative and qualitative assessments, such as the annual Fact Book, the results of the National Survey of Student Engagement (NSSE), and the Graduating Student Survey on their public-facing website as well as on the college intranet. The Associate Provost for Institutional Effectiveness provides assessment data and results from Institutional Research and Outcomes Assessment to the President's Senior Leadership Team on a continuous basis, alerting Vice Presidents to areas of concern. For example, general education assessment results demonstrating that students in the first-year were largely meeting expectations for critical thinking, but that those scores dropped off by the time students were seniors led to the 2020-2025 Strategic Plan objective to "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" (S5.C2.17 General Education Assessment Report Recommendations 2016-17).

S5.C3 Consideration and use of assessment results for the improvement of educational effectiveness

John Jay is steadfastly committed to student success and does so through using assessment results to improve educational effectiveness in terms of student learning, faculty pedagogy and curriculum, and, through our efforts, improving key indicators of student retention, graduation, and internship and career placement rates.

S5.C3a Assisting students in improving their learning

In keeping with our mission to equip students to pursue advanced study and meaningful, rewarding careers, assessment is regularly used to improve student learning. The following are examples of assessment processes that faculty have used to improve student learning.

Example of how assessment results are used to improve General Education

Required Core Math and Quantitative Reasoning, the Flexible Core, 300-level Justice Core (2016-2017)

Learning Outcomes	Quantitative reasoning (QR) skills
Assessment Vehicle	Final exam questions mapped to learning outcomes with scoring rubric
Findings	Students typically encounter QR skills in the general education curriculum in one course, and after this introduction, these skills are rarely reinforced.
Action Plans	Faculty from Social Science, Math and Science majors aligned QR skills required from their majors mapping them to general education, math, and major curriculum. This resulted in the creation of a matrix recommending levels of QR skills to be developed across gen ed curriculum courses. This work was presented in a Faculty Development Day session.

Examples of how assessment results have been used to improve academic programs

Computer Science and Information Security, B.S. (Fall 2020)

Learning Outcome	Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science and Information Security
Course Assessed	CSCI 411 Computer Security
Assessment Vehicle	Final exam problem solving questions with scoring rubric
Findings	17% of students did not meet expectations.
Action Plans	Put in place a new set of prerequisites for 400 level courses ensuring that students take Cryptography (CSCI 360) and Networking (CSCI 379) before taking Computer Security (CSCI 411) and Network Security (CSCI 412) as well as the CSCI 400 level capstone courses.
Re-assessment/Results	Assessed results of CSCI 379 and found strong results, only 13.9% did not meet expectations; next year they will reassess CSCI 411

Forensic Science, M.S. (Fall 2016-Fall 2021)

Learning Outcomes	1) Communication: Scientific writing and 2) Practical Skills: Laboratory work
Course Assessed	FOS 732 Advanced Molecular Biology I
Assessment Vehicle	First and last lab reports for six sequence lab experience
Findings	30% of students did not meet expectations for each outcome
Action Plans	1) Review and modify MS-FOS laboratory report rubric to make sure performance expectations match laboratory report guidance. 2) Allocate more time in class for laboratory report feedback
Re-assessment/Results	100% students met or exceeded expectations for communication and practical skills

Public Administration, M.P.A. (Fall 2019)

Learning Outcomes	Communications based competencies (7 learning outcomes within 5 required domains of competency)
Courses Assessed	7 Courses
Assessment Vehicle	Oral presentations and written assignments with scoring rubrics
Findings	9% of students deficient in writing

Action Plans	Develop a Writing Coach program pairing students directly with coaches. Coaches assist students via a series of steps designed to improve their writing that include submission of a writing sample followed by a consultation resulting in submission of a revised writing sample for re-evaluation.
Re-assessment/ Results	2020-2021 assessment shows that the Writing Coach program has increased student writing scores by an average of 16%.

Spanish, B.A. (Fall 2016)

Learning Outcome	Demonstrate written competence in Spanish at an advanced-high level of proficiency consistent with ACTFL Proficiency rating guidelines.
Course Assessed	SPA 230 Translating I
Assessment Vehicle	Pre- and post-tests
Findings	Pre-test: 75% of students failed to meet expectations for grammar and spelling; Post-test comparison showed improvement of only 33%.
Action Plans	Revise syllabus to: (1) add biweekly lessons on “correct Spanish” that include readings with clear explanations and examples on specific grammar issues, practice exercises, and quizzes; and (2) add biweekly readings on translation and written critical analysis assignments of excerpts/chapters.

S5.C3b Improving pedagogy and curriculum

John Jay offers training in many innovative areas that align with our identity as a Hispanic Serving and Minority Serving Institution, as well as sponsoring Program Improvement Grants through our Teaching and Learning Center to assist programs with “closing the loop” on assessment findings.

Examples of how assessment results are used to improve pedagogy/curriculum

HSI Faculty Seminars and Working Groups

Goal/Objective:	To identify and address gaps related to effective teaching and learning experiences for Latinx students in courses and to design or redesign an assignment, class activity, set of resources, learning objectives, assessments or other specific section of a course.
Results:	Faculty participants identified four ideas that contribute to Latinx student success and designed or redesigned courses or aspects of courses to support the principles of Belonging, Mindset, Agency, and Efficacy.
Use of Results/Changes/Improvements	<u>Cell and Molecular Biology, B.S.:</u> changed assignments to highlight disparities in disease outcomes experienced in students’ communities to ask students how scientific knowledge relates to race and ethnicity <u>Forensic Psychology, B.A.:</u> included Psychology students in research project to uncover barriers to learning among John Jay students <u>Spanish, B.A. course series for Heritage Learners:</u> included short stories in Spanish from bilingual writers from Latin America who live in the U.S. to encourage students to write with their own multilingual singularities. (S5.C3.01 HSI Faculty Seminar Participant Insights and Changes in Teaching)

Program Improvement Grants

Goal/Objective:	Projects implemented over two or three semesters by small teams of faculty to “close the loop” on findings of prior student learning assessment
Results:	16 Program Improvement Grants awarded from 2016-2019, paused during pandemic and resumed in 2022.
Use of Results/Changes/Improvements	<u>Forensic Psychology, B.A.:</u> Created a professional development program that scaffolded a series of low-stakes assignments for students supported by five instructional videos and associated quizzes to provide instructors with a bank of standardized resources. Summer and fall 2020 assessment found the quality of student papers was significantly better, with almost twice as many students meeting or exceeding expectations for effective writing. <u>Forensic Science, B.S.:</u> Redesigned CHE220 (Quantitative Analysis) in order to better prepare majors for the higher-level science courses. Spring 2018 assessment showed an increase in performance with 62.5% of students obtaining a C and above compared to 21.1% in fall 2017. <u>International Crime and Justice, M.A.:</u> Revised Applied Research Methods for International Criminal Justice (ICJ 715) to integrate qualitative and quantitative methods including a variety of statistical techniques with the emphasis on skills for collecting and analyzing the many kinds of data used by practitioners. (S5.C3.02 Program Improvement Grant Reports)

S5.C3c Reviewing and revising academic programs and support services

Our academic learning centers are aligned to our curriculum and provide support for work in foundational courses. Below is an example the of assessment of those support services.

Alan Siegel Writing Center (2018-2019; 2020-2021)

Outcome	Improve understanding of discipline specific writing conventions, responsiveness to assignment, development, and clarity of students in Writing Intensive courses that are paired with the Writing Center.
Assessment Vehicle	Student papers, including ungraded drafts; qualitative feedback from participating faculty and tutors
Target/Findings	Target: 90% of students will pass their courses and at least 75% of students will pass with a grade of at least C+. Finding: Fall 2018: 100 students participated in one-on-one tutoring sessions in the Writing Center, 99 passed and 1 failed (99%), 97 (97%) students received a grade of C and above. Spring 2019: 85 students participated in one-on-one tutoring sessions in the Writing Center, 77 passed and 1 failed (99%), 76 students (97%), received a grade of C and above.
Action Plans	1) Revise assessment rubric to clarify criteria to improve consistent scoring of papers 2) Continue identifying partnerships before the start of semester, encouraging faculty to pre-plan tutor visits, expanding tutor's in-class activities, encouraging multiple bookings with tutors, encourage students from partner courses to see partner tutors, and motivate faculty to incorporate in-class workshops

Re-assessment/ Results	Fall 2020: 40 students attended one-on-one tutoring sessions in the Writing Center, 38 passed their courses and 0 failed (100%), 37 students (97%) received a grade of C and above. Spring 2021: 67 students attended one-on-one tutoring sessions in the Writing Center, 64 passed, 0 failed (100%), 63 students (98%), received a grade of C and above.
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(S5.C3.03 Writing Center Assessment Report 2018-19; S5.C3.04 Writing Center Assessment Report 2020-21)

S5.C3d Planning, conducting, and supporting a range of professional development activities

John Jay is committed to developing a wide range of professional development programming activities and uses assessment routinely to adjust and refine such practices. The Teaching and Learning Center (TLC) routinely assesses all of its activities and uses feedback to refine practices. In addition to assessments of individual faculty seminars, the TLC recently surveyed five years of faculty-seminar participants to understand the impact of the TLC seminars on their teaching practices, what they had retained from the seminars, and whether they had successfully integrated their learning into their teaching practices (S5.C3.05 TLC Qualtrics Funded Faculty Development Seminar Survey).

S5.C3e Planning and budgeting for the provision of academic programs and services

The provost, in collaboration with senior leadership and the Strategic Planning Subcommittee and the Financial Planning Subcommittee, plans and budgets for the provision of academic programs and services. These decisions are informed by regular assessment of faculty to student teaching ratios, Academic Program Review action plans (almost all of which call for additional faculty lines), General Education assessment of student success rates, and our Strategic Plan. For instance, our strategic plan lists as a goal to reach a minimum of 35% full-time staffing across all courses by 2025. Further, in 2022 CUNY apportioned 17 lecturer lines to the College to address challenging courses in general education. Based on assessment of students' learning and DFWI rates and full-time faculty coverage in general education courses that serve as gateways to our highly enrolled majors, we placed these new lecturers in Political Science 101, Sociology 101, Psychology 101 and Research Methods and Statistics for Criminal Justice. These lecturers, along with those already at the College, have formed a General Education Learning Consortium to focus on, and assess, our strategic plan goal to “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” (S5.C3.06 Strategic Plan 2020-2025).

Further, assessment of student success in our cohort programs has demonstrated the efficacy of academic advisors to student retention. The college has planned and budgeted to continue to increase academic advisors, as explained in chapter 4.

S5.C3f Informing appropriate constituents about the college and its programs

John Jay utilizes its website as its main source to inform constituents about the College and its programs in a transparent manner. Useful sources found on the website include: the 2020-2025 Strategic Plan, the graduate and undergraduate College bulletins, student consumer information, annual security report (in compliance with the Jeanne Cleary Disclosure of Campus Security),

press releases, and meeting minutes of College Council and its subcommittees (a requirement of the New York State Open Meetings Law).

S5.C3g Improving Key Indicators of Student Success

CUNY has long had a Performance Management Process for individual colleges by which the Chancellor holds college presidents accountable for key indicators of student success such as expanding online offerings, increasing percentage of full-time freshmen who earn 30 credits or more in the first year, increasing the percentage of students who pass gateway Math and English courses, and increasing the four-year, six-year, and transfer graduation rates, (S5.C3.07 CUNY Performance Management). John Jay's Office of Institutional Effectiveness collects this data and publishes its highlights annually (S5.C3.08 PMP Highlights 2021).

The College's 2019 *Vision for Undergraduate Student Success* identified a clear path for using data and an equity-driven analysis to ensure students from all racial and ethnic groups are making strides (S5.C3.09 A Vision for Undergraduate Student Success). This college-wide focus on evidence-based practices and key indicators is measured annually and updated on our Vision for Undergraduate Student Success website.

Building on the *Vision for Undergraduate Student Success*, the 2020-2025 Strategic Plan includes a set of Key Performance Indicators with the intention that we must measure what we consider important. Key indicators of student success, maintained on our Strategic Plan Dashboard, include postgraduate employment rates, graduates enrolled in further study after graduation, students receiving academic, cohort-based services, graduation rates, inventory of high-impact practices in general education courses and improvement on general education learning outcomes, and increased experiential learning opportunities. Graduate studies relies on four key metrics of student success: enrollment, retention, graduation, and placement. The first three are tracked annually by the Office of Institutional Research. Placement is monitored tracking students after they graduate and sending follow-up surveys at various post-graduation intervals (S5.C3.10 Graduating Student Survey 2022). We want to improve how we track alumni postgraduate employment.

The Office of Institutional Effectiveness shares key indicators of student success with the President's Senior Leadership Team on a regular basis, with the Strategic Planning Subcommittee each June, and publishes annual reports on its website. These assessments lead directly into the next year's planning and budgeting processes. Improvement is an institution-wide effort, built into annual division strategic plans, academic department chair evaluations, and discussed regularly at curriculum and governance bodies.

S5.C3h Implementing other processes and procedures designed to improve educational programs and services

John Jay utilizes different means of ensuring that improvement of educational programs and services remains front and center in our daily operations. See examples below.

Department of Online Education and Support

Finding/Issue:	In Fall 2019, an assessment of student outcomes in undergraduate fully online courses showed higher failure rates (19%), on average, than in-person courses (15%) (S5.C3.11 Student Online Course Taking Behavior 2014-19).
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Improvements:	Created and distributed a Handbook of Online Teaching to all faculty (S5.C3.12 Handbook of Online Teaching); shared departmental online v. in-person outcomes on a semesterly basis with department chairs; sent letters to all faculty teaching online courses with reminders of best practices. Created Online Excellence plan to create online course shells for 120 high-enrollment, high-impact courses; adopted the OSCQR quality rubric for online learning best practices (S5.C3.13 OSCQR Quality Rubric)
Results:	Because of COVID-19, it is too early to know if the interventions made a difference. The online course shells will be implemented in fall 2022, with results first assessed in spring 2023. We will continue to assess student outcomes in online v. in-person courses each semester with the goal of equitable outcomes no matter which modality students choose.

Advising

Finding/Issue:	It is often challenging for students to understand and visualize their path to success while in college as well as locating all the pieces of the path.
Improvements:	Synthesize existing academic and career relevant information by major for students, faculty and staff through a visual guide with actionable steps for students along their academic journey; created integrated major academic and career maps so students and stakeholders don't have to search separate website pages to find academic and career information
Results:	Twelve degree maps have been completed and student use of maps is planned for fall 2022. (S5.C3.14 Sample Degree Map)

5.4 Assessment Services from Third Party Providers

John Jay does not utilize assessment services designed, delivered, or assessed by third-party providers.

5.5 Periodic Assessment of the Effectiveness of Assessment Processes

John Jay actively engages in assessment of its assessment processes to help inform improvements in educational effectiveness. Results of these assessments have routinely been used to improve operations and academic and non-academic assessment processes.

Our last Middle States self-study process led to some improvements to the program review process: (1) A program review meeting now takes place between program faculty leading the self-study efforts for their programs and administrators who review the process and address key process questions. (2) the appropriate dean, the provost, and program faculty now meet after review of the evaluation team's report to agree on an Action Plan to ensure that the program review process results in planned improvements to student learning (S5.C5 .01 Sample Action Plan).

Improvements Informed by Assessment

	Finding:	Improvement:	Results:
Academic Assessment: Academic Program Review	1) "Closing the loop" improvement activities were not well documented at the end of the process.	1) Development of Action Plan Template	1) All programs produce Action Plan letters at the end of review process and

	2) Not enough guidance for faculty at the beginning of the self-study process.	2) Development of Overview Workshop to explain process and requirements to faculty.	update progress on plans to Director of Outcomes Assessment and Provost; 2) Increased timely submission of seven self-studies in 2021-2022.
Assessment Operations: College-wide Assessment Committee	One college-wide assessment committee does not allow for increased focus on the different areas of assessment across the college	Spring 2022 proposal to restructure the College-wide Assessment Committee into 3 focused assessment committees.	All committees in place fall 2022
Non-Academic Assessment:	AES Assessment was not consistent, happening mainly in Student Affairs.	Institutional Effectiveness worked with all units to create plans, goals, and outcomes	All AES units have missions & goals All will submit fall 2022 assessment reports in January 2023

5.6 Conclusions

Strengths

- The College provides extensive support, tools, and professional development for evaluating and improving educational effectiveness.
- The College is piloting an assessment framework that puts equal focus on AES units, general education, and student learning, and facilitates smoother alignment of assessment, budgeting, and planning processes.

Opportunities for Improvement and Innovation

- Further refine and solidify efforts to ensure follow-through on action items for improvement.
 - Assessment Committees will incorporate follow-up into annual reporting
 - Assessment Committees will provide follow-up reports to SPS
 - Dean of Academic Programs now summarizes the action plans from five-year self-studies with a memo

STANDARD 6 — PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

S6 Introduction

John Jay's limited resources require us to make strategic choices as to staffing, units, initiatives, and programs. Our planning processes, resources and administrative as well as governance structures are aligned to ensure that we maximize the resources available to us. This chapter describes the budget processes used by the University and the College and examines how our institutional goals help guide our planning and budgeting activities. We address how our processes and resources, while limited, are sufficient to fulfill our mission and goals, and how continuous assessment and improvement of our programs and services allows us to respond effectively to opportunities and challenges.

S6.C1 Institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

John Jay is part of CUNY and, therefore, planning occurs at multiple levels. University-level planning takes place within the framework of the 2016-2020 CUNY Master Plan (a new University strategic plan due to be finalized in 2023) from which flow the priorities expressed in the CUNY Performance Management Process (PMP), the University's vehicle for annual planning and goal setting. CUNY's Office of Institutional Research and Assessment issues a PMP Data Book annually tracking and comparing college progress on key performance indicators so colleges can benchmark against themselves and one another (S6.C1.01 CUNY PMP Databook 2021-22). The Chancellor asks the College president to report on progress toward PMP goals each June and to write annual goals each September.

Figure 6.1 Multi-Year Assessment, Planning and Budgeting Cycle

Year/Month	Activity
Every Five Years	CUNY Updates CUNY's Master Plan
Every Five Years	John Jay updates the College Strategic Plan
September-December	CUNY develops an annual budget request, reflecting advice and requests from campuses and stakeholders
September-October	John Jay's Financial Planning Subcommittee (FPS) and Strategic Planning Subcommittee (SPS) provides budget advice to the President who communicates with the Chancellor.
January	Governor Issues the Executive Budget
February-April	FPS and SPS considers the Strategic Plan Goals and Assessment findings and formulates preliminary drafts of the College all-funds budget for the upcoming fiscal year.
April	The Legislature and Governor enact a budget
June-July	CUNY issues campus budget allocations

June	CUNY Issues the Performance Management Report for the prior fiscal year. Campus Vice Presidents submit end of year strategic plan assessments
August-September	FPS and SPS and the Finance Office draft a Financial Plan for the fiscal year, adapting the preliminary budget to the constraints or opportunities in the campus allocation. Campus Vice Presidents develop strategic plans for the academic year, aligning with Strategic Plan and the PMP
July-August	Presidents prepare campus performance assessments based on prior-year PMP.
September	CUNY approves the college Financial Plan
September-June	The College assessment committees implement an annual assessment program.
October	CUNY issues a first quarter financial report. Campuses adjust spending if necessary.
February	CUNY issues a second quarter financial report. Campuses adjust spending if necessary.
February-June	The College assessment committees review assessment findings and coordinates development of improvement plans, and makes requests for funding in the upcoming budget
May	CUNY issues a third quarter financial report. Campuses adjust spending if necessary to complete the fiscal year not in deficit.
This two-year cycle of assessment, planning and budgeting is repeated annually in overlapping cycles.	

At the College level, our mission and strategic plan are the drivers in our planning processes. All administrative and academic units have goals that align with the College's strategic plan while also advancing CUNY performance management indicators. Each year, development of divisional and unit-level goals that align with the goals of our strategic plan takes place in July-August, as vice presidents meet with members of their teams to discuss and solidify goals for the year. Each Vice President then presents their divisional goals for the year to the Strategic Planning Subcommittee (SPS) of the Budget and Planning Committee (BPC). SPS is charged with oversight of strategic planning and assessment activities across campus. Mid-year, each vice president reports to the SPS on progress meeting their goals, with a final written report submitted in June. These reports are used to evaluate our progress toward meeting the goals of the strategic plan; the results are conveyed to the SPS and provided to the College community through a dashboard on the Institutional Effectiveness website (S6.C1.02 Strategic Plan Dashboard). This process provides for continuous assessment of progress on the goals of our strategic plan.

The institutional objectives and targets of our 2020-2025 Strategic Plan were driven by John Jay's 2019 *Vision for Undergraduate Student Success*, which was a College-wide effort that set goals to be achieved by building on and expanding approaches to student success that were working at the College. The alignment of these two key documents reinforces our commitment to assessing our progress on important key performance indicators of student success.

Recognizing gaps in College-wide and systematic assessment during the self-study process, the College reconfigured its assessment procedures in early 2022 and now has a structure to support

ongoing and cyclical assessment at the institutional, administrative, and academic levels, as shown in Figure 6.2. This allows us to demonstrate and ensure that planning and budgeting incorporate assessment results.

Figure 6.2 Institutional Assessment

Institutional	Assessment	Occurrence	Responsibility
Institutional Goals	Review Strategic Plan Progress	Annual	Strategic Planning Subcommittee
	University Strategic Plan and PMP Reporting	Annual	Senior Leadership Team; Office of Institutional Effectiveness
Administrative Units	Assessment planning and reporting	Planning – 5-year plans Reporting – annually	Vice Presidents; AES Assessment Committee
Academic Units	Student learning assessment and reporting	Planning – 5-year plans Reporting - annually	Faculty, Academic Assessment Committee; General Education Assessment Committee
	Academic Program Review with external review	Every 5 years	Program Faculty and External Reviewers
	Specialized Accreditation	As required by accreditor	Accrediting agencies

An example of how strategic planning informs financial planning is the allocation of COVID relief funds received by the College during the pandemic (S6.C1.03 Strategic Goals and HEERF Funding). Forty million dollars in Higher Education Emergency Relief Funds (HEERF) funds were allocated into categories that complied with Federal, State and CUNY regulations and that also advanced the strategic goals of the College. Thus, when we had the opportunity to add new funding, we made choices that reflected our strategic plan priorities.

S6.C2 Planning and Improvement Processes are clearly documented and communicate planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;

Planning processes begin with notification at the start of each academic year to all vice presidents to submit their unit goals for the year to the Associate Provost for Institutional Effectiveness in September. Division goals and financial priorities must demonstrate how units and divisions will make progress toward the key performance indicators (KPIs) in the College's strategic plan. The process for the development of these goals is a collaborative one that includes vice presidents, deans, directors, and unit heads. The Associate Provost for Institutional Effectiveness then incorporates these goals into the College's annual integrated strategic plan which is shared with the president, vice presidents, and the Strategic Planning Subcommittee. A mid-year progress report is due from each vice president in January, and an annual report is due in June.

The SPS and FPS are separate subcommittees of the College's Budget and Planning Committee (BPC). This structure is designed so that the two subcommittees can provide specialized focus on strategic planning and financial planning, and the Budget and Planning Committee can bring together campus-wide leaders to integrate strategic and financial planning. To ensure broad constituent participation, these committees are comprised of students, faculty, department chairs,

and administrators and serve to advise the planning processes on behalf of the College Council. Membership is detailed in the bylaws of the College Council (S6.C2.01 Charter of Governance and College Council Bylaws). These two committees meet both independently and jointly throughout the year to discuss planning, improvement, assessment, and allocation of College resources. The actions and discussions of these committees are communicated to the College community through meeting minutes and documents posted on the Budget and Planning page on the John Jay website (S6.C2.02 Sample SPS Minutes, August 3, 2021).

S6.C3 Financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;

John Jay's financial planning process begins with the existing financial plan and combines input from college, faculty, and student leadership through the SPS and FPS to develop a budget presented through the BPC that focuses on fulfilling core obligations while focusing discretionary resources toward strategic objectives.

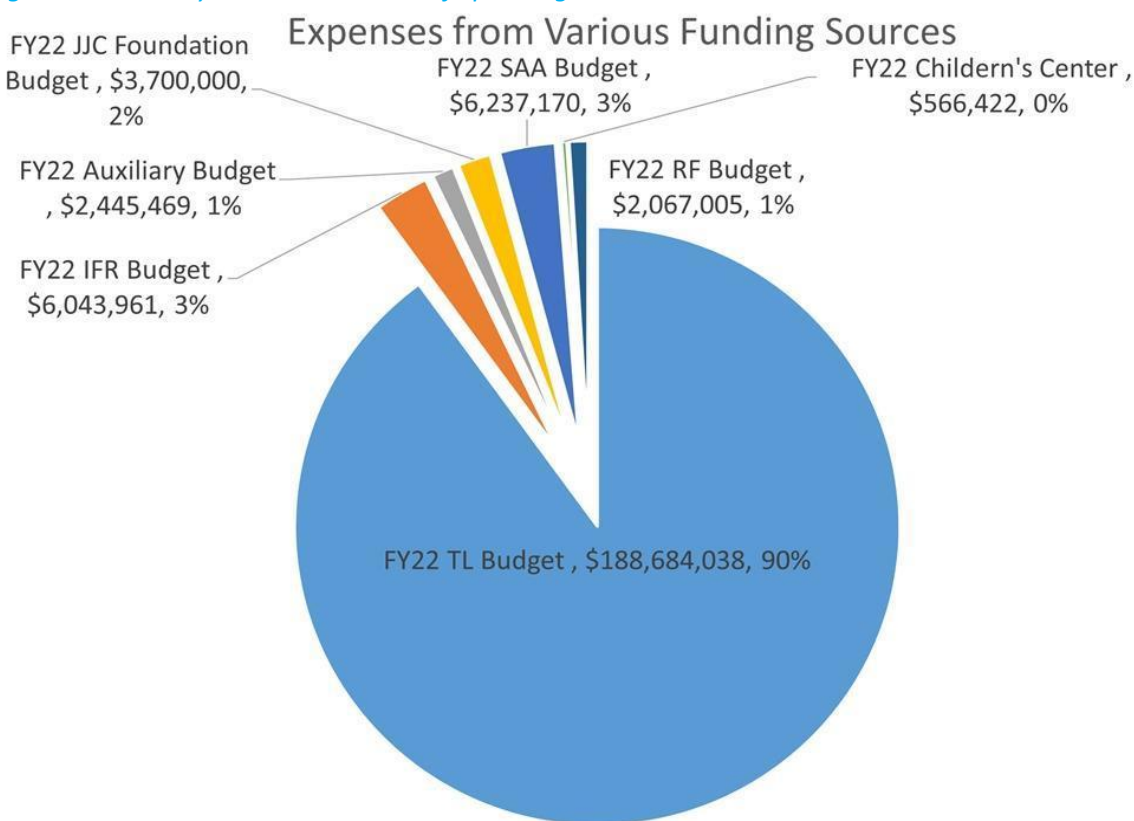
Financial planning flows from the New York State budgeting process. Each year, the University submits a tax-levy budget request to New York State for the entire system of colleges. The request is composed of the mandatory (baseline needs) and the programmatic request for increases for the operating budget. The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It also includes requests for rent increases, fringe benefits, and operating costs for new buildings. The programmatic request is based on University program initiatives outlined in CUNY's Strategic Framework and its master plan. Both the framework and the master plan are developed by the University's central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives.

CUNY's Board of Trustees adopts a University-wide preliminary budget allocation in February after the State Executive and City Preliminary budgets are issued. The board adopts the initial budget allocation in June and acts on changes to allocations throughout the year. Colleges receive an initial allocation of their annual budgets before the start of the fiscal year. Each college is expected to meet a tuition revenue target. When tuition collections exceed the target, college budgets are increased to reflect the increased revenue. Additional budget allocations are made periodically during the year to adjust for revenue collections and to disburse additional funds. Additional lump sum allocations are also made to the colleges for childcare, collaborative programs with the New York City Department of Education, Coordinated Undergraduate Education, language immersion programs, SEEK, and services for the disabled. The colleges may receive additional allocations for various miscellaneous items and competitive, University-wide strategic initiative "grants." Items that are paid for centrally, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf. Funding is then allocated to each college through the University. During the budgeting period, the University communicates regularly with the colleges; the colleges remain responsible for their own budget planning. The University generally does not prescribe how colleges allocate resources, with the exception of a few distinct programs. Once the allocations are issued, colleges submit financial plans detailing the projected uses of their funds to the University. The University Budget Office monitors college spending throughout the fiscal year and publishes four quarterly financial reports to the Board of Trustees and the University community.

Since our last accreditation self-study, the College has started each fiscal year with a projected deficit that has made investing in strategic priorities from the tax-levy budget challenging. While the tax-levy budget keeps the College afloat by paying for personnel costs, this limits our opportunities to constructively support new priorities reflecting strategic goals and priorities. For years until FY22 when HEERF funding provided a cushion, we have had to freeze hiring and make cuts to OTPS to balance our budget. Decisions were made at the executive level. We have attempted to align our budget reductions to mitigate harm to our highest priorities. Also, to manage expenses and keep hiring consistent with our strategic plans, we have a position request procedure by which vice presidents make personnel requests to the Vice President for Finance and Administration, who, if approving, submits to the President for final approval.

Because the tax-levy allocations represent the largest portion of our budget and functions on a reliable timeline, the College has traditionally discussed this portion of our budget with the shared governance bodies responsible for aligning budget to planning and monitoring spending, the SPS, FPS, and BPC. However, starting in FY21, recognizing that this form of budget monitoring was preventing us from seeing the full budgetary picture and understanding how the College was actually investing in student success, the Office of Finance now submits all-funds budgets to these bodies. All-funds budgeting is a comprehensive financial framework structured to present an enterprise-wide view of John Jay's budget, incorporating all operating funds into the official budget. The all-funds model expands the budget from a control mechanism to a tool for strategic management.

Figure 6.3 John Jay All Funds Sources of Spending FY22



John Jay has a variety of funding sources with various types of revenue streams as well as specific expense purposes. All these funds can be combined to present a total financial resource

picture available to the College for which a plan can be developed to support the mission, objectives, and strategic plan of the college. Funding sources include tax levy, federal stimulus funds, IFR (Income Fund Reimbursable), Auxiliary Services Corporation, Student Activities Association, Children's Center, John Jay Foundation, Research Foundation

We are committed to allocating all resources toward three areas of responsibility: faculty and instructional support, student support, and operational support. At the macro-level, the strategic plan informs discretionary spending across these three broad categories.

What follows below are descriptions of our various fiscal resources which contribute to our overall budgeting process.

Tax-Levy Funding

Tax-levy funds, representing 90% of our budget, include funds appropriated by the State and City of New York, including funds appropriated for tuition revenue; Federal, State, and City financial aid; funds held by New York State Treasury in income fund reimbursable accounts or deposited with New York City as non-miscellaneous income (such as technology fees).

Related Entity Funding

Related entities are formed and organized in CUNY solely for the support and benefit of a particular college, its students, faculty, staff, and other members of the college community. John Jay's related entities are operated in a fiscally prudent manner and consistent with their governance documents and applicable federal, state, and local law and regulation. They are guided by best practices in good governance and ethical judgment.

Auxiliary Services Corporation

The Auxiliary Services Corporation serves to support educational, social, cultural, and recreational activities among students, faculty, and staff. It draws revenue from vendor contracts for the bookstore, cafeteria, cell towers, space rentals, theater, and other auxiliary services. Details of the Auxiliary Services Corporation activities are set out in its bylaws (S6.C3.01 Auxiliary Services Corporation Bylaws).

IFR (Income Fund Reimbursable)

The IFR fund draws revenue from programs (including adult and continuing education), publications, use of buildings by outside organizations, contract courses, material and transportation fees, speech and hearing centers, and technology fees. Except for the technology fee, the state charges a 14% surcharge for overhead costs and CUNY charges a 5.9% surcharge on these funds.

Children's Center

The Children's Center is organized under the New York Not-for-Profit Corporation Law and is operated exclusively for the charitable purpose of supporting John Jay by operating and maintaining a daycare center for dependent children of registered, matriculated undergraduate students, and, as space permits, for children of non-matriculated undergraduate students, graduate students, faculty and staff, as is set forth in the corporation's bylaws (S6.C3.02 Children's Center Bylaws).

Student Activity Association

The Student Activities Association (SAA) generates revenue by assessing fees to students based upon program (undergraduate or graduate) and status (part-time or full-time). SAA

funds are used to develop and cultivate educational, social, cultural and recreational activities among students (S6.C3.03 SAA Accountability Handbook).

Non-Related Entity Funding

Non-related entities include the John Jay College Foundation, Inc, a non-profit corporation organized under IRC 501(c)(3) that receives and manages private gifts on behalf of the College, and the Research Foundation Indirect Overhead account which receives and manages research the overhead allocation portion grants received by researchers at John Jay.

John Jay College Foundation

The foundation conducts fundraising activities to support the educational, cultural, and social activities of the College. The foundation draws revenue from donations from corporate and private groups and individuals, including alumni, and is governed by a board. (S6.C3.04 CUNY Foundation Guidelines)

Research Foundation Indirect Overhead

The College has created a policy to incentivize faculty to maximize discretionary funds on grants. These incentives are established by distributing a larger proportion of the total existing discretionary funds to principal investigators (PIs) and departments as well as by sharing a larger percentage of future funding. To safeguard the institution from fluctuations in funding from year to year, discretionary recovery accounts (9th ledger) are budgeted on a multi-year rolling average. The recoveries are treated much like an endowment to assure that the College does not get overextended. For example, the three-year average of realized recoveries is budgeted in any given year. This allows the College to build up a management reserve of funding during good financial times (high spending), and curbs spending gradually in times of austerity to temper the effects of revenue fluctuation for programs.

Oversight of the Budgeting Process

Each of the funding sources has its own governance process to ensure that the funds are used in accordance with the stated objective of the funding source as described above as well to oversee that the funds are also supporting the overall objectives of the College's strategic plan.

Tax Levy Budget and Planning Oversight

As described in earlier chapters, the governance of the College is done through the College Council. The standing committee of the College Council responsible for the financial operations of the College is the Budget Planning Committee (BPC). As set out in the College Charter, the BPC is "responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College." The BPC approves the annual financial plan that is submitted to CUNY (S6.C3.05 Sample BPC Minutes, April 1, 2021; S6.C3.06 Financial Plan FY2022).

Under the BPC, there are two subcommittees, the Financial Planning Subcommittee (FPS) and the Strategic Planning Subcommittee (SPS). The FPS is responsible for development of the College's Annual Financial Plan (S6.C3.07 Sample FPS Minutes, July 27, 2021). The SPS is responsible for overseeing and supporting the College's comprehensive strategic planning process including development of major planning documents, accreditation studies and related processes including the systematic and comprehensive assessment of John Jay's operations in

both academic and non-academic units in fulfilling its mission and ensuring student success. (S6.C3.08 Sample SPS Minutes, September 21, 2021).

Non-tax Levy Budget Oversight

Governance of non-tax levy accounts of related entities described above () is done through boards of directors or committees for each of the related entities. As described in the bylaws of each of these entities, the boards/committees are charged to meet on a periodic basis and review and approve financial plans and ensure that they are in alignment with the mission of the organization (S6.C3.09 Sample Auxiliary Services Corporation Minutes, September 21, 2021; S6.C3.10 Auxiliary Services Corporation Budget FY2021 and FY2022: S6.C3.11 Sample Student Activities Association Minutes, December 13, 2021; S6.C3.12 Student Activities Association Budget FY2021-22).

Non-Related Budget Oversight

The John Jay Foundation board is comprised mostly of external non-CUNY employees. They have the fiduciary responsibility of meeting the requirements set forth in the New York Prudent Management of Institutional Funds Act (NYPMIFA) and all other local, state and federal laws applicable to its organization and activities (S6.C3.13 Sample John Jay Foundation Minutes, December 15, 2021; S6.C3.14 John Jay Foundation Budget FY2021-22).

S6.C4 Fiscal and Human Resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

Fiscal Infrastructure

Despite the considerable budgetary challenges that face nearly all CUNY colleges, John Jay has the resources and staffing to meet its core mission and carry out its operations effectively and successfully. The core technical infrastructure for fiscal and human resource management is provided centrally by CUNY through an enterprise management system called CUNYfirst.

The COVID-19 pandemic has helped to temporarily ease some of the College's financial challenges because of the infusion of Higher Education Emergency Relief Funds (HEERF). Three rounds of stimulus funds have provided a short term (funds must be used by the end of FY23) infusion of funds allowing John Jay to address many of the strategic plan goals, including investing in student academic recovery staffing to address pandemic learning loss, "Come Back" campaigns for students who dropped out, summer acceleration programs to address academic momentum, teaching growth mindset to continuing students, and creating well-designed online course shells for undergraduate courses to address increased demand for high-quality online learning experiences (S6.C4.01 HEERF Plan).

In addition to the HEERF Funds, John Jay knows that to meet the goals set forth in the strategic plan, it must rely more on related and non-related entity funding. Since 2014, the College has sought, and won, external funding from a wide variety of sources, whether through increased grant-making or private philanthropy. Several of our highly-successful student support programs are funded externally. For example, the Apple Corps Program, which provides students with stipends, structured academic programs, dedicated advisors and service-learning opportunities, is funded by the NYPD with New York City Council support. We will continue to build on our successes in these areas.

The all-funds budget approach has allowed us to look at all the available revenue sources to support the College., We are now confident that John Jay is in good financial shape through FY25. (S6.C4.02 All Funds Budget FY2021-22)

Human Resource Infrastructure

Faculty

Faculty hiring is overseen by the provost's office, where available resources, including faculty lines and funds for part-time faculty, are distributed in accordance with departmental needs consistent with College's strategic plan. Each department is responsible for strategic planning that focuses on how the department can best meet the College's mission and goals. Departments are tasked with developing or refreshing hiring plans and requests at the end of each spring for submission to the provost. Departments are made aware of new faculty line allocations (ideally) before the beginning of the fall semester.

Part-time faculty hiring occurs before each semester as a result of a shortage of full-time faculty and to accommodate variance in course demands and in accordance with the agreement set forth by the Professional Staff Congress. While this puts a severe strain on human resources, the Provost's Office has instituted web-based hiring systems to ease some of the burden.

CUNY has recognized the challenges created by the lack of full-time faculty staffing levels and therefore has committed to increasing the number of full-time positions throughout the system. and in FY22, John Jay was funded an additional 17 faculty lines, with 29 funded by CUNY in FY23.

Teaching responsibilities for full-time faculty are governed under the agreement between the union, Professional Staff Congress-CUNY, and the University. To manage these responsibilities, the provost's office has developed an online workload reporting system. Under the system, faculty report their workload each semester for review and approval by the department chair and the provost's office.

Staff and Administration

Staff and administrative staffing levels are determined by a variety of factors that are taken into consideration: available funding, departmental need to support the functions of the department, and the position's alignment with the strategic plan. When a position is requested to be filled, a justification is submitted by the requesting department. The request is then reviewed by the area vice president, the budget office, human resources, and finally the president.

John Jay has also joined a benchmarking consortium administered by HelioCampus. Utilizing a Standard Activity Model, (SAM®) models are created comparing costs and staffing levels of 53 job activities across non-instructional positions. John Jay's results demonstrate that in most cases our staffing intensity levels are below that of our benchmarked colleges. While HelioCampus calls this "efficient," there are clearly areas where John Jay would benefit from more personnel, such as the Department of Information Technology or the Finance Office (S6.C4.03 HelioCampus Benchmarking Analysis;).

S6.C5 Well-defined decision-making processes and clear assignment of responsibility and accountability

The overall planning, resource, and institutional improvement process works through our shared governance process, including the College Council, three of its subcommittees (BPC, FPS, SPS), and the senior administrative leadership team. Ultimate accountability rests with the president and the vice president & chief operating officer (S6.C5.01 Charter of Governance and College Council Bylaws).

The processes of accountability and oversight are presented above in section S6.C3.

S6.C6 Comprehensive Planning for Facilities, Infrastructure, and Technology y that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

Space Utilization / Capital Planning

Addressing space needs has historically been a challenge and especially so over the last ten years, as the College has grown rapidly in midtown Manhattan where options for expansion are limited and expensive. The College is housed ultimately in four different neighborhood buildings:

- The “New Building” opened in November 2011.
 - Haaren Hall, a former high school that was renovated and occupied in 1988
 - BMW Building at 555 West 57th St (6th Floor), leased by CUNY for the College in 1998
 - Westport Building at 56th Street and 10th Avenue, (two floors) leased by CUNY in 2004.
- North Hall, a well-worn former factory building across Tenth Avenue that became home to the College in 1973, is now vacant.

While the University prepares a five-year capital plan (S6.C6.01 CUNY Five-Year Capital Improvement Plan) every year as part of its budgeting process, it has not complied with CUNY's own stated physical master plan requirements. The CUNY policy states, “along with the Academic Master Plan, each campus has a trustee-approved physical master plan, developed by planning professionals in consultation with the campus leadership and the college community. The physical master plans detail improvements to existing facilities as well as anticipated facilities necessary to accommodate University-approved enrollment projections. Plans are prepared and updated on a 10-year cycle or as warranted by changing conditions.” John Jay's Physical Master Plan was last updated 27 years ago in 1995. One of the major requests that John Jay would like to be included in such a plan is a new facility located on the site of North Hall, which is now vacant. The University is now planning for a new facility on the site of North Hall, to house Guttman Community College and 50,000 square feet for John Jay.

In 2018, CUNY officially reported that John Jay had 67% of needed instructional space, 8% of needed research space and 55% of needed library space (S6.C6.02 Faculty Senate Statement on Space Master Planning). Overall, John Jay needed 907,069 net assignable square feet (NASF) of space, but we only had 589,004 NASF, or 65% of the needed space. In that 2018 report, the average senior college had 98% of needed space, and John Jay had the lowest percentage of all the senior colleges. Although CUNY has not updated the report, no new space has been provided to John Jay since then.

Capital funding for new construction, building repairs, upgrades, and major maintenance projects is secured through the University, mainly from the state or the City of New York. The city finances smaller capital requests and sometimes the City Council and the Borough President do as well (known as Resolution A or RESOA funds). The campus capital requests are informed by the discussions and priorities that emerge from the Budget and Planning Committee through its working subcommittees. The following are examples of major maintenance projects:

- Haaren Hall Athletic Facility – Complete reconstruction of 3rd Floor Gym Area and Locker Rooms. Also includes the complete renovation of the 6th Floor area. - Approximate Cost \$9.6MM
- GLW Theater Door Replacement – Approximate Cost \$1MM
- Haaren Hall Gymnasium Lighting Project – Replacement of lighting and ceiling in the gym. – Approximate Cost \$2.2MM
- Haaren Hall Hot Water Heater and Steam Station Project – Approximate Cost \$1MM
- Club Row Renovations – Complete renovation of the Club Row space for a more open floor plan. Approximate Cost \$5.9MM
- Haaren Hall Switchgear Replacement Project – Approximate Cost \$4.5MM
- E-Learning Labs – No cost estimate developed yet
- Haaren Hall Envelope Project – No cost estimate developed yet but expected to be \$25-30MM

Information Technology

John Jay's Department of Information Technology (DoIT) is in the third year of its strategic plan (S6.C6.03 DoIT Strategic Plan) "To fully support key college goals and strategic objectives and to be recognized as a leader in innovative technological advancements in teaching, learning, research and administrative services within CUNY and beyond." The updated mission of DoIT is "To empower the college community to achieve the highest level of academic and administrative success through the effective use of technologies; facilitate academic innovations in teaching, learning, research and scholarship; and deliver accessible technology services in support of John Jay College's mission."

To manage our limited tax-levy funding while continuing to invest in IT, we have created alternative funding sources including the student technology fee and grant funds from New York City (S6.C6.04 Notable Technology Projects and Funding). Technology fee expenditures are approved by a college-wide committee comprised largely of students but also faculty and administrators, who vote to approve proposals for tech fee spending. During the pandemic, we have been able to address many critical components of our technology infrastructure using not just RESOA funds but also allocations from legislative members of the New York City Council. Using the significant influx of funds from the Higher Education Emergency Relief Fund (HEERF), we were able to procure laptops, wi-fi hotspots, and servers to support both the online learning platform and bring the campus back to a level of reliable stable support. With continued capital investment funds from the city and CUNY we are able to sustain IT investment.

CUNY provides data to allow us to assess our usability, reliability, tech obsolescence and cost to maintain relative to other CUNY colleges. We are doing better than University averages in each category (S6.C6.05 IT Goals and Assessment). Staffing is a continuous worry; particularly as cyber security attacks have increased dramatically. We also are concerned about being able to maintain current infrastructure and support new software applications with our existing staffing levels. The pandemic transition to remote operations has also required DoIT to watch untrusted

home computers and devices as well as on campus assets. With well over 1500 faculty and staff using remote access technologies this is likely to remain the new normal at John Jay. To adapt, DoIT has participated in a campus wide cybersecurity assessment; deployed an artificial intelligence information security system and reshaped how we respond to various incidents. Despite this, more improvement is needed in this area.

S6.C7 Annual Independent Audit confirming financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter;

Grant Thornton LLP currently conducts the annual tax levy audit for CUNY, including John Jay as one of the CUNY entities. EFPR Group conducts annual audits for all non-tax-levy entities. The annual independent audits have continued to confirm financial viability, without concerns cited in the audit's accompanying management letters, for the decade since our prior MSCHE accreditation determination. All of our annual audits have received unmodified audit opinions, which means the financial statements are a fair presentation of the financial activity in accordance with generally accepted accounting principles (GAAP).

Examples of our Audits include:

- CUNY Audited Financial Statements (S6.C7.01 CUNY Financial Audit)
- JJC Financial Statement (Unaudited) (S6.C7.02 John Jay Financial Statement)
- FY2021 Student Activities Association (SAA) Financial Audit (S6.C7.03 SAA Audit)
- FY2021 Auxiliary Services Corporation Financial Audit (S6.C7.04 Auxiliary Services Corporation Audit)
- FY2021 John Jay Foundation Financial Audit (S6.C7.05 Foundation Audit)

S6.C8 Strategies to Measure and Assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals;

John Jay utilizes a variety of metrics to monitor, evaluate and control the financial resources of the College. They include:

- Financial Plan (S6.C8.01 Financial Plan FY2022)
- Quarterly Financial Plan Status report (S6.C8.02 Quarterly Financial Plan Report)
- CUNY Financial Reports (S6.C8.03 CUNY Financial Report)
- Enrollment Projection Reports (S6.C8.04 Enrollment Projection Reports)
- Personnel Services Projections (PS Projections) (S6.C8.05 Personnel Services Projection)
- OTPS Budget Status Reports (S6.C8.06 OTPS Budget Status Reports)
- Quarterly College Assistant Budget Status reports (S6.C8.07 Quarterly College Assistant Reports)
- All-Funds Budget (S6.C8.08 All Funds Budget)
- Non-Tax Levy Budget Status Reports (S6.C8.09 Auxiliary Services Corporation Budget FY2021 and FY2022; S6.C8.10 Student Activities Association Budget FY2021-22)
- Foundation Budget Status Reports (S6.C8.11 Foundation Budget FY2021-22)
- Higher Education Relief Fund Plan (S6.C8.12 HEERF)

CUNY also produces quarterly reports that present detailed tables on revenues, expenditures, fund balances, enrollments, staffing, and operational expenditures. These reports enable comparison of John Jay's financial resource status to our peer campuses and include a "dashboard" view of the status of each CUNY campus. CUNY administrators intervene when campus metrics reflect current or emerging problematic conditions.

S6.C9 Periodic Assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

John Jay employs an iterative budgeting process that formalizes two opportunities annually for two separate subcommittees of the Budget and Planning Committee to review how resource allocation is meeting the goals as set forth by the strategic plan.

As outlined in section S5.2, the College developed and initiated a thorough process of AES assessment in spring 2022. A separate Administrative, Educational, and Student Support Services Assessment Committee (AESAC) has been created to oversee AES assessment across the college. This committee is composed of eight representatives from AES units, the director of outcomes assessment, and a student. It is staffed by three members of the Office of Institutional Effectiveness.

All three assessment committees now report to the SPS, which makes recommendations to the Financial Planning Subcommittee and the Budget Planning Committee to better align our assessment, budgeting, and planning processes (S6.C9.01 Proposal to Restructure College-wide Assessment Committee).

Prior to that, the College engaged in focused operational improvement projects based on CUNY Performance Measurement metrics, and otherwise as needed. As noted above in section 6.5.2.2, John Jay hired HelioCampus during the summer of 2020 when New York State reduced the CUNY budget to assess the College human resource allocation and identify areas where we might find potential efficiencies. The study confirmed that we have a lean human resource infrastructure. The study, which is updated annually, has identified areas where staffing is dangerously low and where we should prioritize hiring.

6.11 Conclusions

Strengths

- Planning and budgeting decisions are driven by and made in accordance with the College's mission, values, and ongoing assessment results.
- The College creates opportunities for input from students, faculty, and staff throughout all aspects of planning and resource allocation.
- The College has demonstrated its ability to achieve more in terms of student success and research productivity with comparatively lower levels of funding than other CUNY and benchmark colleges.

Opportunities for Improvement and Innovation

- Expand the use of the all-funds budget to make projections into future years, allowing for more targeted revenue-generating efforts in the face of state funding shortfalls.
 - 3-year budget projections using all funds begun 2022-2023
- Work with CUNY to develop a long-term space plan, using lessons learned from the pandemic to explore how hybrid work environments might address space shortages.
 - Assess personnel inventory in relation to space
 - Assess workload policies
 - Determine which areas to devote to swing-sites

- Continue to advocate for equitable state funding and CUNY allocations of resources
- Increase DoIT staffing to improve delivery of services and prevent cyber-attacks.
 - 3 positions pending spring 2023

STANDARD 7 — GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

S7 Introduction

John Jay's internal governance and administrative structures are organized in a manner that supports our mission, facilitates progress toward the goals of our strategic plan, and benefits the institution, our students, and college constituencies. We are committed to broad representation and transparency in the governance process, using the College's core values of justice, diversity, equity, integrity, learning and scholarship, and respect as guiding principles. In this chapter, we examine the governance structures of the University and the College as well as the leadership and administration of John Jay and their alignment with the mission and goals of the institution.

S7.C1 a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;

John Jay is one of 25 campuses of CUNY, which is governed by a 17-member Board of Trustees (BoT). Ten of the CUNY trustees are appointed by the governor, and five are appointed by the mayor of the City of New York. All appointments are subject to the advice and consent of the New York State Senate. The remaining two members of the BoT are the chairpersons of the University Student Senate and the University Faculty Senate, who both serve ex-officio. Appointed trustees serve a term of seven years, renewable for one additional term (S7.C1.01 Consolidated Law of New York 16-7-6204). The BoT is responsible for appointing and evaluating the chancellor, who serves as the executive of the University (S7.C1.02 CUNY Policy 5.05).

John Jay operates according to the Bylaws of the CUNY Board of Trustees (S7.C1.03 CUNY Bylaws), as well as NYS Education Law, the Regents Rules and the Regulations of the Commissioner of Education (S7.C1.04 Consolidated Law of New York 16-7-6203). CUNY's Manual of General Policy supports the autonomy of the colleges stating:

The focus of major decision-making within the University is properly at the college level. Such decisions should not be interfered with by the University administration except where a college decision may affect another college or the University as a whole (S7.C1.05 CUNY Policy 2.08).

Local governance is driven by John Jay's Charter of Governance, last amended by the College in 2019 and approved by the Board of Trustees in 2020. The charter defines the College Council as the College's primary governing body. The College Council comprises 50 members: 30 faculty members (including representatives of all academic departments), ten students, six executive

administrators (including the president), and four higher education officers (HEOs). The College Council operates through eleven standing committees and special committees, which the College Council can create at its discretion (S7.C1.06 Charter of Governance and College Council Bylaws). All faculty members who serve on the College Council also serve on the Faculty Senate. This provides a way for the faculty on the College Council to be fully informed about all matters coming before the council for discussion and vote. Similarly, all student members on the College Council are on the Student Council, and all Higher Education Officer (HEO) members are on the HEO Council.

The charter vests control over educational policy in the College's 23 academic departments, which are headed by chairs elected by the department's faculty members (except for the library which is an appointed position). There are also 13 graduate (master's) programs with directors elected by the faculty of the program. The 23 department chairs report to the provost, and the program directors report to the Dean of Academic Programs. The charter requires that all changes to curriculum and policy move through the governance process for final approval at College Council.

The charter also recognizes the representative bodies of the College's constituencies. Faculty are represented by the Faculty Senate, which is governed by that body's constitution (S7.C1.07 Faculty Senate Constitution). Departmental faculty concerns are represented through the Council of Chairs (S7.C1.06 Charter of Governance and College Council Bylaws). Higher Education Officers are represented through the HEO Council (S7.C1.08 HEO Council Charter). Lastly, students are represented by the Student Council (S7.C1.09 Student Council Charter). Each body may draft policies and, through its representation on the College Council, introduce these for debate and potential adoption by the College Council.

John Jay's governance structure is easily accessible from every page of the website. "Governance and Leadership" exists as a link organized under the "About John Jay" menu item. That link takes users of the website to the governance landing page and links to information about the College's leadership, CUNY policies, and the College's governance bodies (S7.C1.10 John Jay Governance Website). The College's governing documents are less accessible, with users needing to navigate to the Faculty Senate link first.

S7.C2a a legally constituted governing body that: serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

The BoT has the responsibility for controlling the educational work of the University, including its constituent colleges and has fiduciary responsibility for the institution (S7.C2.01 Consolidated Law of New York 16-7-6204; S7.C2.02 Consolidated Law of New York 16-7-6206). CUNY and John Jay serve the public interest by providing low-cost, academically excellent educational opportunities for students from all ethnic, racial, economic, and gender groups (S7.C2.03 Consolidated Law of New York 16-7-6201). Both John Jay and CUNY have been recognized for this, and also as national leaders in promoting social mobility (S7.C2.04 Rankings Round-up with Citations). Additionally, John Jay has been designated a Minority-Serving Institution and a Hispanic-Serving Institution, as defined by the federal Higher Education Act. Underrepresented groups comprise 64% of John Jay's total enrollment, and Hispanic students make up 42% of the undergraduate population. As of fall 2021, 62% of John Jay's student population is female

(S7.C2.05 Fact Book Fall 2021). John Jay is also a leader in educating our nation's veterans, with more than 550 currently enrolled.

S7.C2b The governance structure has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

The BoT is an independent entity whose members have primary responsibility to CUNY (S7.C2.06 CUNY Policy 2.05). Members of the BoT have the expertise to effectively govern the system and ensure its integrity, with current trustees having backgrounds in education, the law, public finance, research, and civil rights, among other areas (S7.C2.07 CUNY Board of Trustees). Many of those working for the University, including trustees, are considered public officers under New York law, and, as such, are subject to state laws and regulations regarding ethical behavior. Adherence to ethical standards, including in the areas of financial and political influence, is enforced by the New York State Commission on Ethics and Lobbying in Government. The Commission is to file financial disclosures. CUNY policy supplements public law by adding several standards of conduct governing the behavior of trustees (S7.C2.06 CUNY Policy 2.05). Trustees, like all CUNY employees, are expected to follow the highest ethical standards, defined in the aforementioned sources and in CUNY's extensive conflict of interest policy (S7.C2.08 CUNY Policy 6.01, see also Standard 2).

The BoT adopts and amends the CUNY Bylaws, which are the highest source of policy created within the University. These bylaws take precedence over all other internal University policy documents, including non-bylaw policies, as well as college-level policies. Additionally, the BoT maintains the Manual of General Policy that consolidates the non-bylaw policy action items adopted/amended by the BoT. Despite these policy-making powers, CUNY policy proscribes interference in the day-to-day operations of the institution by "ensur[ing] the integrity of college-level decision-making" (S7.C2.09 CUNY Policy 2.08).

S7.C2c Neither the governing body nor its individual members interferes in the day-to-day operations of the institution.

While John Jay generally has independence to operate and set policy, CUNY's central leadership, including the chancellor and BoT, has the authority and ability to limit and even override policies and procedures created at the college level. These constraints have been more difficult to work under during the pandemic. CUNY and its campuses must comply with state and city public health regulations and federal rules for the use of COVID mitigation funds. CUNY leadership must balance the need to assure compliance with mandatory regulations, while allowing the campuses latitude to determine the best ways to adapt to unique campus-level challenges and opportunities.

Over the last two years during the pandemic, CUNY's central leadership has sometimes limited the autonomy of local governance bodies, particularly in areas of financial management and public health policies and procedures. For example, in response to state agency budget cuts, CUNY imposed policies limiting the hiring of new adjunct faculty and college assistants. The BoT established a Vacancy Review Board, which, while now defunct, reviewed and approved of all full and part-time hires made by all of the colleges (S7.S2.10 Full Time and Part Time Position Request). In compliance with state and city public health regulation, CUNY imposed mandates limiting local control over health and safety policies, course modalities, and other aspects of academic life at John Jay (and other CUNY campuses) (S7.C2.11 In-Person Classes Spring

2022). While these mandates were intended to protect faculty, staff and students, the rules shifted at times, without warning, increasing paperwork and forcing members of the College community to re-do previously done tasks (e.g., course scheduling) to comply with new mandates (S7.S2.12 Mask Policy Update).

S7.C2d Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

Through its committees, the BoT is responsible for overseeing and promulgating policies regarding academic policy, programs, and research; faculty, staff, and administration; facilities planning and management; governance; and student affairs and special programs (S7.C2.13 CUNY Bylaws). These policies, including those governing fiscal management, are listed in the CUNY Manual of General Policy (S7.C2.14 CUNY Manual of General Policy Contents), which defines the University-wide policies in these domains. Constituent colleges, including John Jay, are responsible for creating local policies in these domains consistent with the University-wide policies.

As an example, academic policies generally are created at John Jay by the Undergraduate Curriculum and Academic Standards Committee or the Committee on Graduate Studies, both of which are standing committees of the College Council. Policy so adopted by one of these committees is then considered by the membership of the College Council. If approved there, the policy is then submitted to the BoT for final approval, at which point the policy can be added to our undergraduate and graduate bulletins. A similar structure exists for faculty personnel decisions. Votes of departmental personnel and budget committees and the college-wide Faculty Personnel Committee are advisory to the president, whose decision is advisory to the BoT (S7.C2.15 Faculty Personnel Process Guidelines). While the BoT votes on these actions, John Jay's faculty personnel actions are rarely, if ever, reversed by the board.

S7.C2e The Board plays a policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

CUNY's and John Jay's joint policy-making responsibilities are also demonstrated in the area of financial affairs. The BoT has a standing Committee on Fiscal Affairs (S7.C2.16 CUNY Policy 2.04), which is responsible for fiscal aspects of the University. This committee has a subcommittee on audit, which is specifically responsible for reviewing the audited financial statements of the University and constituent colleges (S7.C2.17 Sample Audit Agenda). Information is shared between these CUNY committees and the College's Budget and Planning Committee, which is tasked with making policy recommendations with financial implications to the College Council (S7.C2.18 Charter of Governance and College Council Bylaws). On the operational level, CUNY is the legal entity under which all campuses operate, and the College is almost entirely dependent on CUNY for its operating budget.

S7.C2f The Board appoints and regularly evaluates the performance of the Chief Executive Officer.

The duties and qualifications of campus presidents are set out in section 11.4 of the CUNY Bylaws (S7.C2.13 CUNY Bylaws). The process for periodic evaluation of the presidents, which relies on objective performance measures is presented in Policy 5.05 (S7.C2.19 CUNY Policy 5.05).

S7.C2g The Board is informed in all its operations by principles of good practice in board governance

Policy 2.01 charges the BoT to “preserve, enhance and improve the University as an institution of the highest quality and standards” (S7.C2.20 CUNY Policy 2.01). Policy 2.05 also establishes a code of conduct for trustees addressing issues such as conflicts of interest and defines the process for filing complaints or charges of misconduct S7.C2.06 CUNY Policy 2.05).

S7.C2h. The Board establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;

BoT Policy 2.05 Code of Conduct establishes the code of conduct for members of the Board of Trustees and defines the process for filing and adjudicating complaints. (S7.C2.06 CUNY Policy 2.05).

S7.C2i The Board supports the Chief Executive Officer in maintaining the autonomy of the institution.

Policy 2.01 in CUNY’s Manual of General Policy states: “It is the resolve of the Board of Trustees that all officers and administrators of the Board of Trustees be directed, exhorted, and admonished that the efforts aimed at the survival and preservation of the University and of its separate identity and mission, and of an appropriate and essential budget from both the State and the City sufficient to meet the vital needs of all present elements of the University shall be the first priority of all such officers and administrators” (S7.C2.20 CUNY Policy 2.01).

S7.C3a The Chief Executive Officer is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

The BoT appoints the chief executive officer (the president) of the College, who reports directly to and is evaluated by the chancellor (S7.C3.01 CUNY Policy 5.05). While CUNY policy does not dictate specific credentials or experience for college presidents, it does provide for a stringent set of search guidelines meant to ensure that CUNY college presidents are highly qualified and reflect our core values of diversity and inclusion (S7.C3.02 Guidelines for Presidential Search). College presidents play a crucial role both in the administration of the colleges, as is described in the next section, and in representing the colleges to the University. College presidents also serve on CUNY’s Council of Presidents, which is comprised of the chancellor as its chairperson, all the college presidents, and other CUNY officers as designated by the Chancellor (S7.C3.03 CUNY Bylaws).

John Jay is ably led by our president and chief executive officer, Karol Mason. President Mason was appointed as the fifth president of John Jay in August 2017 by the BoT, consistent with CUNY policies (S7.C3.01 CUNY Policy 5.05). President Mason is both the first woman and the first person of color to serve in this role. Both symbolically and substantively, President Mason embodies the diversity that is so important to our community and whom we serve. Selected by a committee composed of trustees, alumni, faculty, senior level administrators and students, she came to the College with an impressive career in law and federal agency administration as well as governance and management experience in a higher education setting. She has the authority required to implement our institutional plans and direct the institution toward attaining the goals and objectives set forth in its mission.

S7.C3b. The Chief Executive Officer has appropriate credentials and professional experience consistent with the mission of the organization

President Mason earned an A.B. in mathematics from the University of North Carolina at Chapel Hill and a J.D. from University of Michigan Law School. She built a distinguished career at the international law firm Alston & Bird LLP, ultimately leading the firm's Management Committee. Before taking the helm at John Jay, she served as an Assistant Attorney General in charge of the Office of Justice Programs in the Obama Administration. She also served as a member of the board of trustees at The University of North Carolina at Chapel Hill, which included serving as vice-chair and the chair of the Audit and Finance Committee and a member of the Endowment and Investment Committees. (S7.C3.04 President Mason's Curriculum Vitae).

S7.C3c The Chief Executive Officer has the authority and autonomy required to fulfill the responsibilities of the position including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission

President Mason, like all CUNY college presidents, has the authority and autonomy to fulfill her responsibilities. CUNY grants presidents, among other powers, the ability and responsibility to recommend faculty for appointment, promotion, and tenure; to exercise full discretionary power in carrying CUNY's bylaws and policies into effect; and to exercise general superintendence over the facilities, concerns, officers, employees, and students of his/her college. Above all, the president has "the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction" (S7.C3.03 CUNY Bylaws).

As a prime example of President Mason's leadership over the educational mission of John Jay, she has made student success the center of all activities and decisions at the College (S7.C3.05 A Vision for Undergraduate Student Success; S7.C3.06 Strategic Plan 2020-2025).

S7.C3d. The Chief Executive Officer has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness

President Mason has structured her executive staff and leadership council to better enable her and the College to work in a manner consistent with our goals and mission. President Mason meets weekly with the eight members of her senior leadership team that includes the six vice

presidents, the Associate Provost for Institutional Effectiveness, and the Chief Communications Officer. This group meets weekly to share information and discuss issues of strategic importance to the overall operation of the college.

President Mason also created the President's Leadership Council (PLC). This is a much larger and representative body which meets monthly and serves an important advisory role for the president on strategic initiatives and institutional priorities. The PLC includes four faculty leaders (the two top elected leaders of both the Faculty Senate and of the Council of Chairs), the four leaders of the Student Council, and 47 members of the administration. In the spirit of shared governance, the PLC provides a venue beyond the College Council for faculty, students, and administrators to consult and interact with each other across organizational units (S7.C3.07 President's Leadership Council).

S7.C4 John Jay's Administration

The administration at John Jay assists the president in the execution of the College's goals and mission and provides expertise and direction. The number of full-time positions for general administration has not changed since 2015 when there were 90 positions compared to 91 in 2020, declining to 83 in 2022 due to the pandemic. Recent analysis of staffing levels indicates that the College is adequately staffed to support its mission and goals (see Staffing Intensity Chart in Chapter 6). Historically, the executive team has consisted of the vice presidents for Academic Affairs, Enrollment Management and Student Affairs, and Finance and Administration, Legal Affairs, and Institutional Advancement. When President Mason was appointed in 2017, she created the position of Vice President for Strategic Initiatives to elevate focus on the pursuit of external partnerships and opportunities to support student success. Given the importance of enrollment management in the landscape of higher education, she also increased executive leadership in this area, creating the position of Assistant Vice President of Enrollment Management. In 2020, the Vice President for Strategic Initiatives resigned, and President Mason took the opportunity to further focus one of the key elements of the College mission, creating the role of Vice President for Justice Initiatives, and having the Chief Communications Officer report directly to her.

The administrative team of the College possesses a wide variety of skills and professional experiences that support daily operations and long-term efforts to sustain the College.

S7.C4a-b5.1 There is an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials

John Jay has a clearly defined organizational structure, and an organizational chart is publicly available on our website (S7.C4.01 John Jay Organizational Chart). The chart sets out the three levels of the College's administration: President Mason, the six vice presidents who report directly to the President, and the senior administrators (e.g., Deans, Directors, Assistant Vice Presidents) who report to them. These executive and professional staff have the skills and credentials needed to perform their respective duties and functions. In addition, and where applicable, the CUNY hiring process ensures that requirements for training, certification, and/or licensure are met before offers may be extended.

In 2016-2017, the College engaged in an extensive review of College governance committees. As a result, the Faculty Senate proposed a reduction in the size of the College Council, while retaining the same proportional representation of students, staff and faculty. That charter amendment was adopted by the College Council in 2019. Another change in committee membership involved the appeals process within the Faculty Personnel Committee. That amendment eliminated a separate appeals committee elected by faculty from across the College, replacing it with regular members of the Faculty Personnel Committee.

Another topic arising from the review of committees involved the overall structure and functioning of Academic Affairs and academic departments. This has been addressed in a series of reports in past years. For example:

"Thus, the chairs and directors work on some matters with the provost and on other matters with their dean, and on yet other matters there may be joint efforts with the provost and deans; faculty hiring is controlled in the provost's office, but academic advising of students and retention efforts, to cite just two examples, are handled through the deans' offices. On the undergraduate level, the major coordinators (normally not the chair) work closely with the dean on various matters pertaining to the administration of the major, while the chairs work more often with the provost. We think it is time to review the structure of Academic Affairs." (S7.C4.02 Middle States Self-Study 2013)

"The College should review the structure of Academic Affairs to strengthen and clarify the relationship among the chairs, deans, directors and provost." (S7.C4.03 Site Visit Evaluation Team Report 2013)

"We can and should find ways to operate more nimbly and effectively, but we can and should do so organization by organization, committee by committee, and department by department, without taking on the onerous and, in our opinion, unnecessary burden of reorganizing our College at this time." (S7.C4.04 Faculty Senate and Chairs Group Report on College Organization and Charter Review 2015)

Since 2015, concepts for better organization of the College and of Academic Affairs were topics of study and discussion in various governance bodies. The Senate/Chairs report in 2015 analyzed the 2011 reorganization of Brooklyn College into five "schools" as a possible model for John Jay. Brooklyn College's 2019 Middle States self-study report identified both the benefits and the challenges of their model, describing "a general perception that schools were created to alleviate administrative burdens but were not properly focused on addressing departmental, faculty, curricular, or student needs." (S7.C4.05 Brooklyn College Self-Study Report 2019)

In the past year, a series of leadership moves afforded an opportunity to address some of these concerns. In July 2022, Provost Yi Li decided to return to the instructional faculty, and the president appointed Associate Provost Allison Pease as Interim Provost and Vice President of Academic Affairs. Because the two actions created openings within the structure of Academic Affairs, the new interim provost sought the approval of the president to discuss reassigning functions within Academic Affairs in ways that would address some of the issues described above.

Following a series of listening sessions with campus stakeholders and governance bodies, informed by national studies and the Brooklyn College experience, the president and the interim provost decided to focus on a more incremental reorganization to improve services based on the College's strategic priorities and practical problem-solving. The interim provost explained: "We have evaluated and considered less and more complex structures (e.g., schools) and find that

reorganizing who and what structures we have while providing modest additional structure will help balance the work to be done, reflect the work already being done, and be a time and cost-effective starting point for our initial restructuring.” She outlined four conceptual priorities for Academic Affairs: Academic Excellence, Student Success, Faculty Success, and Administrative Excellence.

In August 2022, after the University’s approval, the reorganization was announced and described in detail in a message to the College community. (S7.C4.06 Provost Pease Academic Restructuring Email) Academic Affairs was restructured into six divisions:

- **Academic Programs:** Graduate and undergraduate curriculum and academic programs and partnerships
- **Student Academic Engagement and Retention:** Student academic cohort and support programs, student academic engagement, career preparation, and student retention
- **Research and Student Professional Advancement:** Faculty and student research, sponsored programs, research compliance, research centers and grant-funded student pre-professional programs.
- **Faculty Affairs:** Faculty and chair development and the part-time and full-time faculty personnel processes
- **Strategy and Operations:** Management and allocation of financial, personnel, and space resources
- **Institutional Effectiveness:** College-wide assessment structure and processes, outcomes, including strategic planning and reaccreditation

The restructuring is, as of Fall 2022, the start of an evolving and iterative process that will include contributions from many governance bodies at the College, particularly the Faculty Senate and the Council of Chairs. These bodies are particularly interested to see that these changes address accountability for student success and improvement of departmental administrative operations. However, the restructuring of Academic Affairs reflects a significant step taken by the College to address some long-standing organizational concerns.

S7.C4c-d College administrators have credentials and experience consistent with John Jay’s mission and their functional roles; and skills, time, assistance, technology, and information systems expertise required to perform their duties

The College’s vice presidents are highly experienced and qualified. (S7.C4.07 Vice Presidents’ CVs).

As the College has grown, the number of administrative and non-instructional positions has increased in Academic Affairs. The staffing levels in Academic Affairs reflects the increased focus on student success; however, many of the positions are grant funded and/or part time. This staffing model may prove to be a challenge as the College looks to sustain its efforts in support of student success. Over the last few years, John Jay has challenged itself to be more disciplined in terms of administrative hires. As the College works toward the goals of the strategic plan and turns its eye toward developing an enrollment management plan, this presents the perfect opportunity to review the structure of the organization as well as the staffing levels to ensure that we allocate positions in a manner that provides a healthy level of administrative support for the multitude of programs and services underway.

The administration is well served by our Department of Information Technology. The staff stay abreast of new technologies and best practices by regularly attending training sessions and pursue opportunities through University training. The staff work with the community to develop and deploy new systems and services to support faculty, student and managerial success. Resources, to the extent available, are deployed to support the mission and goals as stated in the strategic plan.

Much of the campus infrastructure and software access is provided through the University Office of Information Technology. Our main information management system is the CUNY Fully Integrated Resources and Services Tool (CUNYfirst). This is an enterprise system built on PeopleSoft with modules to manage information for student, human resource management and finance administration across the University. The system is segmented and not especially user-friendly so we rely on the expertise of various staff across campus and a portfolio of complementary applications to provide information for use in local decision-making.

S7.C4e There is regular engagement with faculty and students in advancing the institution's goals and objectives, and systematic procedures for evaluating administrative units and for using assessment data to enhance operations

The College Council, led by President Mason and attended by the provost, several vice presidents, and deans is the primary governing body of John Jay. All academic departments are represented at the College Council through an elected member of the faculty from each academic department. In addition, the College Council has Higher Education Officer representatives and student representatives (S7.C4.08 College Council Membership & Committees 2022-2023).

Additionally, the College's charter empanels several policy-oriented committees, which include members of the administration, faculty, and students. These include the Undergraduate Curriculum and Academic Standards Committee, the Committee on Graduate Studies, the Budget and Planning Committee, and the Committee on Student Interests. A full list of committees can be found in the charter (S7.C4.09 Charter of Governance and College Council Bylaws).

The administration also interacts with faculty, staff and students through monthly town hall meetings with the president, the president of the Faculty Senate, and the president of the Student Council. These monthly forums give all members of the community, not just those in leadership positions, the opportunity to ask questions of and make recommendations to the College's administration. Normally held in-person, these monthly meetings were held virtually throughout the pandemic.

S7.C5 Periodic assessment of the effectiveness of governance, leadership, and administration

The governance and administrative bodies at the College, as well as the College's leadership, undergo both formal and informal assessments. Formal assessment of our governance and administration is undertaken through a variety of mechanisms. The president is evaluated by the CUNY chancellor annually. In addition, the president sends two letters to the chancellor each year, one to assess College performance against university goals and metrics, and one to set performance goals for the following year. The president's annual assessment letter and planning letter are the primary means through which John Jay governance and administration are formally evaluated by the University, a process the University calls the Performance Management Process

(PMP). The University tracks all institutional data from its colleges in relation to goals of the University, and publishes its results online and in book form for colleges to consider their performance. John Jay maps its goals onto CUNY's goals in PMP reporting, providing information on the College's performance in an absolute sense and relative to colleges in the CUNY system (S7.C5.01 PMP letter from President Mason to Chancellor Matos Rodríguez 2022).

Locally, the president evaluates the performance of vice presidents annually. The provost evaluates department chairs annually through a self-assessment letter and meeting, asking chairs to demonstrate progress toward college goals as well as careful management of resources. The provost and the Associate Provost for Institutional Effectiveness provide feedback on chair and department performance via evaluation letter. An example from the Department of Political Science is included (S7.C5.02 Chair Evaluation 2021). Similarly, administrators are evaluated annually by their direct supervisors. Evaluations include assessment of achievement on the year's goals as well as the next year's goals and objectives (S7.C5.03 HEO Evaluation Form).

The Campus-Wide Assessment Committee (CWAC) is created to foster continuous improvement in both academic and administrative areas through regularized peer review, support for best practices, and communication about results (see also Chapter 5). However, we have found that AES assessment has not been as regular as desired, nor has there been campus-wide buy-in or understanding as to the value of AES assessment. Thus, as described more fully in Chapter 5, the CWAC reorganized in 2022 to give better representation to AES units in evaluating assessment activities, and to provide better avenues for communicating the results of unit-level assessment to the Strategic Planning Subcommittee.

Finally, John Jay administers a number of surveys that assess the effectiveness of governance, leadership and administration, including the COACHE Faculty Job Satisfaction Survey, the Great Colleges to Work for Survey, and the Campus Climate Survey. The administration takes the results of the COACHE survey seriously and developed a process for gathering insights into the survey results through a representative body of John Jay faculty who review and discuss the findings, investigate further, and make recommendations for addressing areas of concern identified in the survey. The College administration then responds with specific objectives and, in a collaborative manner, develops activities to meet those objectives (S7.C5.04 COACHE 2015 Working Group Report 2016; S7.C5.05 COACHE 2019 Working Group Report 2020).

Using Assessment for Positive Change

To demonstrate ways that periodic assessment is used to enhance the effectiveness of our governance and administrative structures, we highlight three meaningful examples. These examples demonstrate how both formal and informal assessments are used in a deliberative process to produce changes to the policies, procedures, and culture of the institution.

In the spring 2015 semester, the president and provost formed the Charter Study Group, charging it with gathering information about college shared governance practices and structures, studying the literature on effective governance, and investigating principles of governance developed by national organizations. The group published a report at the end of the year identifying five best practices of shared governance: 1) promote a common understanding of and commitment to shared governance; 2) delineate clear roles of campus constituencies and governance bodies; 3) engage in extensive communication; 4) promote broad participation; and 5) undertake periodic assessments of governance. Members of the Charter Study Group visited campus bodies and

held open sessions to discuss the report and how it could help guide shared governance at the College. (S7.C5.06 Charter Group Report 2015).

As part of the same process, the President also created a Task Force on Committees which issued a report in October 2016 which recommended a review of the size of governance committees (S7.C5.07 Report on Mandated Committees). Responding to those recommendations and consistent with the Charter Study Group report, the Faculty Senate proposed a charter amendment, which was subsequently approved by the College Council and The CUNY Board of Trustees, to reduce the number of members serving on the College Council.

Another example of the assessment of governance effectiveness recently occurred in a review of the faculty personnel process. In 2017, the Faculty Senate adopted a “Faculty Senate Statement on the Faculty Personnel Process” which assessed policies and procedures, including the appeals procedures, resulting in a revision in the faculty personnel process (S7.C5.08 Faculty Senate Statement on the Faculty Personnel Process; S7.C5.09 Faculty Personnel Process Guidelines). The previous set of procedures required appeals to be heard by a body, the Faculty Personnel Appeals Committee (FPAC), which included all members of the Faculty Personnel Committee (FPC) and additional members elected by the faculty. The FPAC was criticized for being too large to allow for full deliberation. Further criticism suggested that the FPAC included faculty from throughout the College, and, for a given appeal, members of the appellant’s department and members of the review committee making the initial recommendation were excluded from all deliberations. These two characteristics combined led to the additional criticism that appeals decisions were being made by a body with little substantive knowledge about the appellant’s field. The matter was studied by a small group consisting of three members of the FPC. Their report, with recommendations, was presented in fall 2019 (S7.C5.10 FPC Minutes, September 13, 2019). This amendment was debated and passed by the FPC in May 2021 (S7.C5.11 FPC Minutes, May 7, 2021).

After the most recent COACHE survey, the working group studied the results and initiated conversations with the faculty, leading to a report including six main recommendations to address faculty concerns (S7.C5.05 COACHE 2019 Working Group Report 2020). One recommendation was to build a more inclusive community, the responsibility for which the leadership and administration took on with great enthusiasm. As these discussions were taking place, a national uprising for racial justice was sweeping the country after the killings of George Floyd and Breanna Taylor by local police gained significant media attention. Buttressed by the Campus Climate Review (S7.C5.12 Campus Climate Review Report 2019), the College has taken steps to reaffirm the importance of diversity and inclusion in the curriculum and the college community (S7.C5.13 Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum). These principles were approved by the College Council and have been accompanied by the creation of courses that speak directly to these issues (S7.C5.14 College Council Minutes, April 8, 2021). Additionally, the College has significantly increased its diversity, equity, and inclusion-related programming. For example, in August 2020, members of the President’s Leadership Council attended a two-day training offered by the Racial Equity Institute.

Despite having policies and procedures in place to assess the College’s administration, we identify one issue restraining our assessment culture. Assessment results are often generated and discussed within their units, but they are inconsistently disseminated to the College community. COACHE survey results, including the activities of the working group, are very publicized and include input from people across John Jay. That, however, is an exception. CWAC, for example, has used information in plans and reports to document and provide feedback to AES units. Such reports, however, are not readily available on the College website. Moreover, while

assessment of governance bodies and leadership at the College occurs, it is not done systematically. Therefore, one area of improvement is to regularize assessment of the College's administration, broadly defined. Another is to publicize these activities to the College community and have a process to obtain feedback from faculty, staff, and students. Our plan to reconfigure CWAC in fall 2022 should help to address these concerns. We believe that more regular communication around assessment of the administration and how those assessments contribute to policy will encourage wider participation from the College community in these efforts.

7.6 Conclusions

Strengths

- Governance structures at the College and University levels are clearly defined, transparent, and independent of external interference.
- The College's governance processes emphasize inclusion and justice, consistent with our mission.
- Key leaders and administrators are highly experienced, skilled, and qualified for their positions.
- Academic Affairs restructured and staffed to align resources with student and faculty success priorities.

Opportunities for Improvement and Innovation

- Consistently communicate assessments of the effectiveness of John Jay governance, leadership, and administration to the broader College community.
 - Create annual Institutional Effectiveness report with basic measures of success
- Continue to solicit and incorporate broader College input regarding the Academic Affairs realignment, with an emphasis on accountability for student success and improvement of departmental administrative operations.
 - In addition to institutional effectiveness measures, keep holding open forums for feedback on processes and personnel.