

Strategic and Financial Planning Subcommittees Meeting
Agenda
January 28, 2016 (Faculty Development Day)
3:30 – 5:00 pm
Location: Room 1.101NB

1. Approval of Minutes for November 4, 2015. Proposed minutes are attached, along with relevant documents from the meeting.

2. Discussion of Recommendations for Implementation of the Strategic Plan. The recommendations from the various workgroups for each goal (except Goal 3) were sent out earlier (Dec. 15, 2015), and they are attached. We are asking that the planning subcommittees comment on them and prepare a recommendation for the Budget and Planning Committee, which will consider it at its meeting on February 9. I offered the following comments at the time of transmission to the sub-committees:

“Following President Travis’ approval of the Strategic Plan ‘John Jay 2020,’ we proposed working groups to develop recommendations for implementation of the plan. Those groups, mostly faculty, met for much of the semester and recently submitted the attached recommendations for each goal. The next step in the process of adoption is review by the planning subcommittees of BPC. We do not recommend re-writing the recommendations so much as pointing to areas for improvement, whether that means additions or subtractions. While all strategic plans are aspirational, we should keep our planning not too far off the ground. We recommend that after review by SPS/FPS, the recommendations be forwarded to the Budget and Planning Committee (BPC) for its reviews.

Ultimately, the President will have to approve any strategies, and it should go without saying that many of the strategies will be subject to constraints on time and funding.”

3. Budget Update.

**Joint Meeting: SPS – FPS
Minutes
January 28, 2016**

Present: Jane Bowers, James Llana (*SPS Chair*), Pat Ketterer (*FPS Chair*), Ric Anzaldua, Ned Benton, Janice Dunham, Mark Flower, Jay Hamilton, Karen Kaplowitz, Virginia Moreno, Charles Stone, Bob Troy, Alison Orlando (*Recorder*)

1. **Approval of Minutes from November 4, 2015.** Minutes were approved as proposed.
2. **Discussion of Recommendations for the Implementation of the Strategic Plan.** Jim started by explaining the process behind the recommendations for the implementation of the Strategic Plan. He stated that after the Strategic Plan was adopted, Jane, Karen and he created committees for each goal except goal 3. The committee members—selected for their knowledge and interest in the assigned goals--came up with recommendations for implementing the goal. These recommendations are for review today by this committee which will forward them to the Budget and Planning Committee (BPC). The BPC will then review them as well and send the finalized recommendations to the President. Jim also noted that the implementation of the strategic plan is constrained by both time and finances.

The following is a summary of the discussion and decisions that were made by the subcommittee regarding the recommendations. To make the formatting cleaner and to keep further discussions on a more general level it was agreed to suppress the bullet points, which are for the most part very specific recommended actions. The Subcommittee reviewed the goals one at a time and made recommendations for edits. In some cases, the subcommittee removed or consolidated recommendations, but it was agreed that all of the original language would be preserved for those who are charged with implementing the plan, since the original detailed recommendations should be useful.

Mark thought data behind the goals would make them more compelling. Jim responded that we were counting on the experience and knowledge of the committee members. This exercise was not one driven by data, at least very precise data, in part because some of the initiatives are decisions taken to move the college in new directions, as opposed to fixing a problem revealed by data.

Ned expressed some concern that no one teaching in the online programs was part of that committee. In the discussion of the online recommendations, there was some contention around the recommendation that a specific orientation should be required as a pre-requisite for online courses. In the end, the recommendation allowed for flexibility. There was contention as well around whether all new master's programs should in principle be offered online; this was resolved in favor of flexibility.

Jim expressed concern about resolving issues of policy that should be resolved appropriately somewhere else.

IR and EM should agree on the definition of an international student for purposes of tracking the numbers projected in the International goal. There were some comments about why we specify Latin America and South America. Jane responded that we have ongoing projects there and what we really mean is the extension of an existing effort. A motion was made to recommend the recommendations to the BPC pending final approval of the changes that had been made in the meeting. Jim will send out a revised version soon with the opportunity to correct the document before forwarding to BPC. The motion was seconded. The motion passed unanimously with five votes cast. Jane asked if Jim would alert the strategic plan implementation committees of the changes that were

made to the recommendations before the BPC meeting. Jim said that he would do so in advance.

3. **Budget Update.** Pat explained that as of now there is no update to give, as there has been no news. Jim asked Pat what the BPC and SPS-FPS committees should be doing this spring in regards to the budget. Pat explained that as of now we are in a holding pattern.

Strategic Planning Group for Goal 1: Foundations for Lifelong Success
Recommendations for Implementation
November 25, 2015

Members: Dara Byrne, Gohar Petrossian, Will Simpkins, Kate Szur, Dante Tawfeeq, Dana Trimboli, Sara Whitestone

1. Ensure that John Jay graduates have a significant experiential learning component that will deepen their understanding of the major and illuminate pathways into post-graduate study and/or employment.
 - Following the release of the CUNY report on experiential learning, develop a comprehensive policy for John Jay, to include curricular and co-curricular options.
2. Ensure that John Jay graduates are able to communicate clearly and cogently, in writing and orally in a form appropriate to the intended audience.
 - Expand options for writing intensive courses and strengthen communications learning outcomes in General Education courses.
 - Incorporate communications learning outcomes in the Virtual Passport initiative.
3. Provide John Jay students with opportunities for significant mentoring relationships with faculty, staff, other students, alumni, and professionals in the field.
 - Establish a cross-divisional Workgroup on Mentoring to assess, coordinate, and strengthen the various mentorship opportunities on campus.
 - Identify and advertise mentoring opportunities for students clearly and systematically, especially beyond the freshman year programs which already provide many such opportunities.
 - Employ LinkedIn and/or other social media as a means of identifying mentors.
 - Make available faculty and staff professional development in mentoring (same recommendation as part of Group 2, Faculty Support)
 - Establish a Graduate School Preparation Workgroup to coordinate activities across the campus
4. Design a program in Quantitative Reasoning across the curriculum with the idea that graduates will be able to frame problems and their solutions in quantitative terms and to understand quantitative analyses and presentations.
 - Charge a workgroup from liberal arts and professional areas to propose learning outcomes in Quantitative Reasoning across the curriculum and in General Education.
 - Provide appropriate faculty development to support pedagogy linked to the learning outcomes.
 - Assess the learning outcomes annually—based on a sample of courses in majors and in General Education—and report results to the College-Wide Assessment Committee.
5. Develop workshops and other activities through the Center for the Advancement of Teaching to make problem-solving, teamwork, and other forms of active learning an important part of pedagogy across the campus.
6. Expand research opportunities for all students, including research-intensive courses and faculty-guided research.

- Fund the Office for Undergraduate Research at \$10,000 for 2015-16 and add \$10,000 for each of the following three years.
 - Use the Strategic Investment Initiative, if offered again, to apply for funds to support student research.
 - Institutionalize funding for PRISM in the event that grant support ends.
 - Establish an Office of Applied Research for graduate students.
7. Ensure that students are aware in a timely way of opportunities and expectations linked to post-graduate success by presenting them in a framework that facilitates sharing, monitoring, and advisement.
- Expand the use of digital portfolios to document students' learning and planning under the formal and informal advisement of faculty, staff, peers, and external mentors.

**Strategic Plan Committee for Goal 2: Faculty Support
Recommendations for Implementation
November 24, 2015**

Members: Carla Barrett, Allison Pease, Eric Piza, Shonna Trinch

Faculty Development

1. Put the best-prepared faculty in CUNY in the service of John Jay students.
 - Create a faculty development fund of \$2 million and use the revenue generated to support one course of reassigned time for faculty development for all tenured faculty.
2. Offer semester-long faculty seminars on issues in teaching, assuming faculty will get reassigned time (as in first recommendation) or compensation to attend.
3. Invite part-time faculty to professional development programs offered to full-time faculty.
4. Increase support for the Center for the Advancement of Teaching, commensurate with its added responsibilities for professional development specified at various places in the Strategic Plan.

Support for Faculty Productivity

1. Create and sustain a culture of professional success across the career trajectory, from initial appointment to promotion to full professor.
 - Make available training for mentoring to faculty as we strive for a culture of professional success.
 - State clearly expectations for success.
2. Recruit two full-time grant-writing professionals to support development of grant applications.
 - Start the first person in fall 2017 and the second in fall 2019.
3. Streamline the system of annual personnel reappointments.

4. Use technology to automate and consolidate paperwork processes where possible and to generate standard forms and documents used by faculty.
5. Establish a “one-stop” faculty service office to field questions about the full range of faculty concerns and to make referrals where necessary.
6. Post forms and applications on the website to model expectations for faculty as they prepare their personnel files and seek support for grants and other awards.

**Strategic Plan Committee for Goal 4: John Jay Online
Recommendations for Implementation
November 24, 2015**

Members: Judy Cahn, Robin Davis, Henry Pontell, Gabrielle Salfati

1. Identify effective practices for design and development of all online courses and disseminate them through faculty training and development opportunities offered by the Center for the Advancement of Teaching (CAT) and John Jay Online. Programming will include:
 - Effective instructional practices
 - Student-centered, active learning methodologies
2. Develop outstanding infrastructure to support development of quality online courses.
 - Offer to faculty—primarily through CAT—“just in time” access to instructional designers, multimedia specialists, and development opportunities, including the integration of educational technologies into coursework.
3. Identify and create incentives to attract greater numbers of faculty to learn about online course development.
4. Sponsor an annual symposium for faculty on pedagogical innovation and strategies for online teaching and learning to sustain faculty development beyond initial experiences.
5. Develop policies for cataloguing available online courses.
 - Make a complete list of online courses accessible to all on the College website.
6. Develop a comprehensive marketing plan for online options at John Jay.
7. Require a student orientation to online learning as a pre-requisite for registration in online courses.
8. Develop and provide ongoing support for outstanding marketing, recruitment, and student service capacity at John Jay Online.
9. Offer all new master’s degree programs online.
10. Launch online degree completion programs for students with an Associates degree.
11. Introduce a General Education program online and one accompanying undergraduate program.

**Strategic Plan Committee for Goal 5: Enhancing Identity as HSI
Recommendations for Implementation
November 25, 2015**

Members: Isabel Martinez, Jay Pastrana, Richard Perez, Rosann Santos-Elliott, Nancy Velazquez-Torres

College Demographics

1. Develop a Faculty and Administration Diversity plan to set targets and recommended strategies for 2020.
 - Increase the proportion of Hispanic faculty in each department across the college to at least 15% by 2020.
 - Aim for at least three Hispanic administrators at the senior level.
 - Enhance the chances of hiring Hispanic faculty and administrators by
 - identifying the hiring of Hispanic faculty as a critical need alongside disciplinary or departmental critical needs;
 - identifying the hiring of Hispanic administrators as a critical need for an HSI with an expected growth in the Hispanic student population;
 - advertising in those venues likely to reach Hispanic candidates;
 - educating search committees on the process of recruiting Hispanic faculty and administrators.
2. Ensure that Latina/o participation in Peer Mentoring programs reflects the proportion of Latina/o students being served.

External Relations

3. Renew institutional membership in HACU and encourage participation among faculty and staff.
4. Create Spanish language programs for parents at Orientation and Open House, as opposed to simultaneously translating English programs.
5. Translate key portions of the John Jay website of particular interest to parents into Spanish: financial aid, admissions, Hispanic-based campus events.
6. Post our status as an HSI on the website and in all college publications.
7. Develop pipelines with local secondary schools with majority Hispanic populations through student-centered programming and Spanish-language admissions and financial aid workshops.

Curriculum Development

8. Include Latina/o content in general education, introductory, and survey courses across departments at the college to create a comparative and cross-cultural emphasis with Latina/o topics and subjects.

Building Infrastructure and Awareness

9. Facilitate Hispanic-centered academic and cultural events and activities throughout the year with special attention to Hispanic Heritage Month.

- Fund a faculty-led Hispanic Cultural Center (\$50,000 annually to start) which would collaborate with all academic departments and Student Affairs.
10. Establish a web-based resource and information center for Hispanic students, faculty, and staff.
 11. Offer staff workshops through Human Resources on Hispanic cultural sensibilities.
 12. Select keynote speakers at programs on teaching and learning who reflect the student population we teach and issues facing an urban/commuter HSI.
 13. Conduct conversations in every unit of the college about the implications for that unit of our HSI status.

Faculty Development

14. Establish and fund Latina/o faculty mentoring program led by senior scholars directed at preparing faculty for tenure and promotion.
15. Include mentoring pairs, learning circles, and workshops that address intergenerational and career-specific concerns. Possible models to emulate include the Gender Equity Project at CUNY and the University of Wisconsin-Madison Women Faculty mentoring program (<http://provost.wisc.edu/mentor.htm>).
 - Incentivize senior scholars and/or pairs with small grants to participate.
 - Base mentoring programs in the Provost's office.
16. Provide professional development opportunities for Latina/o faculty that foster the skills needed to fulfill administrative positions such as Department Chair or Dean. Models include ACE (American Council on Education, Spectrum Executive Leadership Program), HACU-Kellogg Leadership Fellow Program, and AAHHE's The New Leadership Academy.
17. Sponsor discussions and offer a series of workshops on Culturally Responsive Teaching through the Center for the Advancement of Teaching in order to increase awareness of Hispanic student needs, cultural sensibilities, and learning styles.
 - Facilitate in CAT workshops on the adoption across the curriculum of course themes and topics related to Latina/o experience, such as diaspora, multilingualism, race and hybridity, and religious diversity.

Assessment and Evaluation

18. Collect data on Hispanic faculty, their needs, and experiences, in order to inform mentoring program.
19. Collect data systematically on Hispanic student success and needs in order to build appropriate services, academic support, and programming.

**Strategic Plan Committee for Goal 6: Pre-Health Advising and Health-Related Curriculum
Recommendations for Implementation
November 24, 2015**

Members: Lissette Delgado-Cruzata, Adrienne Fitzgerald, Nina Rose-Fisher, Robin Kempf, Emily McDonald, Edgardo Sanabria-Valentin

Build Infrastructure for Comprehensive Pre-Health Advising

1. Develop informational website for students interested in healthcare careers.
2. Provide “AdviseStream” services to 50+ pre-health students.
3. Identify members for a Health Careers Committee to define boundaries of “health careers” and “pre-health student.”
4. Develop and implement an orientation for incoming pre-health freshmen
5. Create Health Careers Committee and establish application protocols.
6. Create “Pre-Health Society” student organization.
7. Hire full-time Pre-Health Advisor to start summer 2017.
8. Create year-round extracurricular programming for pre-health students in collaboration with student organizations.
9. Establish partnerships to include experiential learning in clinical environments.
10. Establish a “Clinical Shadowing” or “Clinical Experiences” program as part of a College-supported “Clinical Preparation/Practicum Experiential Learning Opportunities” program with clinical partners.
11. Develop evaluation/assessment goals for a Pre-Health program using NAAHP best practices/assessment guidelines and conduct assessment.
12. Evaluate need for Post-Bac program and implement if warranted.

Create a Public Health Degree Program

1. Build awareness around field of public health with an informational website, prior to adoption of baccalaureate degree in Public Health.
 - Sponsor an annual event, the Health and Justice Forum, to disseminate information about public health, and to introduce students and faculty to issues and opportunities in the field.
 - Host an annual public health and health-related career and graduate school opportunities fair.
2. Develop proposal for bachelor’s degree in Public Health.
3. Hire faculty to staff proposed public health program.
4. Develop active relationship with CUNY School of Public Health at the undergraduate level.
5. Seek articulation agreement with CUNY SPH and with other master’s institutions in public health.

**Strategic Plan Committee for Goal 7: Global Citizenship
Recommendations for Implementation
November 24, 2015**

Members: Jana Arsovska, Claudia Calirman, Crystal Endsley, Mayra Nieves

1. Increase the population of international students from 140 currently to 320 by 2020.

2. Increase participation in study-abroad to 300 students annually by 2020.
3. Make financial aid for study abroad commensurate with the increasing student targets.
4. Promote online international learning through joint teaching with faculty in other countries.
 - Adapt relevant guidelines and practices from the Center for Online International Learning (COIL) at the SUNY Global Center.
5. Develop infrastructure to support international students and visiting scholars.
 - Create Office of International Studies and Study Abroad with Deputy Director and College Assistant. Replace CA with full-time administrative coordinator as workload grows.
 - Create Office of International Student and Scholar Services with Deputy Director and College Assistant. Replace CA with full-time administrative coordinator as workload grows.
 - Evaluate need, as programs grow, for intensive summer English bridge program for international students.
6. Institutionalize orientations and general support programs in the Office of International Student and Scholar Services.
 - Address specific proposals and concerns--including provisions for housing--outlined in the International Student Recruitment Plan.
7. Encourage curricular and co-curricular design to reflect international perspectives.
 - Develop and assess learning outcomes for international education, applicable to degree programs, General Education, and international activities of all kinds, here and abroad.
8. Assess and pursue opportunities for justice-related engagement in Latin America and South America.