

# MASTER PLAN



JOHN JAY @ 50



## ■■■■■ 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 the highest quality of undergraduate and graduate study, to promoting and protecting academic freedom, to promoting scholarship and encouraging research, especially in areas related to criminal justice and public service.** 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 students, faculty, and staff to the highest ideals of citizenship and public service.

## ■■■■ Letter From The President

October 25, 2010

Dear Friends of John Jay College,

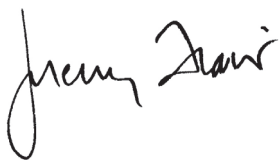
I am delighted to share with you the College's new Master Plan – *John Jay@50* – a statement of our shared community priorities for the next five years. This Master Plan represents a roadmap that will guide the development of the College through 2014, when we will celebrate our 50th anniversary. After months of discussion and debate, the John Jay community ultimately identified twenty-six unique yet interconnected objectives, organized under five areas where the College will focus its efforts and its resources to make measurable progress. We call these areas the five domains of excellence: Student Success, Teaching, Research and Scholarship, Strategic Partnerships, and Institutional Effectiveness.

Endeavoring to achieve excellence in Student Success recognizes the need to create an environment in which students can be successful, not just academically but in all aspects of their lives. The next domain, excellence in Teaching, acknowledges the importance of effective pedagogy and the power of positive student-teacher interactions. The third domain, Research and Scholarship, also includes creative work, and speaks to the College's firm belief that excellence in teaching and scholarship are not mutually exclusive goals, and that, in fact, one advances the other. Looking externally, excellence in Strategic Partnerships speaks to the importance of continuing to nurture our relationships with other entities in the pursuit of our shared goals. Finally, achieving excellence in Institutional Effectiveness reflects the understanding that continuous, systematic self-assessment and improvement must become part of our culture if we are to reach our full potential. These five domains of excellence are comprehensive and necessarily interrelated, reflecting the breadth and depth of what is required to be a successful institution of higher learning in the 21st Century.

As proud as I am of the document, *John Jay@50*, I am equally proud of the process that produced it. From the very beginning, we committed to a process that was both comprehensive and inclusive. We created a variety of avenues through which members of our community could share their ideas about the future of John Jay. Approximately 35 group meetings, multiple leadership discussions, three 'Idea Walls,' a Community Forum, and four custom surveys were all used to capture the community's ideas and sentiments. These data were synthesized by the Master Plan Advisory Council, a 34-member body made up of faculty, graduate and undergraduate students, staff, administrators, alumni, public agency representatives, our local elected official, and the chairman of the John Jay College Foundation Board of Trustees. As a result, I'm proud to say that *John Jay@50* is in every sense of the word, 'ours.'

I wish to thank all those who have contributed to our new Master Plan. With this guidepost, we will make sure that *John Jay@50* is even better than it is today.

Sincerely,



Jeremy Travis  
President



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## ■ ■ ■ ■ ■ 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.

## ■■■■■ 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 and define our identity. First and foremost, John Jay faculty, staff, students, and community partners share a commitment to social justice and the public good that daily influences our decision-making, informs our teaching and learning, and sustains us as a community. 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. 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.

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-

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## we must shift our focus from transmitting knowledge to producing learning



first century with all its attendant challenges of sustainability, 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.**

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## ■ ■ ■ ■ ■ Five Domains of Excellence

In his *State of the College* address on October 21, 2009, President Travis defined five “domains of excellence” for John Jay: **Student Success, Teaching, Research and 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.

## STUDENT SUCCESS

**GOAL** *Establish an institutional culture that fosters intellectual and personal transformation in order that students achieve their academic and professional 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, attain degrees and certificates, and develop themselves personally and shape their relationships to others, both locally and globally.**

**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. And no less important is the learning that leads to the cultivation of the whole person. Students need to explore actively who they are and to shape and test their ideas and values in the classroom and beyond. They need an ethical awareness to inform and give meaning to an active civic life. Through the curriculum and extra-curricular program, the John Jay education facilitates personal transformation. In both intellectual and personal terms, students at John Jay will find the basis for life-long learning.

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

**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.

► **Recognizing and responding to the diverse needs of our student community, promote a more vibrant, engaged campus life, and strengthen the sense of community, civility, social and environmental consciousness, 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.

► **Improve student year-to-year retention and overall graduation rates while holding students to high expectations and academic standards.**

**Rationale:** While student learning is the ultimate measure of success, retention and graduation rates are important milestones in the attainment of competence. Research shows that for each year students remain in school the probability of graduation greatly increases. Moreover, improving retention and graduation rates requires appropriate and timely assessment and feedback in course work and supportive advising, mentoring and counseling.

## 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.

## 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.

## 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.

## 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, diverse 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 from diverse backgrounds 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.

► **Raise awareness and invest resources in programs, academic endeavors, contracts, and facilities that promote a 'green' campus and embrace the necessity for a sustainable planet.**

**Rationale:** The City University of New York has mandated that each CUNY campus review its environmental practices and engage in strategic planning to identify its sustainability initiatives. While the College has organized a Sustainability Committee made up of staff, students and faculty, and submitted its sustainability plan as mandated by the University, this gravely serious issue still suffers from a lack of resources, awareness and centrality within our institutional consciousness. The sustainability of human activity in the future is becoming increasingly questionable. The combination of climate change and development-driven pollution are producing problems that will confront our students in all fields throughout their working lives. Our students come from very diverse communities, which confront environmental challenges ranging from air pollution and brownfields to threats caused by rising seas, dying coral reefs, and ferocious storms. It is our duty as educators to help prepare our students to address these complex problems.

- ▶ **Provide a welcoming, safe, and attractive campus that is in compliance with all applicable laws, regulations, and policies, and that helps make studying and teaching at John Jay a physically, psychologically, and socially successful experience.**

**Rationale:** John Jay is committed to providing all members of its community and its guests with a campus that is conducive to learning and teaching, to civil discourse, to academic freedom, and to a physical environment that creates a sense of safety, community, respect, and pride. The college is equally committed to the continuous upkeep and improvement of classrooms, laboratories and communal spaces that support the activities of the students, faculty, and staff.

## ■■■■■ Appendix

## Appendix 1

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**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 John Jay College Foundation Board of Trustees, representatives of city agencies, and an elected official representing the community. MPAC was consistently and deeply engaged with the planning process; attendance at its regular and special meetings never fell below 80%.

The following table lists the key elements of the Master Planning process.

<b>Larger Open Community Gatherings</b>	<ul style="list-style-type: none"> <li>▶ Professional Development Workshops: for faculty and staff, focused on learning, student success, and assessment</li> <li>▶ Three “Idea Wall” Events</li> <li>▶ Two Open Invitation Town Halls</li> </ul>
<b>Targeted Community Meetings</b>	<ul style="list-style-type: none"> <li>▶ Academic Affairs Staff</li> <li>▶ Community Stakeholders</li> <li>▶ Adjunct Faculty Group</li> <li>▶ Alumni Board</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>▶ Student Advisory Board (2 meetings)</li> <li>▶ Student Leaders (2 meetings)</li> </ul>
<b>Advisory Meetings</b>	<ul style="list-style-type: none"> <li>▶ Master Planning Advisory Council (6 meetings)</li> <li>▶ President’s Cabinet (4 meetings)</li> <li>▶ Faculty Senate (5 meetings)</li> <li>▶ Board of Trustees of the John Jay College Foundation (2 meetings)</li> </ul>
<b>Survey</b>	<ul style="list-style-type: none"> <li>▶ Four Master Planning Surveys: faculty (full-time and adjuncts), staff, students, and alumni/stakeholders; questions focused on institutional strategy, priorities, vision, and goals</li> </ul>
<b>Drafting</b>	<ul style="list-style-type: none"> <li>▶ 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</li> <li>▶ 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.</li> <li>▶ 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.</li> </ul>

## Appendix 2

### Timeline

The draft version of the Master Plan was completed at the end of May 2010. On June 23, 2010, the draft Plan was posted online for a 3-month comment period. The Master Plan Advisory Council met on September 29 to consider the comments that were collected during the comment period, and submitted the final Master Plan to the College Council, which it approved unanimously on October 14, 2010. The chart below displays the timeline for development of the Master Plan up through the completion of the draft Plan in May 2010.

	Jan 2010	Feb 2010	Mar 2010	Apr 2010	May 2010
	<b>Kickoff</b>	<b>&gt;35 Group Meetings Facilitated and Documented by K&amp;A</b>			<b>Draft Plan</b>
<b>Community Engagements</b>	Faculty Event learning & assessment included idea wall #1	Academic Affairs Staff	Idea Walls 2 & 3 Staff Event (promoting student learning/success) Community Stakeholders Adjunct Faculty Group Student Advisory Board	Town Hall Student Advisory Board	Student Advisory Board
<b>Advisory Meetings</b>		MPAC Focus, planning/kickup/initial discussions Foundation Board	MPAC Focus, 1) input from MPAC for Master Plan, 2) drafting process President's Cabinet Faculty Senate	MPAC (2 meetings) Focus, drafts on partnerships, research/scholarships, institutional effectiveness President's Cabinet	MPAC Focus, review of draft Master Plan Foundation Board Faculty Senate
<b>Survey</b>	Iterative Survey Drafting	Survey Launch	Survey Close	Survey Analysis Reporting	
<b>Drafting</b>	Review of Vision Statement	Appoint and charge five drafting committees based on domains of excellence	Domain Drafts: Teaching Student Success	Domain Drafts: partnerships; research; inst. effectiveness	Revision of Vision Statement Integration of drafts and synthesis of plan







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