

Faculty Senate Minutes #360

September 15, 2010

3:20 PM

Room 630 T

Present (40): Andrea Balis, Elton Beckett, Ben Bierman, Marvie Brooks, Erica Burleigh, Elise Champeil, Sergei Cheloukhine, Demi Cheng, Kathleen Collins, Lyell Davies, Virginia Diaz-Mendoza, Edgardo Diaz Diaz, James DiGiovanna, Jennifer Dysart, Beverly Frazier, Terry Furst, Robert Garot, Katie Gentile, Lior Gideon, Norman Groner, Maki Haberfeld, Jay Hamilton, Olivera Jokic, Karen Kaplowitz, Tom Litwack, Vincent Maiorino, Nivedita Majumdar, Isabel Martinez, David Munns, Roz Myers, Paul Narkunas, Richard Ocejo, Richard Perez, Rick Richardson, Raul Rubio, Richard Schwester, Francis Sheehan, Staci Strobl, Fritz Umbach, Monica Varsanyi

Absent (9): William Allen, Spiros Bakiras, DeeDee Falkenbach, Jay Gates, Xerxes Malki, Evan Mandery, Frank Pezzella, Patricia Tovar, Valerie West

1. Adoption of the agenda
2. Announcements & Report:
3. Approval of Minutes #359 of the May 24, 2010, meeting
4. Ratification of election slates
5. Proposed John Jay 5-Year Master Plan Goals & Objectives
6. Proposed Vision Statement
7. Review of the agenda of the September 23 meeting of the College Council
8. Report on Facilities and Space at the College
9. Report on the Budget

1. Adoption of the agenda. Approved.

2. Announcements & Report [Attachment]

Attachment A contains:

- ◆ Members of the 2010-2011 Faculty Senate and of the Executive Committee
- ◆ Calendar of 2010-2011 Faculty Senate meetings
- ◆ Members of the 2010-2011 Members of the College Council & meeting dates
- ◆ Performance Management Process (PMP) 2009-10 Year-End Data Report

3. Approval of Minutes #359 of the May 24, 2010, meeting. Approved.

4. Ratification of election slates: College Council, Senate, & College Committees
[Attachment B]

The election slates were all approved by unanimous vote.

5. Proposed John Jay 5-Year Master Plan Goals & Objectives [Attachment C1- C3]

The President's Master Plan Advisory Committee (MPAC), which included Jay Hamilton, Karen Kaplowitz, and Francis Sheehan of the Faculty Senate, developed this draft document last semester. The Faculty Senate devoted 5 meetings to vetting and commenting on the various iterations of the draft [see Attachment C3]. The document was then released to the College community in June. The deadline for comments from the College community is next week, on September 23. MPAC will then meet again on September 29. The final version of the Master Plan Goals & Objectives will be on the agenda of the October 14 meeting of the College Council for vote.

Recommendation #1: The Senate voted to recommend that on Page 10 of the Draft Master Plan Goals & Objectives document, the language that is underlined and in bold be added:

"Goals and Objectives

"In his *State of the College* address on October 21, 2009, President Travis defined five 'domains of excellence' for John Jay: Student Success, Teaching, Scholarship, Strategic Partnerships, and Institutional Effectiveness. Those five domains of excellence became the organizing structure for the development of the goals and objectives that would define priorities for the Master Plan.

"Master Plans are inherently and necessarily aspirational; they define what should be, or ought to be – what an institution wants to do and achieve in the future. Accordingly, the five domains of excellence represent the aspirations of the College: John Jay aspires to excellence in student success, teaching, scholarship (and research), strategic partnerships, and institutional effectiveness. Pursuing these goals supports our continuing aspiration to be the pre-eminent institution of education and research in criminal justice and related areas of public safety and public service; at the same time we maintain our commitment to further build and support our exciting and often unique liberal arts and science programs."

The Faculty Senate also recommended the following changes in the "Student Success" section of the Draft Master Plan Goals and Objectives:

Recommendation # 2. On Page 11: Add the language that is underlined and in bold: Student Success: Goal: Establish an institutional culture that fosters intellectual and personal transformation in order that students achieve their academic [or intellectual] and professional goals.

Explanation: the words "academic" or "intellectual" and "professional" are needed because without them this could be the goal of a school for fashion models or for hair dressers or for chefs.

Recommendation #3. On Page 11: Student Success: Among the "Objectives": Add language about Majors in Liberal Arts and Sciences and also about Masters Programs .

Explanation: Currently, the only reference to the curriculum in the Goals and Objectives is "foundational intellectual skills – such as effective written and oral communication, critical thinking, problem solving, and quantitative literacy."

Recommendation #4: On Page 12: The first Objective on the page: move the phrase "for all students" to the end of the sentence for grammatical reasons and also add the phrase "mental health counseling."

6. Proposed Vision Statement [Attachments D1-D3]

Attachment D1: Draft Vision Statement by Provost Bowers released January 2010

Attachment D2: Proposed revisions from the Chairs and Senators Litwack & Kaplowitz March 2010

Attachment D3: Revised Vision Statement by Provost Bowers released June 2010

The Revised Vision Statement [Attachment D3] will be on the agenda of the October 14 meeting of the College Council for a vote. Provost Bowers received many comments and proposed revisions. The revisions suggested by and reviewed by the Council of Chairs and the Faculty Senate last semester appear in Attachment D2. The Provost's original draft Vision Statement, released in January 2010, is Attachment D1.

The Senate voted to propose that the Provost revise the conclusion of the Vision Statement so as to include the text, below, that is in bold and underlined:

"As we look toward our fiftieth birthday, we honor the college we are, as we design the college we wish to become. Our transformation is not finished. We commit to continuing to pursue innovation while maintaining our commitment to be the preeminent national and international leader in education and scholarship in criminal justice and related areas of public safety and public service. **At the same time we maintain our commitment to further build and support our exciting and often unique liberal arts and science programs.** We aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research, strategic partnerships, and institutional effectiveness."

7. Review of the agenda of the September 23 meeting of the College Council
[Attachments E1-E4]

- Attachment E1: Proposed Policy on Courses Repeated After Failing Three Times
- Attachment E2: Proposed Policy on Credit Limits for Students Coming Off Academic Probation
- Attachment E3: Proposed Policy on Extra Work and Grade Appeals & Changes
- Attachment E4: Proposed Policy on Withdrawal from Courses

The Senate expressed its support for the first two policies; it agreed to support the third policy if it is amended by removing the phrase "at the same time"; and it agreed to support the fourth policy if amended with changes proposed by Senator Sheehan and agreed to by VP Saulnier.

8. Report on Facilities and Space at the College: Senators Kaplowitz and Sheehan
[Attachment F]

9. Report on the Budget: Senators Hamilton, Kaplowitz, Sheehan [Attachment G]

The meeting was adjourned at 5 PM.

Membership of the 2010-2011 John Jay Faculty Senate

13 Full-time faculty elected by the full-time faculty:

Andrea Balis – History/ISP
Elton Beckett – Communication & Theater Arts
Marvie Brooks – Library
Erica Burleigh – English
DeeDee Falkenbach – Psychology
Maki Haberfeld – Law, PS, CJA
Karen Kaplowitz – English
Tom Litwack – Psychology
Evan Mandery – Criminal Justice
Nivedita Majumdar – English
Rick Richardson – Sociology
Francis Sheehan – Science
Valerie West – Criminal Justice

3 Adjunct faculty At-Large Representatives elected by the adjunct faculty:

William Allen – Public Management
Edgardo Diaz Diaz – Foreign Languages & Literature
Roz Myers – Sociology

9 At-Large members elected by the Faculty Senate:

Elise Champeil – Science
Sergei Cheloukhine – Law, PS, CJA
Beverly Frazier – Law, PS, CJA
Jay Gates – English
Olivera Jokic – English
Richard Ocejo – Sociology
Richard Perez – English
Staci Strobl – Law, PS, CJA
Pat Tovar – Anthropology

24 Department representatives elected to the Faculty Senate and to the College Council:

African-American Studies: Xerxes Malki
Anthropology: Terry Furst
Art & Music: Ben Bierman
Communication & Theater Arts: Lyell Davis
Counseling & Student Life: Katie Gentile
Criminal Justice: Frank Pezzella
Economics: Jay Hamilton
English: Paul Narkunas
Foreign Languages & Literature: Raul Rubio
Health and Physical Education: Vincent Maiorino

History: David Munns
Interdisciplinary Studies Program: Fritz Umbach
Latin American & Latina/o Studies: Isabel Martinez
Law, Police Science, CJA: Lior Gideon
Library: Kathleen Collins
Mathematics: Spiros Bakiras
Philosophy: James DiGiovanna
Political Science: Monica Varsanyi
Protection Management: Norman Groner
Psychology: Jennifer Dysart
Public Administration: Richard Schwester
Science: Demi (Shu-Yuan) Cheng
SEEK: Virginia Diaz
Sociology: Robert Garot

Executive Committee of the 2010-2011 Faculty Senate:

President: Karen Kaplowitz – English
Vice President: Francis Sheehan – Science
Recording Secretary: Virginia Diaz – SEEK
Associate Recording Secretary: Andrea Balis – History/ISP
Corresponding Secretary: Robert Garot – Sociology
Executive Member At-Large: Beverly Frazier – Law, Police Science, CJA
Executive Member At-Large: Tom Litwack – Psychology

ATTACHMENT A2

Calendar of 2010-2011 Faculty Senate Meetings

Fall 2010

Wednesday, September 15
Thursday, September 30
Wednesday, October 13
Thursday, October 28
Wednesday, November 10
Tuesday, November 23
Friday, December 10 – all-day meeting

Spring 2011

Thursday, February 10
Wednesday [Monday classes], February 23
Thursday, March 10
Wednesday, March 23
Wednesday, April 6
Thursday, April 28
Friday, May 13 – all-day meeting

First meeting of the 2010-2011 Faculty Senate

Wednesday, May 25, 2011

All meetings are in Room 630T at 3:20 PM, except for the all-day meetings in December and in May, which begin at 9:30 AM.

Meetings are open to all members of the John Jay faculty, all of whom may participate in discussions; however, only members of the Faculty Senate may make motions and vote.

Agenda items must be submitted in writing (email submissions are accepted) to a member of the Faculty Senate Executive Committee.

The Executive Committee of the 2010-2011 Faculty Senate:

President: Karen Kaplowitz – English
Vice President: Francis Sheehan – Science
Recording Secretary: Virginia Diaz – SEEK
Associate Recording Secretary: Andrea Balis – History/ISP
Corresponding Secretary: Robert Garot – Sociology
Executive Member At-Large: Beverly Frazier – Law, PS, CJA
Executive Member At-Large: Tom Litwack – Psychology

**2010-2011 Faculty Members on the College Council &
Calendar of College Council and College Council Exec Committee meetings**

18 At-Large Faculty Senate representatives elected by the Faculty Senate to serve on the College Council:

Andrea Balis – History/ISP
Elton Beckett – Communication & Theater Arts
Marvie Brooks – Library
Elise Champeil – Science
Sergei Cheloukhine – Law, PS, CJA
Beverly Frazier – Law, PS, CJA
Jay Gates – English
Maki Haberfeld – Law, PS, CJA
Karen Kaplowitz – English
Evan Mandery – Criminal Justice
Rick Richardson – Sociology
Francis Sheehan – Science
Valerie West – Criminal Justice
Olivera Jokic – English
Richard Ocejo – Sociology
Richard Perez – English
Staci Strobl – Law, PS, CJA
Pat Tovar – Anthropology

24 Departmental Representatives elected to the Faculty Senate & to the College Council:

African-American Studies: Xerxes Malki
Anthropology: Terry Furst
Art & Music: Ben Bierman
Communication & Theater Arts: Lyell Davis
Counseling & Student Life: Katie Gentile
Criminal Justice: Frank Pezzella
Economics: Jay Hamilton
English: Paul Narkunas
Foreign Languages & Literature: Raul Rubio
Health and Physical Education: Vincent Maiorino
History: David Munns
Interdisciplinary Studies Program: Fritz Umbach
Latin American & Latina/o Studies: Isabel Martinez
Law, Police Science, CJA: Lior Gideon
Library: Kathleen Collins
Mathematics: Spiros Bakiras
Philosophy: James DiGiovanna
Political Science: Monica Varsanyi
Protection Management: Norman Groner
Psychology: Jennifer Dysart
Public Administration: Richard Schwester
Science: Demi (Shu-Yuan) Cheng
SEEK: Virginia Diaz
Sociology: Robert Garot

3 At-Large Faculty Senate representatives elected by the Faculty Senate to serve as Alternate Members on the College Council:

Erica Burleigh – English
DeeDee Falkenbach – Psychology
Nivedita Majumdar – English

4 Members of the Faculty Senate are *not* serving on the 2010-2011 College Council as a member or as an alternate member:

William Allen – Public Management
Edgardo Diaz Diaz – Foreign Languages & Literature
Tom Litwack – Psychology
Roz Myers – Sociology

College Council membership :

42 faculty [one representative from each of the 24 academic departments, elected by each department, and 18 At-Large members of the Faculty Senate elected to the College Council by the Faculty Senate]

5 higher education officers (non-teaching instructional staff)

14 students

President

Provost

VP for Administration

VP for Student Development

VP for Enrollment Management

Dean of Undergraduate Students

Dean of Graduate Studies

Dean for Research

Total = 69 members

Calendar of the 2010-2011 College Council & Exec Committee Meetings

College Council Meetings:

Thursday, September 23

Thursday, October 14

Thursday, November 11

Monday, December 13

Thursday, February 24

Thursday, March 24

Wednesday, April 13

Monday, May 16

Deadline for agenda items:

Thursday, August 26

Friday, September 24

Wednesday, October 20

Wednesday, November 24

Tuesday, February 1

Tuesday, March 1

Wednesday, March 30

Monday, May 2

CC Executive Committee:

Thursday, September 2

Tuesday, October 5

Wednesday, October 27

Thursday, December 2

Tuesday, February 8

Wednesday, March 9

Monday, April 4

Monday, May 9

All meetings of the College Council are at 3:30 PM in Room 630T. All meetings of the College Council Executive Committee are at 3:30 PM in Room 610T.

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

ATTACHMENT A

| KEY INDICATORS | | | | | | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--|-------------|-------------|--------------|--------------|--------------|-------------------------------|-------------------------------|--------------------|
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Percentage of instructional FTEs taught by full-time faculty | 37.9 | 40.5 | 41.6 | 42.7 | 45.1 | ⬆ 2.4 | ⬆ 7.2 | 41.6 |
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Mean teaching hours of veteran full-time faculty | 7.7 | 6.9 | 6.9 | 7.2 | 7.7 | ⬆ 0.5 | - 0.0 | 7.3 |
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Mean teaching hours of full-time faculty eligible for contractual release time | 7.0 | 7.0 | 7.1 | 7.0 | 6.6 | ⬇ -0.4 | ⬇ -0.4 | 6.9 |
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Percentage of students passing freshman composition with C or better (Eng 101, Eng 201, EngS 095) | 77.9 | 76.7 | 77.5 | 82.2 | 82.1 | ⬇ -0.1 | ⬆ 4.2 | 79.3 |
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Percentage of students passing gateway mathematics courses with C or better (Math 104, Math 105, Math 108, Math 141) | 61.4 | 63.0 | 60.1 | 61.6 | 59.8 | ⬇ -1.8 | ⬇ -1.6 | 61.2 |
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate) | 93.7 | 91.8 | 89.9 | 91.8 | 89.7 | ⬇ -2.1 | ⬇ -4.0 | 91.4 |
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, winter, spring and summer terms) | 22.8 | 22.7 | 23.5 | 23.4 | 23.8 | ⬆ 0.4 | ⬆ 1.0 | 23.2 |
| | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | |
| 1-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry 1 year later | 72.7 | 74.0 | 74.1 | 72.3 | 74.9 | ⬆ 2.6 | ⬆ 2.2 | 73.6 |
| | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | |
| 1-Year Retention Rate: Percentage of full-time first-time freshmen in associate programs still enrolled in college of entry 1 year later | 64.0 | 62.5 | 63.0 | 63.1 | 67.3 | ⬆ 4.2 | ⬆ 3.3 | 64.0 |
| | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | |
| 6-Year Graduation Rate: Percentage of full-time first-time freshmen in bachelor programs who graduated from college of entry within 6 years | 35.7 | 42.3 | 42.1 | 42.7 | 41.7 | ⬇ -1.0 | ⬆ 6.0 | 40.9 |
| | F 1999 | F 2000 | F 2001 | F 2002 | F 2003 | | | |
| 6-Year Graduation Rate: Percentage of full-time first-time freshmen in associate programs who graduated from college of entry within 6 years | 24.7 | 25.2 | 26.0 | 24.3 | 26.6 | ⬆ 2.3 | ⬆ 1.9 | 25.4 |
| | F 1999 | F 2000 | F 2001 | F 2002 | F 2003 | | | |
| Total Enrollment | 14,295 | 14,645 | 14,841 | 14,844 | 15,330 | ⬆ 486 | ⬆ 1,035 | 14,791 |
| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs | 958 | 941 | 931 | 943 | 942 | ⬇ -1 | ⬇ -16 | 943 |
| | | | | | | | | |
| | | FY 2007 | FY 2008 | FY 2009 | FY 2010 | | | |
| Total Voluntary Support (weighted rolling average) | | \$986,184 | \$2,227,428 | \$3,597,305 | \$6,364,597 | ⬆ \$2,767,292 | ⬆ \$6,364,597 | \$2,635,103 |
| | | | | | | | | |
| | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | | | |
| Institutional Support Services (administrative services) as a percentage of total tax levy budget | 26.1 | 25.1 | 25.3 | 24.4 | 23.9 | ⬇ -0.5 | ⬇ -2.2 | 25.0 |
| | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | | | |
| Grants & contracts awarded (weighted, rolling, 3-year average) | \$6,583,688 | \$9,705,446 | \$12,896,015 | \$15,275,879 | \$18,277,464 | ⬆ \$3,001,585 | ⬆ \$11,693,776 | \$12,547,698 |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Raise Academic Quality

Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricular and program mix.

Target 1.4: Colleges will use technology to enrich courses and teaching.

Percentage of instructional (student) FTEs offered partially or totally online

Context: totally online

Context: partially online

| | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| | 2.3 | 2.3 | 3.4 | 3.3 | ↓ -0.1 | ↑ 1.0 | 2.8 |
| | 2.2 | 2.3 | 3.1 | 3.2 | | | |
| | 0.1 | 0.0 | 0.3 | 0.2 | | | |

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.

Target 2.3: Instruction by full-time faculty will increase incrementally.

Percentage of instructional FTEs delivered by full-time faculty

Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty

Context: Percentage of instructional FTEs in graduate courses delivered by full-time faculty

Context: Percentage of instructional hours delivered by full-time faculty

Context: Percentage of instructional hours in undergraduate courses delivered by full-time faculty

Context: Percentage of instructional hours in graduate courses delivered by full-time faculty

Mean teaching hours of veteran full-time faculty

Context: Number of veteran full-time faculty

Mean teaching hours of full-time faculty eligible for contractual release time

Context: Number of full-time faculty eligible for contractual release time

Context: Undergraduate student-faculty ratio

Context: Number of full-time faculty

Context: Number of FTE part-time faculty

Context: Number of full-time executive and professional staff

| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
|--|--------|--------|--------|--------|--------|--------|--------|------|
| | 37.9 | 40.5 | 41.6 | 42.7 | 45.1 | ↑ 2.4 | ↑ 7.2 | 41.6 |
| | 34.9 | 38.3 | 39.7 | 40.8 | 42.7 | ↑ 1.9 | ↑ 7.8 | 39.3 |
| | 62.6 | 60.3 | 58.6 | 58.0 | 64.2 | | | |
| | 40.6 | 43.1 | 45.6 | 45.7 | 44.8 | | | |
| | 37.2 | 40.5 | 43.5 | 44.0 | 42.5 | | | |
| | 65.6 | 61.2 | 60.4 | 56.7 | 61.2 | | | |
| | 7.7 | 6.9 | 6.9 | 7.2 | 7.7 | ↑ 0.5 | - 0.0 | 7.3 |
| | 164 | 192 | 194 | 176 | 175 | | | |
| | 7.0 | 7.0 | 7.1 | 7.0 | 6.6 | ↓ -0.4 | ↓ -0.4 | 6.9 |
| | 63 | 65 | 78 | 96 | 122 | | | |
| | 21.0 | 20.3 | 19.5 | 19.2 | | | | |
| | 323 | 359 | 382 | 400 | 414 | | | |
| | 274 | 289 | 268 | 278 | 364 | | | |
| | 161 | 181 | 207 | 239 | 250 | | | |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction.

Target 3.2: Colleges will improve basic skills and ESL outcomes.

Percentage of non-ESL SEEK bachelor degree students who pass all basic skills tests within one year

Context: Number of non-ESL SEEK students

| F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 71.2 | 80.1 | 66.3 | 75.5 | 72.5 | ↓ -3.0 | ↑ 1.3 | 73.1 |
| 177 | 141 | 187 | 159 | 229 | | | |

Percentage of ESL students (SEEK and regular) who pass all basic skills tests within two years (Note: fewer than 25 students)

Context: Number of ESL students (SEEK and regular)

| F 2003 | F 2004 | F 2005 | F 2006 | F 2007 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 33.3 | 33.3 | 60.0 | 60.0 | 42.9 | ↓ -17.1 | ↑ 9.6 | 45.9 |
| 6 | 15 | 5 | 5 | 7 | | | |

Percentage of entering first-time freshmen who increased their reading basic skills test score over the summer

Context: Average increase in basic skills reading test score

| SU 2005 | SU 2006 | SU 2007 | SU 2008 | SU 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---------|---------|---------|---------|---------|----------------------------|----------------------------|-----------------|
| 87.5 | 83.3 | 90.5 | 93.1 | 96.0 | ↑ 2.9 | ↑ 8.5 | 90.1 |
| 14.8 | 14.6 | 14.9 | 15.8 | 17.1 | | | |

Percentage of entering first-time freshmen who increased their writing (essay) basic skills test score over the summer

Context: Average increase in basic skills essay test score

| SU 2005 | SU 2006 | SU 2007 | SU 2008 | SU 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---------|---------|---------|---------|---------|----------------------------|----------------------------|-----------------|
| 75.9 | 65.4 | 75.6 | 86.1 | 71.0 | ↓ -15.1 | ↓ -4.9 | 74.8 |
| 1.6 | 1.2 | 1.5 | 1.9 | 1.5 | | | |

Percentage of entering first-time freshmen who increased their math COMPASS 1 (arithmetic) basic skills test score over the summer

Context: Average increase in math COMPASS 1 test score

| SU 2005 | SU 2006 | SU 2007 | SU 2008 | SU 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---------|---------|---------|---------|---------|----------------------------|----------------------------|-----------------|
| 87.0 | 89.2 | 91.0 | 90.8 | 96.2 | ↑ 5.4 | ↑ 9.2 | 90.8 |
| 13.1 | 15.3 | 13.4 | 14.1 | 20.1 | | | |

Percentage of entering first-time freshmen who increased their math COMPASS 2 (algebra) basic skills test score over the summer

Context: Average increase in math COMPASS 2 test score

| SU 2005 | SU 2006 | SU 2007 | SU 2008 | SU 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---------|---------|---------|---------|---------|----------------------------|----------------------------|-----------------|
| 90.3 | 89.5 | 88.9 | 87.2 | 90.2 | ↑ 3.0 | ↓ -0.1 | 89.2 |
| 12.2 | 10.7 | 10.5 | 11.4 | 15.8 | | | |

Associate Programs: Exiting Remediation

Pass rate in reading on exit from remediation

Pass rate in writing on exit from remediation

Pass rate in math on exit from remediation

| F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 56.1 | 69.0 | 58.2 | 67.6 | 62.4 | ↓ -5.2 | ↑ 6.3 | 62.7 |
| 65.4 | 62.1 | 65.7 | 65.6 | 59.1 | ↓ -6.5 | ↓ -6.3 | 63.6 |
| 68.4 | 51.6 | 42.2 | 41.1 | 53.6 | ↑ 12.5 | ↓ -14.8 | 51.4 |

Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency by the 30th credit

Context: % initially not proficient in reading who have met proficiency

Context: % initially not proficient in writing who have met proficiency

Context: % initially not proficient in math who have met proficiency

| F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 53.4 | 67.5 | 72.5 | 71.5 | 74.9 | ↑ 3.4 | ↑ 21.5 | 68.0 |
| 80.2 | 84.5 | 77.5 | 86.6 | 92.0 | | | |
| 77.9 | 86.0 | 89.8 | 84.6 | 91.4 | | | |
| 45.0 | 62.9 | 71.1 | 71.3 | 69.1 | | | |

Percentage of instructional FTEs in lower division courses delivered by full-time faculty

| F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 32.3 | 35.1 | 38.7 | 39.3 | | | | |

Target 3.3: Colleges will improve student academic performance particularly in the first 60 credits of study.

Percentage of students passing freshman composition with a C or better (Eng 101, Eng 201, EngS 095)

| F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 77.9 | 76.7 | 77.5 | 82.2 | 82.1 | ↓ -0.1 | ↑ 4.2 | 79.3 |

Percentage of students passing gateway mathematics courses with a C or better (Math 104, Math 105, Math 108, Math 141)

Context: Percentage of students passing freshman composition and gateway mathematics courses with a C or better

| F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 61.4 | 63.0 | 60.1 | 61.6 | 59.8 | ↓ -1.8 | ↓ -1.6 | 61.2 |
| 69.7 | 70.0 | 69.0 | 72.0 | 71.0 | | | |

Target 3.4: Show and pass rates on the CUNY Proficiency Exam will increase.

Percentage of required invitees who took the CUNY Proficiency Exam (CPE show rate)

| F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 70.9 | 82.8 | 85.3 | 86.4 | 83.6 | ↓ -2.8 | ↑ 12.7 | 81.8 |

Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate)

| F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--------|--------|--------|--------|--------|----------------------------|----------------------------|-----------------|
| 93.7 | 91.8 | 89.9 | 91.8 | 89.7 | ↓ -2.1 | ↓ -4.0 | 91.4 |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Improve Student Success (cont.)

Objective 3: Ensure that all students receive a quality general education and effective instruction (cont.).

| Target 3.5: Colleges will reduce performance gaps among students from underrepresented groups. (URM: black, Hispanic Native American; non-URM: Asian/Pacific Islander, white) | | | | | | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---|--------|--------|--------|--------|--------|-------------------------------|-------------------------------|--------------------|
| 1-year retention rate of full-time first-time freshmen enrolled in bachelor programs still enrolled in college of entry 1 year later | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | |
| Underrepresented Minorities (URM) | 72.1 | 76.7 | 75.8 | 73.6 | 75.3 | ↑ 1.7 | ↑ 3.2 | 74.7 |
| Non-Underrepresented Minorities (non-URM) | 73.5 | 69.9 | 71.7 | 70.1 | 74.1 | ↑ 4.0 | ↑ 0.6 | 71.9 |
| URM-non-URM Gap | -1.4 | 6.8 | 4.1 | 3.5 | 1.2 | | | |
| Males | 70.9 | 70.6 | 73.7 | 70.8 | 71.6 | ↑ 0.8 | ↑ 0.7 | 71.5 |
| Females | 73.8 | 76.5 | 74.4 | 73.2 | 77.2 | ↑ 4.0 | ↑ 3.4 | 75.0 |
| Male-Female Gap | -2.9 | -5.9 | -0.7 | -2.4 | -5.7 | | | |
| 1-year retention rate of full-time first-time freshmen enrolled in associate programs still enrolled in college of entry 1 year later | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | |
| Underrepresented Minorities (URM) | 63.1 | 62.0 | 61.5 | 61.5 | 66.8 | ↑ 5.3 | ↑ 3.7 | 63.0 |
| Non-Underrepresented Minorities (non-URM) | 66.3 | 63.9 | 67.5 | 67.5 | 69.2 | ↑ 1.7 | ↑ 2.9 | 66.9 |
| URM-non-URM Gap | -3.1 | -2.0 | -6.0 | -6.0 | -2.4 | | | |
| Males | 63.1 | 60.2 | 60.1 | 62.6 | 68.5 | ↑ 5.9 | ↑ 5.4 | 62.9 |
| Females | 64.8 | 64.2 | 65.3 | 63.5 | 66.5 | ↑ 3.0 | ↑ 1.7 | 64.9 |
| Male-Female Gap | -1.7 | -4.0 | -5.2 | -0.9 | 2.0 | | | |
| Percentage of semester credits hours earned/passed of those attempted | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Underrepresented Minorities (URM) | 76.0 | 77.5 | 78.4 | 81.2 | 81.4 | ↑ 0.2 | ↑ 5.4 | 78.9 |
| Non-Underrepresented Minorities (non-URM) | 80.4 | 82.5 | 83.2 | 85.8 | 85.1 | ↓ -0.7 | ↑ 4.7 | 83.4 |
| URM-non-URM Gap | -4.4 | -5.0 | -4.7 | -4.7 | -3.7 | | | |
| Males | 76.0 | 78.1 | 80.0 | 82.6 | 82.5 | ↓ -0.1 | ↑ 6.5 | 79.8 |
| Females | 78.5 | 80.0 | 80.1 | 82.8 | 82.9 | ↑ 0.1 | ↑ 4.4 | 80.9 |
| Male-Female Gap | -2.5 | -1.9 | -0.1 | -0.2 | -0.4 | | | |

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion.

Target 4.1: Colleges will facilitate student's timely progress toward degree completion.

| Percentage of freshmen and transfers taking one or more courses the summer after entry | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--|--------|--------|--------|--------|--------|-------------------------------|-------------------------------|--------------------|
| | 19.5 | 20.3 | 16.6 | 16.7 | 18.6 | ↑ 1.9 | ↓ -0.9 | 18.3 |
| Percentage of baccalaureate students who have declared a major by the 70th credit | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - 0.0 | - 0.0 | 100.0 |
| Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, winter, spring and summer terms) | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | |
| | 22.8 | 22.7 | 23.5 | 23.4 | 23.8 | ↑ 0.4 | ↑ 1.0 | 23.2 |
| Ratio of FTEs to Headcount in baccalaureate programs | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| | 0.811 | 0.804 | 0.811 | 0.807 | 0.817 | ↑ 0.010 | ↑ 0.006 | 0.810 |
| Ratio of FTEs to Headcount in associate programs | 0.801 | 0.830 | 0.814 | 0.786 | 0.822 | ↑ 0.036 | ↑ 0.021 | 0.811 |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Improve Student Success (cont.)

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion (cont.).

| Target 4.2: Retention rates will increase progressively. | | | | | | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--|--------|--------|--------|--------|--|-------------------------------|-------------------------------|--------------------|
| Baccalaureate Programs: | | | | | | | | |
| 1-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry 1 year later | | | | | | | | |
| F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | ↑ 2.6 | ↑ 2.2 | 73.6 |
| 72.7 | 74.0 | 74.1 | 72.3 | 74.9 | | | | |
| 2-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry 2 years later | | | | | | | | |
| F 2003 | F 2004 | F 2005 | F 2006 | F 2007 | | ↑ 0.9 | ↓ -3.2 | 58.9 |
| 62.8 | 57.2 | 56.3 | 58.7 | 59.6 | | | | |
| 1-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer 1 year later or earned degree pursued | | | | | | | | |
| F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | ↑ 3.3 | ↑ 3.0 | 75.7 |
| 74.4 | 77.9 | 74.5 | 74.1 | 77.4 | | | | |
| 2-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer 2 years later or earned degree pursued | | | | | | | | |
| F 2003 | F 2004 | F 2005 | F 2006 | F 2007 | | ↓ -4.2 | ↓ -1.6 | 64.9 |
| 64.7 | 62.7 | 66.9 | 67.3 | 63.1 | | | | |
| Associate Programs: | | | | | | | | |
| 1-Year Retention Rate: Percentage of full-time first-time freshmen in associate programs still enrolled in college of entry 1 year later | | | | | | | | |
| F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | ↑ 4.2 | ↑ 3.3 | 64.0 |
| 64.0 | 62.5 | 63.0 | 63.1 | 67.3 | | | | |
| Context: 1-year Retention Rate (System rate): Percentage of full-time first-time freshmen in associate programs still enrolled in any CUNY college 1 year later | | | | | | | | |
| F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | | |
| 68.7 | 66.6 | 68.2 | 68.2 | 71.5 | | | | |
| Target 4.3: Graduation rates will progressively increase in associate, baccalaureate and master's programs. | | | | | | | | |
| Baccalaureate Programs: | | | | | | | | |
| 4-Year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs graduating from college of entry within 4 years | | | | | | | | |
| F 2001 | F 2002 | F 2003 | F 2004 | F 2005 | | ↓ -2.2 | ↓ -0.4 | 20.7 |
| 19.4 | 20.7 | 23.1 | 21.2 | 19.0 | | | | |
| 6-Year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs graduating from college of entry within 6 years | | | | | | | | |
| F 1999 | F 2000 | F 2001 | F 2002 | F 2003 | | ↓ -1.0 | ↑ 6.0 | 40.9 |
| 35.7 | 42.3 | 42.1 | 42.7 | 41.7 | | | | |
| 4-Year Graduation Rate: Percentage of full-time transfers into baccalaureate programs graduating from college of transfer within 4 years | | | | | | | | |
| F 2001 | F 2002 | F 2003 | F 2004 | F 2005 | | ↑ 4.0 | ↑ 2.4 | 50.4 |
| 50.4 | 50.0 | 49.8 | 48.8 | 52.8 | | | | |
| 6-Year Graduation Rate: Percentage of full-time transfers into baccalaureate programs graduating from college of transfer within 6 years | | | | | | | | |
| F 1999 | F 2000 | F 2001 | F 2002 | F 2003 | | ↓ -1.3 | ↑ 6.0 | 54.5 |
| 50.0 | 50.5 | 58.6 | 57.3 | 56.0 | | | | |
| Master's Programs: | | | | | | | | |
| 4-Year Graduation Rate: Percentage of master's students graduating within 4 years of entry into master's program | | | | | | | | |
| F 2001 | F 2002 | F 2003 | F 2004 | F 2005 | | ↓ -3.6 | ↑ 1.7 | 60.7 |
| 60.2 | 61.5 | 54.6 | 65.5 | 61.9 | | | | |
| Associate Programs: | | | | | | | | |
| 6-Year Graduation Rate: Percentage of full-time first-time freshmen in associate programs graduating from college of entry within 6 years | | | | | | | | |
| F 1999 | F 2000 | F 2001 | F 2002 | F 2003 | | ↑ 2.3 | ↑ 1.9 | 25.4 |
| 24.7 | 25.2 | 26.0 | 24.3 | 26.6 | | | | |
| Context: Percentage of full-time first-time freshmen in associate programs graduating from any CUNY college within 6 years | | | | | | | | |
| F 1999 | F 2000 | F 2001 | F 2002 | F 2003 | | | | |
| 27.3 | 29.5 | 30.5 | 28.9 | 30.8 | | | | |
| Context: Percentage of full-time first-time freshmen in associate programs transferring outside of CUNY within 6 years of entry without having earned a degree from the college of entry | | | | | | | | |
| F 1999 | F 2000 | F 2001 | F 2002 | F 2003 | | | | |
| 14.8 | 11.0 | 13.5 | 12.7 | 15.8 | | | | |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Improve Student Success (cont)

Objective 5: Improve post-graduate outcomes.

Target 5.2: Job and education placement rates for graduates will rise.

| | Class of 2003-04 | Class of 2004-05 | Class of 2005-06 | Class of 2006-07 | Class of 2007-08 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------------------|-------------------------------|--------------------|
| Six-month job placement in career and technical education programs | 71.4 | 80.0 | 81.4 | 90.2 | 93.9 | ↑ 3.7 | ↑ 22.5 | 83.4 |
| Context: 6-month education placement in career & technical education programs | 79.2 | 58.3 | 69.8 | 65.9 | 65.4 | | | |
| Context: 6-month job and education placement in career & technical education programs | 93.9 | 97.4 | 96.8 | 97.6 | 98.1 | | | |

Objective 6: Improve quality of student academic support services.

Target 6.1: Colleges will improve the quality of academic support services, academic advising and use of technology to strengthen instruction.

| | S 2002 | S 2004 | S 2006 | S 2008 | S 2010 | | | |
|---|--------|--------|--------|--------|--------|--------|--------|------|
| Student satisfaction with academic support services | 2.84 | 3.01 | 2.99 | 2.96 | 2.99 | ↑ 0.03 | ↑ 0.15 | 2.96 |
| Student satisfaction with student services | 2.65 | 2.77 | 2.85 | 2.76 | 2.77 | ↑ 0.01 | ↑ 0.12 | 2.76 |
| Student satisfaction with access to computer technology | 2.85 | 2.90 | 3.13 | 2.98 | 3.09 | ↑ 0.11 | ↑ 0.24 | 2.99 |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.

Target 7.1: Colleges will meet enrollment targets for degree and adult & continuing education enrollment; mean SATs/CAAs of baccalaureate entrants will rise.

| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|--|---------|---------|---------|---------|---------|-------------------------------|-------------------------------|--------------------|
| Total Enrollment | 14,295 | 14,645 | 14,841 | 14,844 | 15,330 | ⬆ 486 | ⬆ 1035 | 14,791 |
| Total FTEs | 11,076 | 11,385 | 11,468 | 11,348 | 12,042 | ⬆ 694 | ⬆ 966 | 11,464 |
| First-time Freshmen | 2,704 | 2,783 | 2,813 | 2,442 | 2,872 | ⬆ 430 | ⬆ 168 | 2,723 |
| Transfers | 1,022 | 1,080 | 997 | 1,207 | 1,193 | ⬇ -14 | ⬆ 171 | 1,100 |
| Context: New Non-degree Undergraduates | 107 | 113 | 225 | 294 | 137 | ⬇ -157 | ⬆ 30 | 175 |
| Context: Continuing Undergraduates (degree & non-degree) | 8,005 | 8,116 | 8,253 | 8,317 | 8,389 | ⬆ 72 | ⬆ 384 | 8,216 |
| Context: Undergraduate Re-admits | 598 | 692 | 608 | 683 | 755 | ⬆ 72 | ⬆ 157 | 667 |
| Total Undergraduates | 12,436 | 12,784 | 12,896 | 12,943 | 13,346 | ⬆ 403 | ⬆ 910 | 12,881 |
| New Graduates | 585 | 506 | 567 | 573 | 582 | ⬆ 9 | ⬇ -3 | 563 |
| Context: New Non-degree Graduates | 80 | 103 | 119 | 15 | 67 | ⬆ 52 | ⬇ -13 | 77 |
| Context: Continuing Graduates (degree & non-degree) | 1,147 | 1,201 | 1,189 | 1,240 | 1,245 | ⬆ 5 | ⬆ 98 | 1,204 |
| Context: Graduates Re-admits | 47 | 51 | 70 | 73 | 90 | ⬆ 17 | ⬆ 43 | 66 |
| Total Graduates | 1,859 | 1,861 | 1,945 | 1,901 | 1,984 | ⬆ 83 | ⬆ 125 | 1,910 |
| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | | | |
| Number of seats filled in Adult and Continuing Education courses | 8,707 | 11,208 | 9,098 | 16,613 | 9,380 | ⬇ -7233 | ⬆ 673 | 11,001 |
| Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| | 958 | 941 | 931 | 943 | 942 | ⬇ -1 | ⬇ -16 | 943 |
| Context: Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs, excluding ESL | 960 | 943 | 934 | 944 | 943 | | | |
| Mean College Admissions Average of regularly-admitted first-time freshmen enrolled in baccalaureate programs | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| | 79.9 | 80.5 | 81.6 | 81.1 | 81.2 | ⬆ 0.1 | ⬆ 1.3 | 80.9 |
| Target 7.2: All colleges will increase the percentage of their TIPPS equivalency evaluations by May 1, 2009. | | | | | | | | |
| Percentage of course evaluations completed in TIPPS (excluding special courses, electives and non-credit courses) | | 2007 | 2008 | 2009 | 2010 | | | |
| | | 61.5 | 98.2 | 100.0 | 99.8 | ⬇ -0.2 | ⬆ 99.8 | 71.9 |
| Context: % of evaluated courses designated as non-transferable | | 6.6 | 4.2 | 3.9 | 3.9 | | | |
| Baccalaureate Programs: | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| Context: Number of transfers to JJay from CUNY AA/AS programs | 276 | 306 | 155 | 337 | 338 | | | |
| Context: Number of transfers to JJay from CUNY AAS programs | 53 | 50 | 66 | 66 | 86 | | | |
| Context: Total number of transfers from CUNY AA/AS/AAS | 329 | 356 | 221 | 403 | 424 | | | |
| Associate Programs: | | | | | | | | |
| Context: Percentage of JJay AS recipients who transferred to a CUNY baccalaureate program | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | | | |
| | 62.4 | 72.8 | 60.7 | 62.9 | 58.7 | | | |
| Context: Average first term GPA of transfers from AS programs to baccalaureate programs | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | | | |
| | 2.37 | 2.44 | 2.41 | 2.40 | 2.55 | | | |
| Context: 1-year retention rate of JJay AS recipients who transferred to a baccalaureate program | F 2004 | F 2005 | F 2006 | F 2007 | F 2008 | | | |
| | 77.4 | 83.3 | 79.8 | 82.5 | 81.7 | | | |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Enhance Financial and Management Effectiveness (cont)

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses (cont.).

| Target 7.4: Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the number of students who participate in more than one college credit course and/or precollege activity. | 2005-06 | 2006-07 | 2007-08 | 2008-09 | Estimated 2009-10 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---|---------|---------|---------|---------|-------------------|----------------------------|----------------------------|-----------------|
| Total College Now enrollment (high school & college credit courses) <i>Context: College Now enrollment in college credit courses</i> | 595 | 579 | 586 | 789 | 929 | ↑ 140 | ↑ 334 | 696 |
| | 295 | 352 | 428 | 532 | 685 | | | |
| | | | | | Su, Fa 2009 | | | |
| Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses <i>Context: Percentage of College Now participants who earn an A, B, or C in College Now college credit courses</i> | 76 | 76 | 77 | 83 | 92 | ↑ 9 | ↑ 16 | 81 |
| | 76 | 74 | 73 | 80 | 91 | | | |
| | | | | | Estimated 2009-10 | | | |
| Percentage of College Now participants with previous enrollment in College Now high school and college credit courses | 28 | 19 | 16 | 21 | 21 | - 0 | ↓ -7 | 21 |

Objective 8: Increase revenues and decrease expenses.

Target 8.1: Alumni-corporate fundraising will increase or maintain current levels.

| | FY 2006 | FY 2007 | FY 2008 | FY 2009 | Preliminary FY 2010 |
|---|-----------|-------------|-------------|-------------|---------------------|
| Total Voluntary Support (weighted rolling average) <i>Context: Total Voluntary Support (annual amounts)</i> | | \$986,184 | \$2,227,428 | \$3,597,305 | \$6,364,597 |
| | \$530,428 | \$1,290,022 | \$3,468,672 | \$4,597,398 | \$8,583,287 |

Target 8.3: Every college will lower or hold constant the percentage of its tax levy budget spent on administrative services.

| Institutional Support Services (administrative services) as a percentage of total tax levy budget <i>Context: Institutional Support Services (administrative services)</i> | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------|--------|------|
| | 26.1 | 25.1 | 25.3 | 24.4 | 23.9 | ↓ -0.5 | ↓ -2.2 | 25.0 |
| <i>Context: General Administration as % of total tax levy budget</i> | \$15,453,883 | \$16,101,922 | \$18,249,110 | \$19,017,776 | \$19,768,296 | | | |
| <i>Context: General Administration</i> | 8.1 | 6.9 | 8.3 | 8.4 | 7.7 | | | |
| | \$4,783,321 | \$4,448,661 | \$5,978,681 | \$6,533,244 | \$6,411,860 | | | |
| <i>Context: General Institutional Services as % of total tax levy budget</i> | 9.8 | 10.0 | 10.3 | 9.3 | 9.1 | | | |
| <i>Context: General Institutional Services</i> | \$5,821,886 | \$6,432,926 | \$7,461,730 | \$7,281,030 | \$7,566,881 | | | |
| <i>Context: Maintenance and Operations as % of total tax levy budget</i> | 8.2 | 8.1 | 6.7 | 6.7 | 7.0 | | | |
| <i>Context: Maintenance and Operations</i> | \$4,848,677 | \$5,220,335 | \$4,808,699 | \$5,203,502 | \$5,789,555 | | | |

Target 8.5: Contract/grant awards will rise.

| | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|--|-------------|-------------|--------------|--------------|--------------|
| Grants and contracts awarded (weighted, rolling, three-year average) <i>Context: Percentage of Total Award Dollars that are for research</i> | \$6,583,688 | \$9,705,446 | \$12,896,015 | \$15,275,879 | \$18,277,464 |
| | 30.9 | 39.0 | 39.9 | 31.2 | 34.6 |

Target 8.6: Indirect cost recovery ratios will improve.

| | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 |
|---|---------|---------|---------|---------|---------|
| Indirect cost recovery as a percentage of overall activity | 8.3 | 10.7 | 10.1 | 10.5 | 9.4 |

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Enhance Financial and Management Effectiveness (cont)

Objective 9: Improve administrative services.

Target 9.2: Student satisfaction with administrative services will rise or remain high at all CUNY colleges.

| | S 2002 | S 2004 | S 2006 | S 2008 | S 2010 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---|--------|--------|--------|--------|--------|-------------------------------|-------------------------------|--------------------|
| Student satisfaction with administrative services | 2.80 | 2.95 | 3.01 | 2.89 | 2.90 | ↑ 0.01 | ↑ 0.10 | 2.91 |

Target 9.3: The percentage of instruction delivered on Fridays, nights, or weekends will rise CUNY-wide, to better serve students and use facilities fully.

| | F 2005 | F 2006 | F 2007 | F 2008 | F 2009 | Change Since Previous Year | Change Since Baseline Year | Running Average |
|---|--------|--------|--------|--------|--------|-------------------------------|-------------------------------|--------------------|
| Percentage of FTES offered on Fridays, evenings or weekends | 35.9 | 37.4 | 38.9 | 37.3 | 40.3 | ↑ 3.0 | ↑ 4.4 | 38.0 |

ATTACHMENT B

Agenda Item #4: Ratification of proposed slates for Committees of the College Council, the College, and the Faculty Senate

College Council Committees:

Faculty members of the Interim Executive Committee of the College Council

Under the College Charter, the Interim Committee serves between June 1 and the College Council's September meeting, at which time the College Council elects an Executive Committee: 4 faculty.

Karen Kaplowitz – English [statutory]
Francis Sheehan – Science [statutory]
Andrea Balis – History/ISP
Elton Beckett – Communication & Theater Arts

Faculty members of the Executive Committee of the College Council

Under the College Charter, the faculty members on the Interim Executive Committee nominate the faculty members for the College Council Executive Committee and the College Council elects the faculty members: 7 faculty.

Andrea Balis – History/ISP
Elton Beckett – Communication & Theater Arts
James DiGiovanna – Philosophy
Jennifer Dysart – Psychology
Robert Garot – Sociology
Karen Kaplowitz – English
Francis Sheehan – Science

Financial Planning Sub-Committee of the College Budget & Planning Committee

Under the College Charter, the Personnel Committee has been separated from the Budget Committee and the Budget Committee has been renamed the Budget & Planning Committee. There are two subcommittees. The Financial Planning Subcommittee has three Faculty Senate members all of whom are statutory.

Jay Hamilton – Economics [Chair, Faculty Senate Fiscal Advisory Committee]
Karen Kaplowitz – English [President, Faculty Senate]
Francis Sheehan – [Vice Chair, Faculty Senate Fiscal Advisory Committee]

Strategic Planning Subcommittee of the College Budget & Planning Committee

Under the College Charter, the Personnel Committee has been separated from the Budget Committee and the Budget Committee has been renamed the Budget & Planning Committee. There are two subcommittees. The Strategic Planning Subcommittee has three faculty members chosen by the Faculty Senate, one of whom is statutory.

Karen Kaplowitz [statutory member]
Jay Hamilton – Economics
Francis Sheehan – Science

Faculty Panel for the College Student/Faculty Judicial Committee

The Committee adjudicates disciplinary charges against students; each case is heard by a panel comprising 2 faculty chosen from the 6-member faculty panel elected by the Faculty Senate; 2 students chosen from a 6-member student panel elected by the students); and a faculty chair chosen from a 3-member faculty panel appointed by the President after having consulted on this.

The panel of 6 faculty members

Effie Cochran – English
Richard Culp – Public Management
Nancy Egan – Library
Ann Huse – English
Sandra Lanzone – Communication & Theater Arts
Liliana Soto-Fernandez – Foreign Languages & Lit

The panel of 3 faculty to serve as rotating chairs

Gail Garfield – Sociology
John Matteson – English
Robert McCrie – Protection Management

Committee on Honors, Prizes, and Awards

The Committee decides which undergraduate and graduate students will receive awards, prizes and other honors at Commencement. The Committee comprises 3 faculty members, 3 students who are not seniors who have a GPA of at least 3.0, and 3 administrators, one of whom, the VP for Student Development, chairs the Committee.

Jena Arsovska – Sociology
Gloria Proni – Science
Sergei Cheloukhine – Law, Police Science, and CJA

Committee on Faculty Elections

The Committee is responsible for counting ballots in college-wide faculty elections, such as for the at-large members of the College Personnel Committee and to adjudicate any challenges.

Marvie Brooks – Library
Kathleen Collins – Library
Olivera Jokic – English
Ali Kocak – Science
Samantha Majic – Political Science

Committee on Student Evaluation of the Faculty

The Committee is responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee. The committee consists of 4 full-time faculty and 2 students; the chair is elected by the committee members from among the faculty members. Term of service is two years.

Alexander Long – English – continuing his 2-year term
Keith Markus – Psychology – continuing his 2-year term
Joshua Clegg – Psychology
Yi Lu – Public Management

Committee on Student Interests

The Committee is concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests is chaired by the Dean of Students and consists of 10 other members: the director of student activities, the director of athletics, 2 full-time faculty members, and 6 students.

Lorraine Moller – Communication & Theater Arts
Melinda Powers – English

Non-College Council College Committees:

Committee on Scholarships

The Committee allocates several hundreds of thousands of dollars in scholarships to incoming and current students. The membership is 7 faculty and 5 administrators, one of whom, the VP for

ATTACHMENT B – page 4

Enrollment Management, is the chair. Continuing their service on this committee are Simon Baatz, Baz Dreisinger, Jennifer Dysart, Nathan Lents, Marny Tabb.

Silvia Dapia – Foreign Languages & Literature
Catherine Mulder – Economics

Student Activities College Association Board of Directors

This is the entity that is responsible for deciding how the approximately \$1.5 million in annual revenues generated by the mandatory Student Activities Fee – it is required of all full-time and part-time, undergraduate and graduate students – are spent. The Board comprises 3 faculty, 3 administrators, and 5 students. This Board is mandated by the CUNY Board of Trustees Bylaws.

Jama Adams – African-American Studies
Jeanne-Marie Col – Public Management
Tanya Rodriguez – Philosophy

Appeals Panel for the College Student Complaint Against Faculty Policy

Under a recently enacted CUNY Board of Trustees Policy, students may bring formal complaints against faculty. If the faculty member or the student complainant disagrees with the finding of the department chair who must investigate the complaint, that person or persons may appeal to an Appeals Panel comprising the Provost, the VP for Student Development, 1 student chosen by student government and two faculty chosen by the Faculty Senate.

Angela Crossman – Psychology
Daniel Pinello – Government

Faculty Senate Committees:

Faculty Senate Executive Committee

Karen Kaplowitz – President
Francis Sheehan – Vice President
Virginia Diaz-Mendoza – Recording Secretary
Andrea Balis – Co-Recording Secretary
Robert Garot – Corresponding Secretary
At-Large – Beverly Frazier
At-Large – Tom Litwack

Faculty Senate Fiscal Advisory Committee

William Allen – Public Management
James DiGiovanna – Philosophy (Co-Vice Chair)
Jay Hamilton – Economics (Chair)
Karen Kaplowitz – English
Nivedita Majumdar – English
Francis Sheehan – Science (Co-Vice Chair)

Faculty Senate Technology Committee

Anthony Carpi – Science
Joshua Clegg – Psychology
Lou Guinta – Communication & Theater Arts (Co-Chair)
Bilal Khan – Mathematics
Richard Lovely – Sociology
Peter Moskos – Law, PS & CJA
Bonnie Nelson – Library (Co-Chair)
Patrick O'Hara – Public Management
Alexander Schultz – English
Ellen Sexton – Library
Peter Shenkin – Mathematics
Maggie Smith – Law, PS & CJA
Liliana Soto-Fernandez – Foreign Languages & Literature
Robert Till – Protection Management
Valerie West – Law, PS & CJA
Alan Winson – Communication & Theater Arts
liaison to Senate Executive Committee: Karen Kaplowitz

Other:

Task Force on the Year Round College

Silvia Dapia – Foreign Languages & Literature
Jennifer Dysart – Psychology
Maki Haberfeld – Law, PS & CJA
Jay Hamilton – Economics

Task Force on Online Instruction

Anthony Carpi – Science

Norman Groner – Protection Management

Bonnie Nelson – Library

Adam Wandt – Public Management

Auxiliary Corporation Board

This is the entity responsible for deciding how the approximately \$2.1 million in annual revenues generated by the JJ B&N Bookstore, MJB Food Service, and any other such auxiliary enterprises shall be spent. It is also responsible for decisions about awarding and renewing the contracts and the provisions of those contracts of such auxiliary enterprises. This Board is mandated by the CUNY Board of Trustees Bylaws. Currently serving: Carmen Solis (SEEK), Susan Will (Sociology), and Liza Yukins (English).

ATTACHMENT C1

From: Important Announcements
To: importantannouncements@jjay.cuny.edu <importantannouncements@jjay.cuny.edu>
Sent: Thu Jun 24 18:39:45 2010
Subject: John Jay @ 50: Master Plan 2010 – 2015

MASTER PLAN



JOHN JAY @ 50



MEMORANDUM

To: All Members of the Community
John Jay College of Criminal Justice

From: Jeremy Travis
President

Date: June 22, 2010

Re: John Jay @ 50: Master Plan 2010 – 2015

Six months ago, we launched a planning process to produce the College's next Master Plan – *John Jay @ 50* – a statement of our shared community priorities for the next five years and, coincidentally, a guide for the College's formative years as a senior college. From the very beginning, we committed to a planning process that was both comprehensive and inclusive; not only permitting, but actively encouraging input from all voices in our wonderfully diverse community. Toward that end, multiple intake processes were deployed to give everyone in the community a variety of avenues through which to share our ideas about the College; approximately 30 small and large group meetings, multiple leadership discussions, three "Idea Walls," a Community Forum, and four custom surveys were all used to capture the community's ideas, sentiments, and recommendations.

To guide our deliberations, I created the Master Plan Advisory Council (MPAC). As you may recall, MPAC is the 33-member body that I chair and is made up of all ten members of the Strategic Planning Subcommittee, graduate and undergraduate students, faculty, staff, administrators, alumni, community partners and the chairman of the Foundation Board of Trustees. Over several months, many discussions, and many revisions, MPAC finalized a draft set of goals and proposed objectives for each goal.

The result of that thoughtful and consultative process is the Master Plan "Draft Goals and Objectives." It is a document that reflects not only a collective voice but also the creativity and the commitment of a community that is passionate about achieving excellence in all domains of College life – student success, teaching, research and scholarship, strategic partnerships,

and institutional effectiveness. I trust that many of you will see in this document, some variant of the very sentiments and ideas you expressed, either in a survey, at one of the Idea Walls, or in one of the many other ways we were able to add our voices to this process. I'm proud to say that these draft goals and objectives are, in every sense of the word, "ours."

The draft goals and objectives will be available online, for a three-month Comment Period, beginning today and ending on September 23. During this time, I encourage all members of the community to review the draft goals and objectives, and use the email links provided at the end of each goal to share any thoughts you might have. If you would like to review some of the information that was used to inform the development of the goals and objectives, I encourage you to review the compendium summary reports of the Idea Walls, and the surveys – all which can also be found on that same page, along with the raw data. All of these documents can be accessed online on the College's Intranet, Inside John Jay; once there, click "Resources," or simply click here <http://inside.jjay.cuny.edu/resource.aspx>. There you will find all the documents listed together under "Plans and Reports".

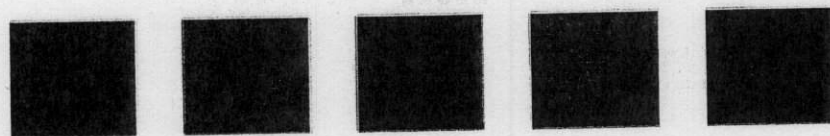
MPAC will convene again in the fall to review any comments that are received, and will submit the Final Master Plan for approval at the October 14 meeting of the College Council. In the meantime, we will also begin to develop a five-year action plan for the Master Plan's goals and objectives. Once the Master Plan has been approved, the Action Plans will be finalized, after which they will be submitted to the College's Budget and Planning Committee for review. The Action Plan will be updated each year over the next five years.

Thank you all for your participation in this very important process. Already your contributions have lead to the creation of a proposed plan that augurs a bright future for John Jay College. I look forward to your participation in this phase of the master planning process. I am confident that your continued input will again provide meaningful insights, resulting in a better Master Plan, and in turn, a better John Jay @ 50.

MASTER PLAN



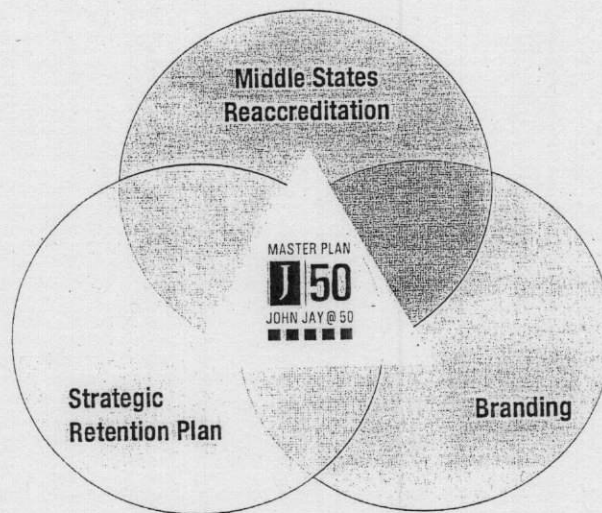
JOHN JAY @ 50



FINAL DRAFT
June 23, 2010

Introduction

John Jay @ 50 is the Master Plan for John Jay College of Criminal Justice of the City University of New York for the period 2010-2014. It is the culmination of an inclusive planning process that engaged the entire College community; it is the centerpiece of the College's effort to design and articulate vision and strategy for the future. As the diagram below suggests, it is also the keystone that supports and integrates three other core processes that, taken together, promote quality, sustainability, and accountability: reaccreditation by the Middle States Commission on Higher Education, review and renewal of institutional branding and communications plans, and the implementation of the strategic retention plan developed in 2009.



John Jay @ 50 incorporates the College's mission statement, a new vision statement developed by the Provost and reviewed by the John Jay community during the planning process, five broad institutional goals derived from the President's *State of the College Address* in October 2009, and three to six objectives linked to each of those goals.

Method

John Jay @ 50 was developed over a period of nine months through a balanced planning effort that integrated a broadly inclusive process of community development and consensus building with the articulation of institutional vision by the College's leaders. A series of preparatory meetings in Fall 2009 created a strong foundation for the Master Planning process, which included more than 35 meetings of large and small groups, professional development workshops, and other events between January and May 2010. To ensure that all members of the College community were given ample opportunity to participate, activities in the planning process included three "Idea Wall" events (during which students, faculty, and staff responded to strategic questions by writing ideas and comments on "Post-It" notes and affixing those notes to easels); two open forum town halls; and four separate web-based surveys, one each for faculty (including both full-time and adjunct faculty members), staff, students, and alumni, donors, and other stakeholders.

A Master Plan Advisory Council (MPAC) appointed and chaired by President Travis provided oversight for the process, reviewed data collected from planning activities, developed draft goals and objectives, and read and revised drafts of the Master Plan itself. The membership of MPAC comprised senior administrators (including the Provost and Vice Presidents), the Dean of Graduate Studies, faculty members (several of whom also serve on the Faculty Senate), members of the professional staff, both undergraduate and graduate students, the Chair of the Foundation's Board of Trustees, and community members, including an elected official. MPAC was consistently and deeply engaged with the planning process; attendance at its regular and special meetings never fell below 80%.

Table 1 below lists the key elements of the Master Planning process.

Table 1: Master Planning Process

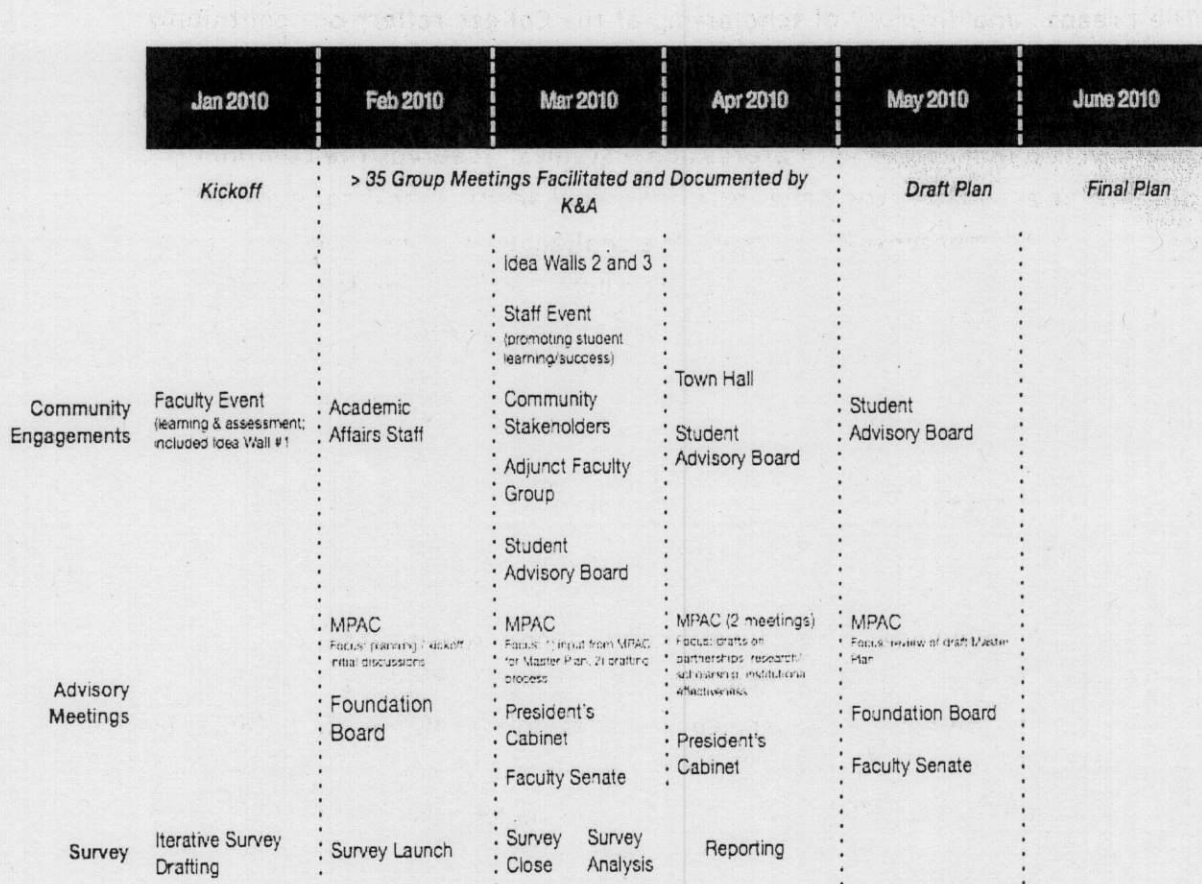
| | |
|---|--|
| Larger Open Community Gatherings | ▶ Professional Development Workshops: for faculty and staff, focused on learning, student success, and assessment |
| | ▶ Three "Idea Wall" Events |
| | ▶ Two Open Invitation Town Halls |
| Targeted Community Meetings | ▶ Academic Affairs Staff |
| | ▶ Community Stakeholders |
| | ▶ Adjunct Faculty Group |
| | ▶ Alumni Board |
| Students | ▶ Student Advisory Board (2 meetings) |
| | ▶ Student Leaders (2 meetings) |
| Advisory Meetings | ▶ Master Planning Advisory Council (6 meetings) |
| | ▶ President's Cabinet (4 meetings) |
| | ▶ Faculty Senate (5 meetings) |
| | ▶ Board of Trustees of the John Jay College Foundation (2 meetings) |
| Survey | ▶ Four Master Planning Surveys: faculty (full-time and adjuncts), staff, students, and alumni/stakeholders; questions focused on institutional strategy, priorities, vision, and goals |

Drafting

- ▶ New Vision Statement developed by the Provost and shared with the community; surveys for faculty and staff included questions about the Vision Statement; revised version of Vision Statement completed
- ▶ Five drafting committees appointed by the President to draft goals in each of the five domains of excellence identified in his *State of the College* address: teaching, student success, strategic partnerships, research and scholarship, and institutional effectiveness.
- ▶ Drafting committees submitted their work to MPAC for review and revision; once MPAC was satisfied with goals and objectives, the Faculty Senate and Academic Affairs reviewed their version and submitted recommended changes. MPAC finalized the goals and objectives on May 28, 2010.

Timeline

The chart below displays the timeline for development of the Master Plan.



Mission Statement

John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal studies; the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information; the ability to navigate advanced technological systems; and the awareness of the diverse cultural, historical, economic and political forces that shape our society.

The College is dedicated to fostering an academic environment, to promoting scholarship and encouraging research, especially in areas related to criminal justice. The breadth and diversity of scholarship at the College reflect our continuing commitment to innovative analyses, interdisciplinary approaches and global perspectives. The College offers its students a curriculum that balances the arts, sciences and humanities with professional studies. It serves the community by developing graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. It seeks to inspire both students and faculty, to the highest ideals of citizenship and public service.

Vision Statement

John Jay @ 50 will be, as it has always been, a college dedicated to educating for justice. When founded in 1964, John Jay College of Criminal Justice brought to life the novel and inspired idea that police officers could most fully realize their potential to contribute to the social good if they were educated in the liberal arts and sciences at an institution of higher education dedicated to influencing their actions by opening their minds. Three core principles

informed that vision, define our identity, and distinguish us from other colleges. First and foremost, John Jay faculty, staff, students, and community partners share a commitment to ethical conduct, social justice, and the public good that daily influences our decision-making, informs our teaching and learning, and sustains us as a community. Second, the John Jay College curriculum integrates the liberal arts and sciences and professional education, promoting collaboration across disciplines to solve problems and create knowledge. Third, members of the John Jay community link theory and practice, intentionally building bridges between the world of the intellect and imagination and the world of practice.

Over the decades since its founding, John Jay College has moved beyond its beginnings as a college primarily for police officers while keeping faith with its founding principles. These principles have supported us and provided continuity in the past five years as the College has undergone a remarkable transformation. We have changed our admissions profile by phasing out associate degree admissions and raising baccalaureate admissions standards, changed our academic profile by reintroducing liberal arts majors, and changed our faculty profile by hiring over one hundred new faculty to support the new majors, bring new energy to the curriculum, and further advance research and scholarship. As we look toward our fiftieth birthday, we honor the college we are, as we design the college we wish to become. Our transformation is not finished. We commit to continuing to pursue innovation while maintaining our commitment to be the preeminent national and international leader in education and scholarship in criminal justice and related areas of public safety and public service. We aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research, strategic partnerships, and institutional effectiveness.

In the past, to achieve our educational mission, we overly relied upon the transmission of knowledge to promote justice and focused our attention on delivering instruction and measuring our students' mastery of subject matter. This model of education will no longer serve. To produce graduates with the flexibility, creativity, competence, and self-confidence to be successful in the twenty-first century, we must shift our focus from transmitting knowledge to producing learning, from delivering instruction to empowering students to become co-producers of knowledge, and from counting credit hours to

assessing student learning. We must provide the best possible learning environment for our students, who have busy and demanding lives and who are, for the most part, public school graduates whose backgrounds reflect the diversity of our city. We will evaluate our effectiveness as an institution by the extent to which we have given these students, our graduates, the tools they need to become lifelong learners. To accomplish this shift in focus, we must become a community in which each and every member is dedicated to the goal of student learning. To create such a community, we must cross the borders and dissolve the boundaries that often fragment academic institutions and impede change.

One such border is the invisible but powerful line that is sometimes drawn between teaching and research. We will blur that line by creating an environment in which the teacher/scholar can flourish. We will recruit, support and reward faculty who aspire to excellence in teaching; who are active and productive scholars engaged in research; who value the participation of students, including undergraduates, in their research; who create assignments and adopt pedagogies that encourage students to discover and construct knowledge for themselves; who connect students to academic and professional circles; and who model how to be lifelong learners and how to subject ideas to the rigorous scrutiny of peers.

Graduates of John Jay College @ 50 will be expected to move beyond the single academic discipline in which they majored to solve problems using a variety of analytical tools, most often as part of a team. We cannot develop such graduates unless we not only provide a strong foundation in the disciplines but also support analytical inquiry across the disciplines and expect collaboration across organizational domains. Building on our history of cross-disciplinary scholarship and interdisciplinary pedagogy, we will create structures to facilitate projects and programs that are cross-disciplinary and trans-institutional. We will increase cooperation among academic disciplines and between the strictly academic activities of the College and its other functions. In particular, we will take a holistic approach to student success, working not only to help students achieve their specific academic goals, but also to promote their personal and social development and maturation. We understand that students learn best when they are supported as they meet their life challenges and when they are provided with a healthy environment

free of non-academic impediments to learning. Making this possible will require the cooperation of many people who do not usually think of themselves as colleagues – front-line staff and distinguished professors, registrars and researchers, technicians and tutors. We will all play a role in student learning and success – and the more successful our graduates, the greater our impact on the world.

We also want to have a strong and positive impact on the world directly, by ever enhancing the College as an institution of consequence, which means strengthening the College as an incubator for ideas that change people's thinking and enhance the public good. Achieving this means taking a new approach to partnerships, one that rejects the characterization of the rest of the world as external to the core business of the college. It means having professionals – community organizers and advocates, cultural, civic, and business leaders, and our alumni – join the members of the College community as philanthropic partners and active participants in producing knowledge. It means having students move outside the classroom to engage the world directly. We will harness the intellectual power of these mutually enriching spheres of knowledge and action to design and initiate strategies for improving individual lives and remedying social problems not just in New York City, but around the world. John Jay @ 50 will translate ideas into social justice and action on a global scale.

To make sure we are successful in our aspirations, we will create a culture of continuous self-assessment and improvement. We will gather data about the extent to which our actions and programs produce student learning, and we will provide regular, public, transparent, and useful feedback on institutional performance to our community. Positive impact on student learning will be the yardstick by which we measure institutional effectiveness. Having the data in hand, we will hold all members of our community, including students, accountable for learning.

Comprehensive data on student learning will inform strategic decisions about academic direction and programmatic and institutional investments. We will have the courage of our convictions, and the willingness to make hard decisions and stand firmly behind them. Student success is the touchstone that will guide the College's financial planning and budget processes, our

space planning, and our academic, managerial, and enrollment decision-making going forward.

To be sure, there will be challenges ahead, especially in gathering the means necessary to realize our visionary ends. To meet this challenge, we commit to increasing the resources of the College by developing new streams of revenue, increasing our efficiency and effectiveness, and linking our institutional strengths with community and university needs and priorities. Most importantly, we commit to aligning our resources with our priorities so that our assets support student learning and success and the development of new knowledge through research.

The accomplishments of the past five years have shown us that we are capable of great change and that the institutional center holds as structures, processes, and people are transformed. We count on the strength of our commitment to learning, the energy and spirit of our colleagues, and the firm foundation on which we stand as we look forward to the half-century mark—
John Jay @ 50.

Goals and Objectives

In his *State of the College* address on October 21, 2009, President Travis defined five “domains of excellence” for John Jay: Student Success, Teaching, Scholarship, Strategic Partnerships, and Institutional Effectiveness. Those five domains of excellence became the organizing structure for the development of the goals and objectives that would define priorities for the Master Plan.

Master Plans are inherently and necessarily aspirational; they define what should be, or ought to be – what an institution wants to do and achieve in the future. Accordingly, the five domains of excellence represent the aspirations of the College: John Jay aspires to excellence in student success, teaching, scholarship (and research), strategic partnerships, and institutional effectiveness.

Student Success

Goal: Establish an institutional culture that fosters intellectual and personal transformation in order that students achieve their goals.

Student success requires more than persistence, retention, and graduation – though each of those is an important indicator of it. Student success denotes more than staying in school; it is demonstrated by students' achievement of the College's learning goals. Those goals embrace both strictly academic and broader educational purposes; to be successful, students must not only acquire and apply knowledge, but also learn fundamental intellectual skills, develop a strong sense of personal identity and purpose, be able to form and sustain mature relationships with others, become able to take the perspective of others, and become prepared for citizenship, civic participation, and work in an increasingly complex, global society. Promoting student success is therefore a shared responsibility that engages the entire College; creating the conditions that enable students to be successful at John Jay demands that we establish an institutional culture that supports and creates the conditions for student success inside and outside the classroom for all students, undergraduate and graduate.

Objectives:

- ▶ Guide and support students as they master foundational intellectual skills, discover and construct knowledge for themselves, and prepare for lifelong learning.

Rationale: At the heart of the work of the College is education itself; at the heart of the work of education is learning. Learning at John Jay should be intellectually exciting and challenging. To learn effectively, students require foundational intellectual skills – such as effective written and oral communication, critical thinking, problem solving, and quantitative literacy. They need guidance and support as they acquire, apply, and make personal

meaning of knowledge. A John Jay graduate should have the knowledge, skills, and attitudes necessary for a lifetime of learning.

- ▶ Provide easily accessible, competent, and effective personal and academic support services for all students, including academic advisement, financial aid advice, systematic career and employment counseling, and health and wellness services.

Rationale: John Jay recognizes that many factors, from financial status and family dynamics to mental and physical health – influence students' ability to learn; the College also understands the complex demands in the lives of many of our students. To foster student success, John Jay must provide personal and academic support services that respond as effectively as possible to the needs and concerns that affect students' learning. The College takes a holistic view of both student success and the personal and academic support services needed to promote it. Academic advisement is the centerpiece of these services, but other forms of assistance are also important – financial aid advice, career counseling, personal and psychological counseling, and health services.

- ▶ Facilitate adaptation and transition to both undergraduate and graduate programs for all entering and transfer students.

Rationale: One of the strongest and most consistent conclusions of the scholarship of teaching and learning is that diligent attention to orientation and transition can produce important gains in retention and student success. Many of John Jay's students enter the College by transfer from another institution of higher education; this will become increasingly common as we develop partnerships and articulation agreements with the City University's community colleges. Transition and orientation programs therefore must address the needs of both first-time-in-college and transfer undergraduates. It is equally important to facilitate and support transition for entering graduate students; their success also depends upon effective adaptation to the customs and demands of graduate study.

- ▶ Encourage the development of strong mentoring relationships between students and faculty and staff, and facilitate faculty-student interaction both inside and outside the classroom.

Rationale: Mentoring, done well, supports both retention and student success; students who are able to make good connections and develop strong relationships with members of the faculty and staff are more likely to feel “known” at John Jay and have someone to whom to turn for advice and guidance. In some studies of retention and student success, mentoring emerges as a more powerful positive factor than any program or service than an institution provides. Creating the conditions that foster the development of good relationships between students and faculty or staff inside and outside the classroom is therefore an important priority in student success.

- ▶ Promote a more vibrant, engaged campus life and strengthen the sense of community, civility, and mutual respect in the College.

Rationale: Students who feel connected – that they *belong at John Jay* – are more likely to remain engaged with and inspired by the College and its educational and co-curricular programs; stronger engagement is associated with better learning and greater retention. Motivating students to spend more time at the College, to attend its performances and events, and to participate in student organizations and activities requires the development of a more vibrant campus life than now exists; greater student engagement in turn will strengthen the sense of community, which in turn supports persistence and success. Creating a high-quality learning environment characterized by civility and mutual respect supports the personal and academic goals of students, faculty, and staff.

Please email any comments or suggestions on the Student Success goal or objectives to:

studentsuccess@jjay.cuny.edu

Teaching

Goal: Make lifelong learning possible through effective pedagogy.

In the *State of the College* address, President Travis wrote: "We recognize the magic that happens in the classroom. We know the power of lives transformed through the interactions between teacher and student. We value our colleagues who are scholars of teaching, who experiment with different pedagogical strategies, always looking for better ways to achieve the learning outcomes they have established. We particularly appreciate the strong commitment to teaching that is evident in the new faculty who have joined the College. They are eager to learn from our master teachers, and to hone their skills as they experiment with different teaching styles and strategies." At the same time, John Jay recognizes the need to promote more consistent excellence in teaching – effective pedagogy – throughout the College. Ensuring that high quality teaching occurs in every academic setting at the College so that all students are enabled to become lifelong learners is an essential future direction for John Jay.

Objectives:

- ▶ Promote and sustain academic standards and learning goals that foster appropriate student learning and achievement at all levels.

Rationale: Setting high academic expectations based on consistent, meaningful standards and learning goals is an indispensable requirement for quality in both teaching and learning. Faculty should describe, and students should know, what performance is expected at every level of learning. Learning goals should be carefully defined and clearly communicated to students at the College, program, department, major, individual course, and classroom levels.

- ▶ Practice continuous assessment of teaching and learning and provide frequent feedback to inform teaching and learning.

Rationale: Assessment is a form of teaching and learning that must be an organic part of every teacher's work and of every student's education. Just as learning represents a change in the learner, assessment inspires change in curriculum, pedagogy, and learning experiences. Frequent feedback – delivered not only at the end of learning experiences, but also formatively, during those experiences – allows students and faculty to improve teaching and learning.

- ▶ Create consistent, fair policies and processes for supporting, evaluating, recognizing, and rewarding effective teaching.

Rationale: To achieve excellence in teaching throughout the College, we must establish ways to “know it when we see it” and celebrate and reward teaching excellence when it is recognized. There must be consistent, fair ways to evaluate teaching. Most important, to ensure effective teaching, the College must systematically and consistently support good teachers and good teaching.

- ▶ Develop institutional structures that foster integrative learning and link individual course learning goals and syllabi to overall curricula and learning goals.

Rationale: Most of the learning goals that are important to John Jay are achieved through multiple learning experiences inside and outside the classroom, over the entire period of enrollment, and as a result of the teaching and mentoring of many different members of the faculty and staff. These *cumulative and collective* learning goals must be supported in individual courses and through intentional efforts to link learning experiences among courses and with other learning experiences. To foster integrative learning and support the achievement of cumulative, collective learning goals, the College must develop and implement ways to tightly couple learning experiences and create coherence and consistency among learning goals in courses, academic programs, and across the student experience.

- ▶ Provide the resources and professional development necessary for faculty to be successful teachers.

Rationale: The effectiveness of teaching can be enhanced and strengthened by professional development programs that help faculty improve their pedagogy. Excellent teaching is far more likely when resources are sufficient to create conditions and provide appropriate and necessary equipment and technology in classrooms, laboratories, and other learning environments to support the effectiveness of teaching by all faculty members.

Please email any comments or suggestions on the Teaching goal or objectives to:
teaching@jjay.cuny.edu

Research and Scholarship

Goal: Foster and sustain excellence in research, scholarship, and creative work.

John Jay explicitly and confidently challenges the notion that the College cannot simultaneously support excellence in both teaching and scholarship. Mindful of the many disciplines among our faculty, we embrace with scholarship both research and creative work. John Jay's experience – and our goal for the future – is that high quality scholarship, research, and creative work can advance effective teaching – which reciprocally supports the best scholarship, research, and creative work. At the same time, the College recognizes that excellence in research, scholarship, and creative work requires specific support – with its own strategies, resources, standards, and rewards.

Objectives:

- ▶ Establish the infrastructure needed to support high quality research, scholarship and creative work.

Rationale: High quality research, scholarship, and creative work – of the caliber John Jay demands to support its unique mission – cannot be generated and sustained without the commitment of sufficient funding, facilities, equipment, technology, and staff. The College must ensure that all necessary elements of infrastructure are put in place in order to achieve desired results.

- ▶ Develop and implement College-wide strategies to focus and guide efforts to strengthen research, scholarship, and creative work.

Rationale: Infrastructure is not in and of itself enough to support the College's aspirations for excellence in research, scholarship, and creative work. Developing and implementing strategies to support those endeavors will create a foundation for excellence and ensure that the College brings together the right faculty, funding, and infrastructure to permit continued expansion of its portfolio of exceptional, mission-centered research, scholarship, and creative work.

- ▶ Implement consistent, fair standards, policies and processes for supporting, evaluating, recognizing, and rewarding excellent scholarship, research, and creative work.

Rationale: As is true of achieving excellence in teaching throughout the College, John Jay must establish ways to "know it when we see it" and celebrate and reward excellence in scholarship, research, and creative work when it is recognized. The College must develop ways to evaluate scholarship, research, and creative work in a consistent but pluralistic manner that respects the differences among disciplines. Most important, to ensure excellence in scholarship, research, and creative work, the College must systematically and effectively support all faculty in achieving their academic and creative goals.

Please email any comments or suggestions on the Research and Scholarship goal or objectives to:

researchandscholarship@jjay.cuny.edu

Strategic Partnerships

Goal: Forge relationships and partnerships that enhance student success, support faculty excellence, and advance the College's capacity to promote the public good.

John Jay's ability to use its own best assets to their greatest effectiveness depends not only on the College's internal strengths, but also on the intellectual, organizational, and practical benefits realized through relationships and partnerships with other entities in this country and abroad that support our mission and share our values and goals. *Education for justice* is a vision that inspires many other individuals, agencies, and institutions – actual and potential partners – from police and public safety departments to governments, colleges and universities, and not-for-profit organizations. Building reciprocal local, national, and international relationships through which John Jay can use its distinctive experience, scholarship, research, and practice in ways that support the public good while advancing student success and faculty excellence within the College is both the purpose and the desired outcome of strengthening our strategic partnerships.

Objectives:

- ▶ Build local, national, and international partnerships that allow students to participate in research, enhance career and professional opportunities, and prepare for lifelong learning.

Rationale: Through partnerships with individuals and entities outside the College -- including those in other countries -- John Jay can amplify and diversify the opportunities available to students for research, experiential

learning, and career development. Those opportunities create new channels for student engagement, provide a diversity of out-of-classroom experiences that allow students to apply what they are learning in their academic programs, and introduce students to informal mentors and advisers who can support their professional aspirations and career goals and help them prepare to meet the expectations of future employers.

- ▶ Help members of the college community link their existing community and intellectual partnerships to the College, and create opportunities for all students, faculty, staff, and alumni to benefit from new or established partnerships.

Rationale: Many of John Jay's students, faculty, staff, and alumni have important connections and relationships outside the College that support and benefit from their intellectual endeavors, leadership abilities, and service commitments. The talents and contributions of other members of the College community could further strengthen many of those relationships. John Jay should therefore implement policies and practices that encourage and facilitate the formation of linkages between those existing relationships and the College. John Jay should also take steps to ensure that all members of the College community are aware of and can participate in new and established partnerships to extend the reach and impact of the College's teaching, scholarship, research, and practice.

- ▶ Through partnerships with other institutions, organizations, and groups in this country and abroad, support projects and activities that are consistent with the College's mission.

Rationale: By working with and through other institutions, organizations, and groups, John Jay can amplify its efforts to support justice and challenge injustice in the United States and abroad. The College can endorse and collaborate in worthy and worthwhile projects and activities that it could not have developed internally or exclusively with its own resources.

- ▶ Leverage the unique mission, capacity, and stature of the College to provide leadership and experience that advance justice and the public good.

Rationale: In strategically developed partnerships, the College can make the power of its faculty and the value of its scholarship, research, practical experience, and service available to create new programs, mobilize resources, and support the achievement of mutually beneficial goals that advance John Jay's mission while promoting the public good.

Please email any comments or suggestions on the Strategic Partnership goal or objectives to:

strategicpartnerships@jjay.cuny.edu

Institutional Effectiveness

Goal: Advance systematic, continuous processes of self-study that foster reflection, improvement, and accountability in support of the College's mission and goals.

To fulfill the promise of our mission and achieve the aspirations of our vision, the College must also achieve excellence in organizational and operational effectiveness. We must acquire, allocate, and use resources of all kinds in ways that advance our strategic goals. We must bring together students, faculty, and staff who share common educational purposes and who can support each other's aspirations. We must operate efficiently; we must provide programs and services in ways that motivate all members of the College community to deepen their commitment to John Jay and tighten their connections to the institution. Excellence in all of those areas demands that we engage in systematic processes of assessment, reflection, and continuous improvement – and that we embrace rigorous accountability throughout the College. We will keep improving only if we collect reliable data about our

effectiveness, take the results of assessments seriously, and hold ourselves and each other accountable for meeting expectations.

Objectives:

- ▶ Strengthen the engagement and effectiveness of the College's workforce to improve the quality of programs and services.

Rationale: To achieve excellence in our programs and services, we must adequately prepare and support our workforce. The focus of our new staff orientation, training and professional development, and in-service education must be on service quality. Just as we celebrate and reward excellence in teaching and scholarship, we must develop ways to evaluate and reward good work and good service delivery in a consistent and equitable manner. Accountability is essential at every level of staff work.

- ▶ Align resource allocation with strategic priorities through a process of assessment and continuous improvement.

Rationale: Too many colleges and universities create strategic plans that are functionally useless because the goals and objectives delineated are not supported by implementation plans that specify the activities, timelines, resources, accountability, and assessment methods required to achieve them. The most powerful method of assuring effectiveness in the implementation of the Master Plan will be the diligent application of assessment, tightly coupled with methods of continuous improvement and commitments to needed institutional change. To ensure that resources are allocated in ways that support the goals and objectives of the Master Plan, John Jay will conduct regular, rigorous assessments of the effectiveness of all programs and services and use the results of those assessments to support, modify, or discontinue those programs and services as required.

- ▶ Invest in the recruitment and retention of excellent faculty and staff.

Rationale: Although it may sound obvious to say that the College cannot meet any of its goals without excellent faculty and staff, a commitment to

recruiting and retaining truly exceptional faculty and staff who share John Jay's vision and want to advance its distinctive mission is an essential priority for institutional success. In the faculty, we have developed a remarkable community of outstanding teachers, scholars, and researchers whose strength emerges from the integration of their disciplinary and intellectual diversity with a strong sense of common purpose; we must continue to recruit and retain highly qualified faculty whose presence and participation can further elevate the core academic work of the College. Similarly, we must ensure that we continue to strengthen our staff by recruiting and retaining people who share John Jay's values and are committed to excellence in every area of programs and services.

- ▶ Invest in the recruitment of students who have the potential for academic success.

Rationale: Learning is a partnership between teachers and students. The most effective faculty can only achieve their potential if the students with whom they are working are prepared, ready, and motivated to learn. John Jay must recruit students who have the potential to succeed given the College's academic standards, learning goals, and high expectations.

- ▶ Effectively communicate the College's programs, successes, progress, and needs.

Rationale: John Jay has an extraordinary story to tell: a unique mission and vision, distinctive faculty and academic programs, excellent scholarship and research, notable public service, and an unflinching commitment to justice always and everywhere. The College also needs partners, advocacy, and resources. It is essential that we develop the ways and means to communicate effectively about John Jay's programs, activities, successes, challenges, and needs.

- ▶ Engage in sound, effective fund-raising and development to secure robust external support.

Rationale: As is true of most institutions of higher education today, the combination of existing levels of public funding and students' payments of tuition and fees is not adequate to support all of the College's aspirations. To achieve its goals, John Jay must acquire additional financial resources in the form of gifts, contracts, and grants. Acquiring those resources in amounts robust enough to enable the College to achieve excellence in all areas will require excellence in another area: fund-raising and development.

Please email any comments or suggestions on the Institutional Effectiveness goal or objectives to:

institutionaleffectiveness@jjay.cuny.edu

To: MPAC

From: Professor Karen Kaplowitz, President, Faculty Senate

Subject: Faculty Senate's Initial Responses to the MPAC's Draft Goals and Objectives made at its meeting of May 7, 2010

GOAL #1: STUDENT SUCCESS:

Add Objective: Promote and facilitate student research. (Delete references to "student research" from "Goal #3: Research and Scholarship" and from the all the objectives in goal #3)

Add Objective: Mastering of basic skills, including written and oral communication, and numeracy.

Add Objective: Establish and promote a culture of civility and mutual respect among and between all members of the John Jay community

Change verb in each objective to: "strengthen" or "maintain and strengthen" so that there's no implication that we are not already doing any of these things to at least some extent

Add to Objective #1. mental health counseling/psychological health/health and wellness [these are various possible language options]

Add to Objective #2: ... and for upper-level students.

Add to Objective #2 or to a separate item: Strengthen pipeline programs (McNair, pre-law, honors) [because pipeline programs are also retention programs]

GOAL #2: TEACHING:

(The criticism of this section by virtually everyone on the Faculty Senate was that these objectives have too much emphasis on faculty accountability and not enough on providing support to faculty.)

Change the Goal to : [Create a collective of] Support faculty [dedicated] dedication to making lifelong learning possible through effective pedagogy.

Add Objective: Provide the conditions necessary for faculty to be successful teachers.

For all Objectives: foreground learning; don't have learning as an afterthought in each item.

Add Objective: Strengthen faculty development and opportunities for faculty reflection and faculty sharing of knowledge/experiences/pedagogy.

Change all initial verbs from "create" to "promote"

Objective #3: delete "evaluating"

GOAL #3: RESEARCH AND SCHOLARSHIP:

Delete "student" from both the goal and the objectives [instead add student research to Goal #1: Student Success]

Add to Goal: Creative Work

Objective #2: With faculty participation, develop a clear and explicit College research strategy to [focus and guide efforts] strength research scholarship.

Delete Objective #3 – redundant.

Add Objective: Disseminate and share faculty research

Add Objective: Provide resources for faculty to do research

Add Objective: Align more clearly and fully an emphasis on teaching vis a vis research

GOAL #4: STRATEGIC PARTNERSHIPS:

In Goal: delete "improve student success" [because it's redundant]

Objective #1: Build collaborations and partnerships

Divide Objective #2 into two objectives:

Help faculty and academic departments link their existing community and intellectual partnerships to the College.

Develop opportunities for faculty to join established John Jay partnerships.

Current Objective #3: Through collaboration and partnerships with other institutions, organizations, and groups, support social projects and creative activities ...

GOAL #5: INSTITUTIONAL EFFECTIVENESS:

Objective #5: Develop and sustain [a culture of commitment to] effective, sound fund-raising and development to secure [adequate] external support.

A General Comment:

Add as either a Goal or an Objective: John Jay will become the preeminent institution of education and research in criminal justice and related areas.

This is Provost Bowers' draft Vision Statement released January 2010
 Vision Statement

John Jay @ 50

John Jay @ 50 will be, as it has always been, a college dedicated to educating for justice. When founded in 1964, John Jay College of Criminal Justice brought to life the novel and inspired idea that police officers could most fully realize their potential to contribute to the social good if they were educated in the liberal arts and sciences at an institution of higher education dedicated to influencing their actions by opening their minds. Three core principles informed that vision, define our identity, and distinguish us from other colleges. First and foremost, John Jay faculty, staff, students, and community partners share a commitment to ethical conduct, social justice, and the public good that daily influences our decision-making, informs our teaching and learning, and sustains us as a community. Second, the John Jay College curriculum integrates the liberal arts and sciences and professional education, promoting collaboration across disciplines to solve problems and create knowledge from an interdisciplinary perspective. Third, members of the John Jay community link theory and practice, intentionally building bridges between the world of the intellect and imagination and the world of practice.

Over the decades since its founding, John Jay College has moved beyond its beginnings as a "college for cops" while keeping faith with its founding principles. These principles have supported us and provided continuity in the past five years as the College has undergone a remarkable transformation. We have changed the profile of our students by phasing out associate degree admissions and raising baccalaureate admissions standards, changed our academic profile by reintroducing liberal arts majors, and changed our faculty profile by hiring over one hundred new faculty to support the new majors, bring new energy to the curriculum, and advance research and scholarship. As we look toward our fiftieth birthday, we honor the college we are, as we design the college we wish to become. Our transformation is not finished; we commit to continuing to pursue innovation and to following a program of continuous self-assessment and improvement in order to best achieve our goals and best prepare our institution to meet the challenges of the coming years. Specifically, we aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research, strategic partnerships, and institutional effectiveness.

In the past we interpreted our mission as the transmission of knowledge to promote justice and focused our attention on delivering instruction and measuring our students' mastery of subject matter. This model of education will no longer serve. To produce graduates with the flexibility, creativity, competence, and self-confidence to be successful in the twenty-first century, we must shift our focus from transmitting knowledge to producing learning, from delivering instruction to empowering students to become co-producers of knowledge, and from counting credit hours to assessing student learning. We must provide the best possible learning environment for our students, public school graduates who reflect the diversity of our city and who commute daily to the college from its boroughs and surrounding communities. We will evaluate our effectiveness as an institution by the extent to which we have given these students, our graduates, the tools they need to become lifelong learners. To accomplish this shift in focus, we must become a community in which each and every member is dedicated to the goal of student learning. To create such a community, we must cross the borders and dissolve the boundaries that often fragment academic institutions and impede change.

One such border is the invisible but powerful line that is sometimes drawn between teaching and research. We will erase that line by creating an environment in which the teacher/scholar can flourish. We will recruit, support and reward faculty who aspire to excellence in teaching; who are active and

productive scholars engaged in research; who value the participation of students, including undergraduates, in their research; who create assignments and adopt pedagogies that encourage students to discover and construct knowledge for themselves; who connect students to academic and professional circles; and who model how to be lifelong learners and how to subject ideas to the rigorous scrutiny of peers.

Graduates of John Jay College @ 50 will be expected to move beyond the single academic discipline in which they majored to solve problems from an interdisciplinary perspective, most often as part of a team. We cannot develop such graduates unless we become an institution that supports interdisciplinary inquiry and expects collaboration across organizational domains. Building on our history of cross-disciplinary scholarship and interdisciplinary pedagogy, we will create structures for and shift resources toward projects and programs that are cross-disciplinary and trans-institutional. We will increase collaboration among academic disciplines and between the strictly academic activities of the College and its other functions. In particular, we will take a holistic approach to student success, working not only to help students achieve their specific academic goals, but also to promote their personal and social development and maturation. We understand that students learn best when they are supported as they meet their life challenges and when they are provided with a healthy environment free of non-academic impediments to learning. Making this possible will require the cooperation of many people who do not usually think of themselves as colleagues -- front-line staff and distinguished professors, registrars and researchers, technicians and tutors. We will all play a role in student learning and success -- and the more successful our graduates, the greater our impact on the world.

We also want to have a strong and positive impact on the world directly, by becoming an institution of consequence, which means transforming the College into an incubator for ideas that change people's thinking and enhance the public good. Achieving this means taking a new approach to partnerships, one that rejects the characterization of the rest of the world as external to the core business of the college. It means having professionals--community organizers and advocates, cultural, civic, and business leaders, and our alumni--join the members of the College community as philanthropic partners and active participants in producing knowledge. It means having students move outside the classroom to engage the world directly. We will blur the distinction between inside and outside and harness the intellectual power of these mutually enriching spheres of knowledge and action to design and initiate strategies for improving individual lives and remedying social problems not just in New York City, but around the world. John Jay @ 50 will translate ideas into social justice and action on a global scale.

To make sure we are successful, we will create a culture of continuous self-assessment and improvement. We will gather data about the extent to which our actions and programs produce student learning, and we will provide regular, public, transparent, and useful feedback on institutional performance to our community. Positive impact on student learning will be the yardstick by which we measure institutional effectiveness. Having the data in hand, we will hold all members of our community, including students, accountable for learning.

These data on student learning will inform strategic decisions about academic direction and programmatic and institutional investments. We will have the courage of our convictions, and the willingness to make hard decisions and stand firmly behind them. Student success is the touchstone that will guide the College's financial planning and budget processes, our space planning, and our academic, managerial, and enrollment decision-making going forward.

To be sure, there will be challenges ahead, especially in gathering the means necessary to realize our visionary ends. To meet this challenge, we commit to increasing the resources of the College by

developing new streams of revenue, increasing our efficiency and effectiveness, and linking our institutional strengths with community and university needs and priorities. Most importantly, we commit to aligning our resources with our priorities so that our assets support student learning and success.

The accomplishments of the past five years have shown us that we are capable of great change and that the institutional center holds as structures, processes, and people are transformed. We count on the strength of our commitment to learning, the energy and spirit of our colleagues, and the firm foundation on which we stand as we look forward to the half-century mark—John Jay @ 50.

This is a proposed revision of the Provost's Draft Vision Statement from the Chairs and Senators Tom Litwack and Karen Kaplowitz dated March 2010

Vision Statement

John Jay @ 50

In 1964, John Jay College of Criminal Justice was founded upon the idea that police officers could most fully realize their potential to contribute to the social good if they were educated in the liberal arts and sciences at an institution of higher education. Three core principles informed that vision and continue to define our identity: a commitment to ethical conduct, social justice, and the public good; integration of the liberal arts and sciences and education for professional careers; and a commitment to link theory and practice.

These principles have continued to inspire and support us during the past five years as the College has undergone a remarkable transformation. We have changed the profile of our students by phasing out associate degree admissions and raising baccalaureate admissions standards, changed our academic profile by reintroducing liberal arts majors, and changed our faculty profile by hiring over one hundred new faculty members to support the new majors, bring new energy to the curriculum, and further advance research and scholarship.

As we look toward our fiftieth birthday, we honor the college we are as we design the college we wish to become. Our transformation is not finished; we commit to pursuing innovation linked with a program of continuous self-assessment in order to best achieve our goals and prepare our institution to meet new challenges. Specifically, we aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research and scholarship, strategic partnerships, and institutional effectiveness. In doing so, we will further build and support our exciting and often unique liberal arts and science programs, while maintaining our commitment to be the preeminent national and international leader in education and scholarship in criminal justice and related areas of public safety and public service.

Student Success

To produce graduates with the flexibility, creativity, competence, and self-confidence to be successful in our society, we must enhance our focus on encouraging and producing learning, empower students to become co-producers of knowledge, and continually assess student achievement.

Educating students to attain the knowledge foundation, flexibility, competence, and self-confidence required for success in the twenty-first century requires a renewed focus on how we evaluate the ways we teach. We must enhance our focus on evaluating how our curriculum meshes with students' interests and needs, emphasize students' responsibilities inside and outside the classroom, and maximize their opportunities to [function as] be both learners and co-producers of knowledge.

Teaching

We must provide the best possible learning environment for our students, who have busy and demanding lives and who are, for the most part, public school graduates whose backgrounds reflect the diversity of our city. We will evaluate our effectiveness as an institution by the extent to which we have given these students, our graduates, the tools they need to become lifelong learners.

Graduates of John Jay College @ 50 will be expected to move beyond the single academic discipline in which they majored to solve problems using a variety of analytical tools. These tools are derived from all of the academic disciplines, so the College must continue to teach and support both disciplinary and interdisciplinary analytical inquiry and encourage cooperation in problem-solving. As a result, we will emphasize effective teaching of analytical skills throughout the curriculum and encourage faculty to reinforce the universal efficacy of reading, writing, and analytical thinking for life after college.

Research and Scholarship

This college will only be as successful as its faculty, and our commitment to faculty research productivity will enhance the college's standing across the academic disciplines. Furthermore, we promote success in teaching by creating an environment in which the teacher/scholar can flourish. We will continue to recruit, support and reward faculty who aspire to excellence in teaching and who are active and productive scholars. We will continue to support faculty research through faculty development programs, and we will also expand our support for faculty research that includes undergraduates as research partners and introduces students to academic and professional opportunities within their fields. Good teachers who are also successful researchers are role models for our students, as they are lifelong learners who manifest the benefits of lifelong learning and who continually subject their thought to self reflection and the scrutiny of their peers.

Strategic Partnerships

John Jay College should be an incubator for innovative ideas that will enhance the public good. Achieving this means taking a new approach to partnerships, one that rejects the characterization of the rest of the world as external to the core business of the college. It means having professionals--community organizers and advocates, cultural, civic, and business leaders, and our alumni--join the members of the College community as philanthropic partners and active participants in producing knowledge. It means having students move outside the classroom to engage the world directly. We will harness the intellectual power of these mutually enriching spheres of knowledge and action to design and initiate strategies for improving individual lives and remedying social problems. John Jay @ 50 will aim to translate ideas into social justice and action on a global scale.

Institutional Effectiveness

We will provide regular, public, transparent, and useful feedback on institutional performance to our community. To make sure we are effective as a college, we will create a culture of continuous self-assessment and improvement. We will gather data about the performance of our actions and programs, and the extent to which our actions and programs produce student learning. Positive impact on student learning will be the primary yardstick by which we measure institutional effectiveness. Having the data in hand, we will hold all members of our community, including students, accountable for learning.

These data on student learning will inform strategic decisions about academic direction and programmatic and institutional investments. We will have the courage of our convictions, and the willingness to make hard decisions and stand firmly behind them. Student success is the touchstone that will guide the College's financial planning and budget processes, our space planning, and our academic, managerial, and enrollment decision-making going forward.

To be sure, there will be challenges ahead, especially in gathering the means necessary to realize our visionary ends. To meet this challenge, we commit to increasing the resources of the College by developing new streams of revenue, increasing our efficiency and effectiveness, and linking our institutional strengths with community and university needs and priorities. Most importantly, we commit to aligning our resources with our priorities so that our assets best support student learning and success.

John Jay @ 50 Master Plan

This is the Provost's final draft of the Vision Statement released in June. It appears as part of the Master Plan draft (which is also Attachment C of our agenda.

Mission Statement

John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal studies; the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information; the ability to navigate advanced technological systems; and the awareness of the diverse cultural, historical, economic and political forces that shape our society.

The College is dedicated to fostering an academic environment, to promoting scholarship and encouraging research, especially in areas related to criminal justice. The breadth and diversity of scholarship at the College reflect our continuing commitment to innovative analyses, interdisciplinary approaches and global perspectives. The College offers its students a curriculum that balances the arts, sciences and humanities with professional studies. It serves the community by developing graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. It seeks to inspire both students and faculty, to the highest ideals of citizenship and public service.

Senators: The final draft begins here:

Vision Statement

John Jay @ 50 will be, as it has always been, a college dedicated to educating for justice. When founded in 1964, John Jay College of Criminal Justice brought to life the novel and inspired idea that police officers could most fully realize their potential to contribute to the social good if they were educated in the liberal arts and sciences at an institution of higher education dedicated to influencing their actions by opening their minds. Three core principles

informed that vision, define our identity, and distinguish us from other colleges. First and foremost, John Jay faculty, staff, students, and community partners share a commitment to ethical conduct, social justice, and the public good that daily influences our decision-making, informs our teaching and learning, and sustains us as a community. Second, the John Jay College curriculum integrates the liberal arts and sciences and professional education, promoting collaboration across disciplines to solve problems and create knowledge. Third, members of the John Jay community link theory and practice, intentionally building bridges between the world of the intellect and imagination and the world of practice.

Over the decades since its founding, John Jay College has moved beyond its beginnings as a college primarily for police officers while keeping faith with its founding principles. These principles have supported us and provided continuity in the past five years as the College has undergone a remarkable transformation. We have changed our admissions profile by phasing out associate degree admissions and raising baccalaureate admissions standards, changed our academic profile by reintroducing liberal arts majors, and changed our faculty profile by hiring over one hundred new faculty to support the new majors, bring new energy to the curriculum, and further advance research and scholarship. As we look toward our fiftieth birthday, we honor the college we are, as we design the college we wish to become. Our transformation is not finished. We commit to continuing to pursue innovation while maintaining our commitment to be the preeminent national and international leader in education and scholarship in criminal justice and related areas of public safety and public service. We aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research, strategic partnerships, and institutional effectiveness.

In the past, to achieve our educational mission, we overly relied upon the transmission of knowledge to promote justice and focused our attention on delivering instruction and measuring our students' mastery of subject matter. This model of education will no longer serve. To produce graduates with the flexibility, creativity, competence, and self-confidence to be successful in the twenty-first century, we must shift our focus from transmitting knowledge to producing learning, from delivering instruction to empowering students to become co-producers of knowledge, and from counting credit hours to

assessing student learning. We must provide the best possible learning environment for our students, who have busy and demanding lives and who are, for the most part, public school graduates whose backgrounds reflect the diversity of our city. We will evaluate our effectiveness as an institution by the extent to which we have given these students, our graduates, the tools they need to become lifelong learners. To accomplish this shift in focus, we must become a community in which each and every member is dedicated to the goal of student learning. To create such a community, we must cross the borders and dissolve the boundaries that often fragment academic institutions and impede change.

One such border is the invisible but powerful line that is sometimes drawn between teaching and research. We will blur that line by creating an environment in which the teacher/scholar can flourish. We will recruit, support and reward faculty who aspire to excellence in teaching; who are active and productive scholars engaged in research; who value the participation of students, including undergraduates, in their research; who create assignments and adopt pedagogies that encourage students to discover and construct knowledge for themselves; who connect students to academic and professional circles; and who model how to be lifelong learners and how to subject ideas to the rigorous scrutiny of peers.

Graduates of John Jay College @ 50 will be expected to move beyond the single academic discipline in which they majored to solve problems using a variety of analytical tools, most often as part of a team. We cannot develop such graduates unless we not only provide a strong foundation in the disciplines but also support analytical inquiry across the disciplines and expect collaboration across organizational domains. Building on our history of cross-disciplinary scholarship and interdisciplinary pedagogy, we will create structures to facilitate projects and programs that are cross-disciplinary and trans-institutional. We will increase cooperation among academic disciplines and between the strictly academic activities of the College and its other functions. In particular, we will take a holistic approach to student success, working not only to help students achieve their specific academic goals, but also to promote their personal and social development and maturation. We understand that students learn best when they are supported as they meet their life challenges and when they are provided with a healthy environment

free of non-academic impediments to learning. Making this possible will require the cooperation of many people who do not usually think of themselves as colleagues – front-line staff and distinguished professors, registrars and researchers, technicians and tutors. We will all play a role in student learning and success – and the more successful our graduates, the greater our impact on the world.

We also want to have a strong and positive impact on the world directly, by ever enhancing the College as an institution of consequence, which means strengthening the College as an incubator for ideas that change people's thinking and enhance the public good. Achieving this means taking a new approach to partnerships, one that rejects the characterization of the rest of the world as external to the core business of the college. It means having professionals – community organizers and advocates, cultural, civic, and business leaders, and our alumni – join the members of the College community as philanthropic partners and active participants in producing knowledge. It means having students move outside the classroom to engage the world directly. We will harness the intellectual power of these mutually enriching spheres of knowledge and action to design and initiate strategies for improving individual lives and remedying social problems not just in New York City, but around the world. John Jay @ 50 will translate ideas into social justice and action on a global scale.

To make sure we are successful in our aspirations, we will create a culture of continuous self-assessment and improvement. We will gather data about the extent to which our actions and programs produce student learning, and we will provide regular, public, transparent, and useful feedback on institutional performance to our community. Positive impact on student learning will be the yardstick by which we measure institutional effectiveness. Having the data in hand, we will hold all members of our community, including students, accountable for learning.

Comprehensive data on student learning will inform strategic decisions about academic direction and programmatic and institutional investments. We will have the courage of our convictions, and the willingness to make hard decisions and stand firmly behind them. Student success is the touchstone that will guide the College's financial planning and budget processes, our

space planning, and our academic, managerial, and enrollment decision-making going forward.

To be sure, there will be challenges ahead, especially in gathering the means necessary to realize our visionary ends. To meet this challenge, we commit to increasing the resources of the College by developing new streams of revenue, increasing our efficiency and effectiveness, and linking our institutional strengths with community and university needs and priorities. Most importantly, we commit to aligning our resources with our priorities so that our assets support student learning and success and the development of new knowledge through research.

The accomplishments of the past five years have shown us that we are capable of great change and that the institutional center holds as structures, processes, and people are transformed. We count on the strength of our commitment to learning, the energy and spirit of our colleagues, and the firm foundation on which we stand as we look forward to the half-century mark—
John Jay @ 50.

ATTACHMENT D4

This is Provost Bowers' original draft, released in January 2010, with the revisions she made resulting in the final draft, released in June 2010. The underlined language shows what Provost Bowers added to her original draft and the bracketed language shows what Provost Bowers deleted from that January version of the document:

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Vision Statement

John Jay @ 50

John Jay @ 50 will be, as it has always been, a college dedicated to educating for justice. When founded in 1964, John Jay College of Criminal Justice brought to life the novel and inspired idea that police officers could most fully realize their potential to contribute to the social good if they were educated in the liberal arts and sciences at an institution of higher education dedicated to influencing their actions by opening their minds. Three core principles informed that vision, define our identity, and distinguish us from other colleges. First and foremost, John Jay faculty, staff, students, and community partners share a commitment to ethical conduct, social justice, and the public good that daily influences our decision-making, informs our teaching and learning, and sustains us as a community. Second, the John Jay College curriculum integrates the liberal arts and sciences and professional education, promoting collaboration across disciplines to solve problems and create knowledge. **[from an interdisciplinary perspective.]** Third, members of the John Jay community link theory and practice, intentionally building bridges between the world of the intellect and imagination and the world of practice.

Over the decades since its founding, John Jay College has moved beyond its beginnings as a ["college for cops"] college primarily for police officers while keeping faith with its founding principles. These principles have supported us and provided continuity in the past five years as the College has undergone a remarkable transformation. We have changed [the profile of our students] our admissions profile by phasing out associate degree admissions and raising baccalaureate admissions standards, changed our academic profile by reintroducing liberal arts majors, and changed our faculty profile by hiring over one hundred new faculty to support the new majors, bring new energy to the curriculum, and further advance research and scholarship. As we look toward our fiftieth birthday, we honor the college we are, as we design the college we wish to become. Our transformation is not finished[;]. **[w] We** commit to continuing to pursue innovation [and to following a program of continuous self-assessment and improvement in order to best achieve our goals and best prepare our institution to meet the challenges of the coming years. Specifically,] while maintaining our commitment to be the preeminent national and international leader in education and scholarship in criminal justice and related areas of public safety and public service. **[w] We** aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research, strategic partnerships, and institutional effectiveness.

In the past [we interpreted our mission as] to achieve our mission, we overly relied on the transmission of knowledge to promote justice and focused our attention on delivering instruction and measuring our students' mastery of subject matter. This model of education will no longer serve. To produce graduates with the flexibility, creativity, competence, and self-confidence to be successful in the twenty-first century, we must shift our focus from transmitting knowledge to producing learning, from delivering instruction to empowering students to become co-producers of knowledge, and from counting credit hours to assessing student learning. We must provide the best possible learning environment for our students, who have busy and demanding lives and who are, for the most part, public school graduates whose backgrounds reflect the diversity of our city [and who commute daily to the college from its boroughs and surrounding communities]. We will evaluate our effectiveness as an institution by the extent to which we have given these students, our graduates, the tools they need to become lifelong learners. To accomplish this shift in focus, we must become a community in which each and every member is dedicated to the goal of student learning. To create such a community, we must cross the borders and dissolve the boundaries that often fragment academic institutions and impede change.

One such border is the invisible but powerful line that is sometimes drawn between teaching and research. We will [erase] blur that line by creating an environment in which the teacher/scholar can flourish. We will recruit, support and reward faculty who aspire to excellence in teaching; who are active and productive scholars engaged in research; who value the participation of students, including undergraduates, in their research; who create assignments and adopt pedagogies that encourage students to discover and construct knowledge for themselves; who connect students to academic and professional circles; and who model how to be lifelong learners and how to subject ideas to the rigorous scrutiny of peers.

Graduates of John Jay College @ 50 will be expected to move beyond the single academic discipline in which they majored to solve problems [from an interdisciplinary perspective] using a variety of analytical tools, most often as part of a team. We cannot develop such graduates unless we [become an institution that supports interdisciplinary inquiry] not only provide a strong foundation in the disciplines but also support analytic inquiry across the disciplines and expect[s] collaboration across organizational domains. Building on our history of cross-disciplinary scholarship and interdisciplinary pedagogy, we will create structures [for and shift resources toward] to facilitate projects and programs that are cross-disciplinary and trans-institutional. We will increase collaboration among academic disciplines and between the strictly academic activities of the College and its other functions. In particular, we will take a holistic approach to student success, working not only to help students achieve their specific academic goals, but also to promote their personal and social development and maturation. We understand that students learn best when they are supported as they meet their life challenges and when they are provided with a healthy environment free of non-academic impediments to learning. Making this possible will require the cooperation of many people who do not usually think of themselves as colleagues -- front-line staff and distinguished professors, registrars and researchers, technicians and tutors. We will all play a role in student

learning and success – and the more successful our graduates, the greater our impact on the world.

We also want to have a strong and positive impact on the world directly, by [becoming] ever enhancing the College as an institution of consequence, which means [transforming] strengthening the College [into] as an incubator for ideas that change people's thinking and enhance the public good. Achieving this means taking a new approach to partnerships, one that rejects the characterization of the rest of the world as external to the core business of the college. It means having professionals--community organizers and advocates, cultural, civic, and business leaders, and our alumni--join the members of the College community as philanthropic partners and active participants in producing knowledge. It means having students move outside the classroom to engage the world directly. We will [blur the distinction between inside and outside and] harness the intellectual power of these mutually enriching spheres of knowledge and action to design and initiate strategies for improving individual lives and remedying social problems not just in New York City, but around the world. John Jay @ 50 will translate ideas into social justice and action on a global scale.

To make sure we are successful in our aspirations, we will create a culture of continuous self-assessment and improvement. We will gather data about the extent to which our actions and programs produce student learning, and we will provide regular, public, transparent, and useful feedback on institutional performance to our community. Positive impact on student learning will be the yardstick by which we measure institutional effectiveness. Having the data in hand, we will hold all members of our community, including students, accountable for learning.

[These] Comprehensive data on student learning will inform strategic decisions about academic direction and programmatic and institutional investments. We will have the courage of our convictions, and the willingness to make hard decisions and stand firmly behind them. Student success is the touchstone that will guide the College's financial planning and budget processes, our space planning, and our academic, managerial, and enrollment decision-making going forward.

To be sure, there will be challenges ahead, especially in gathering the means necessary to realize our visionary ends. To meet this challenge, we commit to increasing the resources of the College by developing new streams of revenue, increasing our efficiency and effectiveness, and linking our institutional strengths with community and university needs and priorities. Most importantly, we commit to aligning our resources with our priorities so that our assets support student learning and success.

The accomplishments of the past five years have shown us that we are capable of great change and that the institutional center holds as structures, processes, and people are transformed. We count on the strength of our commitment to learning, the energy and spirit of our colleagues, and the firm foundation on which we stand as we look forward to the half-century mark—John Jay @ 50.



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

To: Undergraduate Curriculum and Academic Standards Committee

From: Academic Standards Subcommittee

Re: Proposal Regarding Repeat Failures of the Same Course

Date: May 4, 2010

Current Policy

There is currently no limit to the number of times a student may retake the same course after receiving the grade of F, W, WU, or FIN – or any combination of such grades – in that course.

Proposed Policy

Students who receive the grade of F, W, WU, or FIN – or any combination of these grades – two times for the same course shall receive notice from the Registrar by email of this policy at which time the students shall also be advised to obtain academic counseling from the Center for Academic Advisement or from the Coordinator of the student's Major or Minor. Students who [have] receive[d] the grade of F, W, WU, or FIN – or any combination of these grades – three times for the same course shall be barred from registering the following semester because the student is not making appropriate progress toward a degree. A stop shall be put on the registration [file] of such students by the Registrar. Such students shall be advised by the [Office of] Center for Academic Advisement or by the Coordinator of the student's Major or Minor, as appropriate, or by the student's SEEK Counselor if the student is in the SEEK Program. Such students shall be permitted to register only after a plan of study is developed and agreed to in writing [written instructions are given to the student] and official written permission for the student to register is transmitted to the Registrar. If it is determined that the student is unable to make progress toward completing the degree, the student may be permanently barred from registering. Students may appeal this decision in writing to the Dean of Undergraduate Studies or to the Vice President for Enrollment Management.

Rationale

Students who, after three attempts, are unable to pass a course are not achieving academic success; when students are unable to pass a course needed for graduation or for their major or

to meet other objectives they then find that they have accumulated the requisite 120 credits for graduation but are barred from graduating. We have an obligation to intervene earlier in such students' academic careers at our College. Approximately 75-100 students each semester receive the grade of F, W, WU, or FIN for the same course three or more times, some for as many as six times.



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

To: Undergraduate Curriculum and Academic Standards Committee

From: Academic Standards Subcommittee

Re: **Proposal Regarding Credit Limits for Students When Ending Academic Probation Status**

Date: May 4, 2010

Definition of Good Academic Standing as stated in the 2009-2010 Undergraduate Bulletin:

The Grade Point Average Required for Continued Enrollment:

Students must meet specific grade point average requirements at specific levels of credit to remain in good standing.

CREDITS ATTEMPTED

MINIMUM CUMULATIVE GPA REQUIRED

| | |
|--------------|------|
| 0-12 | 1.50 |
| 13-24 | 1.75 |
| 25 and above | 2.00 |

Current Policy:

While on academic probation (see above), a student may generally register for no more than 6 credits. But as soon as a student is off academic probation, in other words, has perhaps gone from a 1.90 GPA to a 2.10 GPA, the student may register for 15 credits if a freshman or sophomore and for 18 credits if a junior or senior.

Proposed Policy:

While on academic probation a student may generally register for no more than 6 credits. During the first semester that a student is no longer on academic probation, that student may register for no more than 12 credits.

Rationale:

When students end their academic probation status, they often register for far more credits than they can manage academically. They do this for several reasons: one reason is that they wish to "make up" the credits they were not permitted to register for while on academic

probation; another reason is that they do well in the two courses they were permitted to take (because they were taking only two courses) and, therefore, wrongly assume they can handle five or six courses in the following semester. As a result, during the semester after academic probation, [many] several hundred students fail their courses or receive very low course grades and as result are placed on academic probation once again. This proposal is designed to prevent this and to help students succeed academically.



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

To: Undergraduate Curriculum and Academic Standards Committee

From: Academic Standards Subcommittee

Re: **Proposals Regarding Grade Appeals and Grade Changes and Extra-Credit Work**

Date: May 4, 2010

Current Policy:

There is no policy regarding the acceptance by faculty of additional work by students after a grade is recorded. Some faculty accept additional work and others do not. This is relevant in terms of grade changes and grade appeals. There is also no policy regarding extra-credit course work.

Proposed Policy #1:

Faculty shall not permit students to submit any supplemental/extra-credit work to improve their final course grade after grades have been submitted to the Registrar [unless the same provision is made for all the students enrolled in the course]. This policy should be added to the model syllabus.

Rationale:

This is sound fairness policy. The acceptance by faculty of additional student work after the final grade is recorded is not fair to students who have completed the course and have been given a course grade without the opportunity to do extra work and without the extra time to do such extra work. Appeals of grades and grade changes should not be influenced by extra work that other students are not afforded the opportunity to do. This policy also ensures integrity of the grading system which is essential for the reputation of the College.

Proposed Policy #2:

Any extra-credit course work opportunities during the semester must be made available to all students at the same time. This policy should be added to the Model Syllabus.

Rationale:

This is sound fairness policy. Fairness requires that the opportunity afforded to any student(s) enrolled in a course to do extra-credit work must be afforded to all the students enrolled in that course and at the same time so that all students have the same opportunities to demonstrate skills and competence and to improve their course grade.



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

To: Undergraduate Curriculum & Academic Standards Committee

From: Academic Standards Subcommittee

Re: Proposed Revision to the Course Withdrawal Process

Date: May 4, 2010

Background:

Students are currently permitted to withdraw without academic penalty from the beginning of the fourth week of the semester until the tenth week of the semester. Historically this has been a College established date but, beginning with the 2010-2011 academic year, CUNY establishes the date as a part of the academic calendar process. Current policy stipulates that at John Jay, the students must pick up a paper form, have it signed by the instructor of the course, and turn it to One Stop by the deadline date. However, these forms are sometimes signed by department chairpersons, their designees, departmental assistants and secretaries, counselors, vice presidents and deans. Unfortunately, students sometimes sign their own form and last semester several students were brought up on disciplinary charges for forging faculty signatures.

Proposal:

The Registrar, working with Brooklyn College, has established a digitized process which will allow our students to withdraw from courses online and would not require the instructor's signature on a paper form. Since this was last proposed five years ago, the proposed change in the process has been modified in three significant ways:

1. In order to access the withdrawal form the student will need to acknowledge that they understand that withdrawal from courses could affect their current and future eligibility for financial aid.
2. As a part of the sign in process, students will be advised that this is an application to withdraw from a course(s) and the faculty member will be notified that the student is requesting to withdraw from the course.
3. When the student submits the form, the faculty member will automatically receive an email advising that the student has requested the withdrawal and that there are options such as the PEN grade which the faculty member may choose to be assigned in lieu of the W.

Rationale:

There are 2,000 to 2,500 course withdrawals every semester. The integrity of the current process is compromised by the fact that signatures are not verified and many people, other than the faculty member, are authorized to sign the withdrawal form. In addition, students are sometimes unable to withdraw on time due to personal or work situations. These students typically wind up with WU or F grades at the end of the semester. Finally, the new structure of the process will allow faculty, who wish to do so, to intercede in the process. The faculty member could intercede in order to counsel the student back into the class or, in cases of academic dishonesty, to instruct the Registrar that the student is to be assigned a PEN grade.

Date: August 9, 2010
To: Vice President Robert Pignatello and Provost Jane Bowers
From: Ned Benton, Karen Kaplowitz, Francis Sheehan and Harold Sullivan
Cc: Associate Provost James Llana, Ben Rohdin and Ynes Leon
Re: Proposed Space Reassignment Plan Related to the Phase II Opening

Welcome back from your well-deserved vacations. As promised, we are writing this memo as a follow-up to our meeting with you on July 22nd. We commend you for locating all academic departments outside of the Annex on 54th Street and 12th Avenue, consistent with the position taken unanimously by the Faculty Senate and the Council of Chairs. We also commend you for locating all student services functions outside of the Annex.

The following are the faculty leadership recommendations based on our review.

We have three major concerns which we raised at the July 22nd meeting which are the main focus of this memo, but we have additional concerns which we have also included. The major concerns are:

- The location of academic departments outside of Haaren I and II;
- The number of fulltime faculty offices assigned to each academic department; and
- The number of adjunct faculty spaces assigned to each academic department.

But first we would like to present our observations about the general goals presented by Vice President Pignatello, which we received by email on the morning of July 22nd.

REVIEW OF THE GENERAL GOALS

Accommodate growth and development of College without renting additional space: We agree that this is a realistic response to the actual situation we face, and we support this goal.

Limit/avoid construction and renovations costs: We believe that the goal should be to limit construction and renovation expenditures to those projects that are necessary to support the core teaching and research mission of the college, within the overall limits of the funds available for construction and renovation.

In order to make informed comments about spending priorities, we request the amounts and sources of funding available, and the constraints for spending and the funds, as well as a list of the projects considered, projects planned, and the estimated costs for each project.

Further consolidation of student services such as providing a space for the One Stop and enlarging the serving counter: We agree with this goal.

Move all academic departments out of 54th street and locate either in the new building, Haaren Hall or the BMW building: We believe that all academic departments would be best located in Phase I or Phase II of Haaren Hall. Locating an academic department in BMW should only take place as a last resort because no other alternative is feasible. If it has to happen, it should only take place after formal consultation with the faculties of the departments involved, and consideration of alternatives if there is opposition to the plan by the faculty of the department(s) involved.

Have plan reflect academic priorities and meet strategic priorities of the College: We agree in principle, and we think that the three-tier prioritization concept that was proposed for the budget exercise should apply. This means that academic and student services functions that involve ongoing interaction with students should be placed in Haaren Hall I and II, and functions that do not require ongoing access to students should be placed in Haaren Hall I and II only if space is available after the academic and student services functions are accommodated first.

Consolidate academic departments (previously programmed to be on two floors) in the Tower on one floor: We support this concept if this can be accomplished without adverse consequences and if the affected departments involved do not have compelling reasons against this.

Find locations for newly created departments and new initiatives (such as new research initiatives, Honor's Program, expanded C-Step, new centers): We agree. We would appreciate a list of the position assignments and functions for the spaces proposed for each new department, program or function.

Consolidate other program areas and expansion when possible (Provost Office, Legal Counsel's office, Marketing and Development, SEEK, testing): We agree that this should be done "when possible," and that "when possible" means a) that there is a specific justification for the particular proposed consolidation, and b) that the consolidation does not have adverse consequences for other units that outweigh the benefits of the consolidation. We look forward to receiving a list of the proposed consolidations and the reasons for each.

Expand space for priority areas (Undergraduate and Graduate Studies, Writing Center): We agree in principle, but we request further explanation. What spaces are involved for what programs and services? How was prioritization determined?

Consider best use of Westport spaces: We agree. An analysis is needed concerning the best use for Westport spaces. We look forward to receiving the analysis.

Consider need for larger lecture spaces and total number of classrooms: We agree. An analysis of the classroom portfolio is needed. We look forward to receiving the analysis.

Enhance space for public/community outreach: Our understanding is this refers to the space originally planned as bookstore space in Phase II. Please advise if there is any other space under consideration.

ANALYSIS OF THE PROPOSED SPACE ASSIGNMENTS IN THE FLOOR PLANS

We have questions and concerns about some of the proposals reflected in the floor plans we received for the 7/22/2010 meeting. General issues include:

- Assignments of numbers of offices for fulltime faculty to academic departments
- Assignment of spaces for adjuncts
- Determinations about support functions
- Some decisions about space use priorities

Based on our preliminary review of the plans, we question the necessity for academic departments or programs to be assigned involuntarily to BMW.

With respect to the above, we recommend that additional consultation and analysis be completed, so that the plan can be revised to reflect the results of the analysis and consultation. The analysis should consider the following additional recommendations.

1. Non-academic programs/units, currently proposed to be assigned to Haaren I and II, should be reviewed for possible total or partial relocation to leased space (including BMW, Westport, or 54th Street) in order to make room for faculty offices in Haaren I and II.
2. If academic departments and programs must be involuntarily located in BMW, a review of all potential departments should be completed, so that there is an objective basis for the selections made. Considerations should include:
 - Size and fit with space available – a physical constraint
 - Potential synergies with other units in BMW
 - Numbers of students in campus-based courses taught by fulltime faculty - larger number supports a Haaren assignment
 - Proportion of online instruction currently and envisioned - larger number supports the BMW assignment

- Size of undergraduate majors - larger numbers supports the Haaren assignment
- Number of faculty teaching in graduate programs - larger number support the Haaren assignment
- Potential synergies with other academic departments and programs not in BMW
- Expressed preferences of the faculties of the departments involved

We recommend that, based on size, a set of departments should be identified and evaluated for this involuntary placement. We are not advocating that any particular department be relocated. But if a department has to be relocated the selection process should be transparent and equitable.

3. The number of faculty offices to be assigned to each department should be analyzed. We understand that this analysis may already be taking place following our raising of this at the meeting on July 22nd. For each department, the number of fulltime faculty members in AY 2009-2010 and Fall 2010 should be identified, and a standard estimate of office spaces needed in the near future should be developed. The goal should be that there is a standard set of criteria for the number and all departments are evaluated based on the same criteria.

4. Adjunct space should be reviewed. We understand that this may already be taking place following our raising this at the meeting on July 22nd. For each department, the number of adjuncts in AY 2009-2010 and Fall 2010 should be identified, and a standard estimate of adjunct space need should be developed. The goal should be that there is a standard set of criteria for the number and all departments are evaluated based on the same criteria. Based on our review of the plans on July 22nd, it appeared that some of the departments assigned to Haaren Hall I are particularly short of adjunct space.


5. We request a summary of the spaces provided for administration and support, and conference room spaces, for each academic department.

6. An analysis should be made of potential uses of the Westport facility space. For example, how should the food service space be used? We request further information about whether we need a major food service facility at Westport. A written analysis of the Westport space should include all of the options.

The Chancellor

August 5, 2010

To: Board of Trustees
College Presidents and Deans
Cabinet

From: Matthew Goldstein 

Re: Fiscal Year 2010-2011 State Enacted Budget

On August 3, the State of New York finalized and enacted its budget for Fiscal Year 2010-2011. I want to provide a summary of the impact on The City University of New York, as well as some insight as to the broader implications of this agreement.

Senior Colleges

For the senior colleges, the FY2010-2011 budget provides the same funding levels called for in the governor's executive budget. Included in the FY2011 budget are \$84.4 million in operating budget reductions, which is comprised of a cut of \$63.6 million in state support along with a \$20.8 million decrease to be achieved from workforce actions. Combined with the reductions of the past two fiscal years, the University has now sustained over \$205 million in state cuts since FY2009.

As a result of these actions, the recently issued FY2011 allocations reduce college base budgets by 2.5%, and revenue targets are being increased. In addition, colleges are being required to establish a 1.25% encumbrance against base budgets as protection against the remaining uncertainty in the state's economic condition, including possible mid-year reductions.

The cumulative effect of these reductions, combined with growing enrollments, will create an acute strain on our senior college resources. Since 1999, these colleges have together welcomed almost 38,000 additional students to their campuses—nearly an entire NYU. Our colleges remain uncompromising in their commitment to academic quality. We will continue to work carefully and collaboratively with our campuses to manage these reductions in order to most effectively protect our core mission, but there should be no mistaking the fact that the state is shortchanging public higher education, to the detriment of New Yorkers.

Community Colleges and Financial Aid

Earlier this week, the state legislature formally approved the revenue portion of the FY2011 budget. The senate and assembly had come to an agreement on expenditures in late June; the governor subsequently vetoed all of the legislative additions, including restorations to the Tuition Assistance Program (TAP) and community college base aid.

It is important to note that the formal budget approval does not override the governor's expenditure vetoes. The community college base aid per FTE has been lowered by \$285, resulting in an operating budget loss to the community colleges of approximately \$20 million. In addition, all TAP awards are slated to be reduced by \$75, as per the governor's vetoes.

We are greatly concerned about the effect these actions will have on our community colleges and TAP-eligible students. Community colleges are the largest and fastest-growing sector of higher education and enroll almost half of our country's undergraduates. They are essential to our nation's recovery effort, a pipeline to jobs. CUNY's community colleges are bursting at the seams, in serious need of faculty and classrooms to meet unprecedented demand. The Tuition Assistance Program makes it possible for many of our students to pursue and earn a college degree. The University's priority will always be to assist the neediest students. Financial aid is most equitable when it is aimed at students with the greatest need and those in the hard-pressed middle class.

Public Higher Education Empowerment and Innovation Act

The state budget agreement also does not include any of the provisions of the Public Higher Education Empowerment and Innovation Act (PHEEIA). This proposal, included in the governor's executive budget, recommended a number of adjustments related to tuition and regulatory provisions. The act would have allowed CUNY and SUNY to receive and disburse revenues from tuition and self-supporting program activities without an appropriation. It would also have authorized the CUNY Board of Trustees to raise tuition incrementally up to an annual cap of two-and-one-half times the five-year rolling average of the Higher Education Price Index. PHEEIA also would have permitted differential tuition rates by campus and program. CUNY has long supported differential tuition by program, informed by market competition and price elasticity. The act would also have allowed for greater flexibility in procurement procedures.

No action was taken on PHEEIA as part of the FY2010-2011 enacted budget. In addition, the budget does not recognize any additional revenue associated with the modest two percent tuition increase authorized by our board of trustees for fall 2010. Therefore, tuition rates will remain the same for this coming semester.

Through the CUNY Compact, our University has been the leader in consistently calling for a business plan that would create a predictable funding stream. As you know, the Compact delineates shared responsibility among the state and city, the University, our alumni, and students. The plan calls for the implementation of a rational tuition policy, one that mandates small, annual increases that will avoid the need for large tuition spikes in difficult economic times, and that also maintains full student financial aid. The Compact includes a maintenance of effort provision through full state and city coverage of mandatory costs. This is a key component of the Compact initiative, as students and their families should not assume the burden of future costs.

The Compact leverages public monies, encourages private sector partnerships, and provides a predictable means of increasing and employing revenues. In 2007, the Commission on Public Higher Education embraced the CUNY Compact strategy, and recommended a state-wide compact be adopted as the financing mechanism for both CUNY and SUNY. In this difficult fiscal environment, it is even more critical that we maintain a laser-like focus in calling for this innovative financing strategy.

Capital Budget

CUNY's unprecedented enrollment has also created a pressing demand for space and a pronounced strain on our facilities. Our campuses are open seven days a week and classes are scheduled throughout the day, increasing the wear and tear on classrooms and common areas. The FY2010-2011 state budget includes \$284 million in critical maintenance funds for our senior colleges and almost \$35 million for community colleges. These dollars are vitally needed. In addition to the aforementioned enrollment pressure, over two-thirds of CUNY's buildings are more than 30 years old, and some buildings are more than 100 years old.

Unfortunately, there is not much to report on new funding for capital projects in the state budget. I must point out that, in this economy, spending on construction makes sense. Costs are now lower, and much-needed jobs can be created. For every \$10 million spent in construction, it is estimated that 60 jobs are created at the job site and 30 jobs are created offsite in materials fabrication on an annual basis.

Although the state budget for Fiscal Year 2010-2011 has been enacted, the agenda for public higher education is significantly unfinished. The lack of a prudent, long-term investment policy—including a rational tuition policy and budget flexibility—is harmful to New York State's competitiveness in the higher education marketplace, to maintaining academic quality, and to hundreds of thousands of students and their families who are attempting to plan for their higher education needs in an unforgiving economy. We must continue to work with state officials to pursue the fundamental principles of the Compact so that all stakeholders will participate in support for adequately funded public higher education.

There is no question that these are challenging times that will require difficult and sometimes painful decisions. We must remain fully committed, now more than ever, to our historic mission of serving New Yorkers and helping them advance themselves personally and professionally.

Please let me know if you have any questions or need any additional information.