

Faculty Senate Minutes #349

Tuesday, November 3, 2009

3:20 PM

Room 630 T

Present (33): Andrea Balis, Elton Beckett, Adam Berlin, Marvie Brooks, Erica Burleigh, Elise Champeil, Demi Cheng, Edward Davenport, Edgardo Diaz Diaz, James DiGiovanna, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Jay Paul Gates, P. J. Gibson, Jessica Gordon Nembhard, Jay Hamilton, Richard Haw, Heather Holtman, Karen Kaplowitz, Richard Kempter, Tom Litwack, Vincent Maiorino, Nivedita Majumdar, Evan Mandery, Tracy Musacchio, Richard Perez, Nicholas Petracó, Rick Richardson, Richard Schwester, Robert Till, Thalia Vrachopoulos, Joshua Wilson

Absent (16): William Allen, Spiros Bakiras, Luis Barrios, Shuki Cohen, Virginia Diaz, Joshua Freilich, Gail Garfield, Robert Garot, Katie Gentile, Maki Haberfeld, Peter Manuel, Raul Romero, Francis Sheehan, Shonna Trinch, Cecile van de Voorde, Valerie West

Guest: Professor Ned Benton

Invited Guests: President Jeremy Travis, OIR Director Gail Haus

Agenda

1. Adoption of the agenda
2. Announcements & reports
3. Approval of Minutes #348 of the October 22, 2009, meeting
4. Review of the agenda of the November 9 meeting of the College Council
5. Discussion of the relationship between our baccalaureate admission standards and student academic outcomes
6. Proposal to create a Faculty Undergraduate Student Admissions Committee
7. Discussion of John Jay's space needs
8. Invited Guest: President Jeremy Travis

1. **Adoption of the agenda.** Approved.

2. Announcements & reports [Attachment A]

The Senate praised the letter that President Kaplowitz sent Chancellor Goldstein about the planned Bylaws change whereby elected chairs of academic departments would be limited to two consecutive terms of office [Attachment A].

President Kaplowitz reported on a fabulous fundraiser that President Travis had hosted at which \$500,000 was raised for the College. One person wrote a check for \$50,000 for student scholarships even before the event was over.

3. Approval of Minutes #348 of the October 22, 2009, meeting. Approved.

4. Review of the agenda of the November 9 meeting of the College Council [Attachment B]

The agenda includes the proposed undergraduate admissions standards for Fall 2010 [Attachment B] and also a proposed revision of a Music course.

5. Discussion about the relationship between our baccalaureate admission standards and student academic outcomes: Senator Tom Litwack [Attachment C]

Senator Tom Litwack had asked for this issue to be on the agenda and also that an article, "Which high school students are most likely to graduate from college," posted September 9, 2009, by the US News and World Report, be included in the agenda packet. The article is a report about a new book, *Crossing the Finish Line*, by William Bowen, a former president of Princeton University, and Michael McPherson, a former president of Macalester College. The research reported in the book shows that high school grades are the single best predictor of how well a student will do in college and yet the size, location, and racial mix of the student's high school is not a predictor. Another reported finding is that students who earn at least a 3.0 grade point average in high school are far more likely to graduate from college than students who earn less than that and even a little less than that, such as a B- gpa.

At Senator Litwack's request, Office of Institutional Research Director Gail Hauss presented data on John Jay student graduation and retention outcomes [Attachment C]. The two said that the thesis of the book -- that high school GPA, and not SAT Scores, is the best predictor of college success -- is true for students at John Jay and that this is true no matter which high schools students attended. Senator Litwack said that we should use this finding to make our

decisions about admissions criteria so that we admit a higher percentage of students who are likely to succeed at John Jay.

He said that based on the data, we should admit students with CAAs below 75 only if they have SATs of 950 or above; that we should (for now) admit students with CAAs of 75 or above regardless of their SAT scores; and that therefore our admissions standards for Fall 2010 for entering first time students should be a CAA of 75 or above or an SAT score of 950 or above. He added that admissions standards for transfer students is another matter, one that we haven't discussed at the College and that needs to be addressed. [The CAA is the average of a student's high school grades in academic subjects only; the grades in non-academic subjects such as gym and shop, etc., are not included in the CAA.]

Senator Nivedita Majumdar said that all faculty prefer to teach to well-prepared students, but she wonders how the racial, ethnic, and gender profile of the College would be affected by admitting an increasingly better academically prepared freshman class.

President Kaplowitz noted that the College had engaged in a long discussion of this question when deciding whether to phase out the associate degrees program. We decided that by creating educational partnerships with CUNY community colleges, which would take over our associate degree programs, we could retain the diversity of our student body while admitting students who could actually succeed at John Jay.

Director Hauss spoke about the data about the success of URMs (under-represented minorities) and said that at John Jay there is very little difference between admitted URM students and non-URM students.

6. Proposal to create a Faculty Undergraduate Student Admissions Committee: Senators Karen Kaplowitz & Tom Litwack

President Kaplowitz reported that CUNY requires each college to have a faculty student admissions committee; John Jay has never had one because we were, until recently, an open admissions college. Now that we are not, the College needs to establish such a committee. A motion to propose the establishment of such a committee to the Undergraduate Curriculum & Academic Standards Committee was approved by unanimous vote. The proposed committee would consider appeals by students who have not been accepted for admission as well as exceptions to the admissions requirements if needed for the College to meet its enrollment targets, which are imposed by CUNY. It was further proposed that the Committee be a recruitment committee since we need to have a recruitment plan which we do not now have. A motion to propose such a committee, and to have the members elected by the Faculty Senate, was adopted by unanimous vote.

7. Discussion of John Jay's space needs: Professor Ned Benton [Attachment D, E]

Professor Ned Benton said that as Space Consultant Scott Page's report [Attachment D] shows, John Jay needs more space. This is already clear to administrators as well as to faculty and students. He said that getting more space on the North Hall site may still be an option, even though CUNY has plans to put a community college there. He says that this would be one of the best solutions to our space problems and, therefore, we should keep alert to the possibility that this site might possibly again be open to us.

He circulated a report he wrote with Karen Kaplowitz in April of 2003 , before President Travis became president of the college.

Also circulated was a draft report written by Professor Benton for the Strategic Planning Subcommittee of the College Budget & Planning Committee [Attachment E]

President Kaplowitz said that Executive Vice Chancellor Allan Dobrin has accepted an invitation to come to the Senate but because of conflicts between his schedule and ours, we may need to add an additional Senate meeting in order to meet with the Vice Chancellor about our space needs.

Professor Benton said that at the same time that we are advocating for more space we need to also discuss how to more efficiently use the space that we already have.

Senator Marvie Brooks asked whether anybody has presented John Jay's urgent need for the North Hall site to the Chancellor. President Kaplowitz said that President Travis has met with various members of the Chancellery about this.

Professor Benton said that just as English and Foreign Languages were placed on a site distant from the central campus, so now some other department is likely to be picked to be located on a distant site. This possibility is spelled out in the Scott Page space report [Attachment D], which was paid for by the College.

President Travis arrived just as President Kaplowitz was saying we need to discuss these issues with him.

8. Invited Guest: President Jeremy Travis

President Kaplowitz explained to President Travis that faculty members are conflicted about advocating to the Central Administration for more space when the result may be the isolation of even more academic departments to locations far from the central campus. Since the Senate is contemplating meeting with Vice Chancellor Dobrin, she asked whether President

Travis has any suggestions about how to address this problem. President Travis said that his stated priority is to enlarge John Jay's footprint, that is, to gain more facilities for the College.

President Travis said he does not think we need to figure out the allocation of space for Academic departments within the College before we advocate with the Vice Chancellor for more space for the College.

Professor Benton said that if we could give the academic departments specific information about where their faculty offices and labs are likely to be located and how much space they will have if we do not solve our space problem, those departments and their faculty would better understand how urgent this situation is. He said he does not think department chairs or the faculty in general realize that most not only will not be getting additional space but some will probably have less space than they now do when we move into Phase II.

Senator Litwack said that it is probable that if we do decide to meet with Vice Chancellor Dobrin, he will ask us, "If I give you more space, what would you do with it?"

Senator Erica Burleigh suggested that the floor plans for Phase II could be placed on-line so that We could all study them. President Travis said he does not know what level of specificity we could get in the floor plans, but that perhaps with some of Ned Benton's suggestions we can come up with specific plans.

Senator Edward Davenport said that after reading the Scott Page space report, and given the great need to have our full-time faculty on the central campus, it appears possible that some may suggest locating all our adjunct faculty members at a site distant from the central campus. This does not seem academically advisable, he said. President Travis responded that he does not want to do this either, but we do have an urgent space problem. He said many faculty members will undoubtedly have to share offices.

Professor Benton said his view is that doubling up in office space may not be absolutely necessary. Since existing plans call for an IT facility in both Phase II and at the BMW Building (where it is now) and for a bookstore in Phase II and in Westport (where it is now), for example, there are internal decisions we can make which are on too small scale to take up with the Vice Chancellor, but which could significantly improve our space picture.

President Travis said he thinks some doubling up of full-time faculty in offices is unavoidable. Professor Benton demurred.

The meeting was adjourned at 5:15 pm.

ATTACHMENT A

October 22, 2009

Chancellor Matthew Goldstein
The City University of New York

Dear Chancellor Goldstein,

I am writing on behalf and at the direction of John Jay's Faculty Senate about the proposal to amend the CUNY Bylaws to establish term limits for elected chairs of academic departments. In May, our Faculty Senate voted its opposition to such term limits. At the same time we also began a discussion about ways to improve the process of electing chairs, because we recognize that the process can, indeed, be improved and because, like you, we want the best chairs that we can possibly have.

Our Faculty Senate had a very thoughtful discussion with President Jeremy Travis about this issue in May during which we shared our ideas for improving the election process. Our Senate subsequently discussed this issue again at our first two meetings of this fall semester at which time I was authorized to convey the following recommendations for your consideration and for the consideration of the Board of Trustees, if any of these recommendations were to require action by the Board.

Rather than impose term-limits on elected chairs, the Senate recommends that changes be implemented for improving the election process and that such a revised process be evaluated after perhaps two or three years. Term limits can always be imposed by the Board at some later time. We hope that by improving the election process, the proposed term limits, which are anathema to the vast majority of the faculty, will not be considered necessary.

Our recommendations fall into two categories: ways to improve the election process and ways to improve the ability of department faculty to accurately assess the performance of their chair and, thereby, to make informed election decisions.

Improving the Nomination & Election Process:

At John Jay, nominations of candidates for department chair must be made during the May election meeting. It is not entirely clear to us if this is required by the Central Administration. If it is, we recommend that the necessary actions or instructions by the Vice Chancellor for Legal

Affairs or by the Board be taken that would permit nominations to be opened at least a week prior to the election meeting and that nominations remain open until the election meeting, at which time further nominations may be made. If it is not currently required, we recommend that instructions be issued to the colleges providing this information. If nominations are made in advance of an election meeting, department faculty can assess and discuss candidates prior to that meeting.

We also recommend that anonymous nominations be permitted. According to our understanding, anonymous nominations are prohibited by Roberts Rules, which the CUNY Board of Trustees Bylaws require us to follow. We recommend that such procedures be changed so as to make it easier for faculty to nominate and to accept nomination than currently is the case. Anonymous nominations would permit faculty to nominate someone other than the incumbent chair without seeming to be casting a vote of no confidence in that chair and so that the nominated person(s) can have time to decide whether to accept nomination.

With such changes, faculty would also be able to circulate (optional) written election statements from the declared candidates prior to the election meeting.

We also recommend that an incumbent chair be prohibited from conducting the election of the chair, which is currently permitted by Roberts Rules, and which is the norm at John Jay. When an incumbent chair is the individual who conducts the election, invites nominations, and decides whom to recognize the process can be, at the very least, intimidating and, at the very worst, manipulated to serve the interests of that chair or of someone favored by that chair.

We also recommend that departments be given the option of having a senior member of another department conduct the election for chair and, if that option already exists, that the colleges be officially informed of this fact.

Improving the Ability of Department Members to Make Informed Election Decisions:

Our Senate also believes there should be additional ways for department members to receive sufficient information about the quality of the work of the incumbent chair so that the faculty may make informed decisions when nominating and voting for a chair. Department chairs have a role and a responsibility that extend far beyond that of leading a department; there are college-wide committees on which they serve, such as the College Personnel Committee, and there are college-wide leadership responsibilities and challenges. Often department members have no knowledge of the quality of the work of their department chair nor the extent to which their department chair is respected or not respected by those outside the department, such as by other faculty, by elected faculty leaders, and by administrators.

Accordingly, we recommend that college administrations provide attendance records to department members of all meetings which the department chair is required to attend by virtue of his or her position as department chair. Not all chairs attend such meetings and yet

their faculty do not know this; on the other hand, other chairs attend all meetings and yet this, too, is not known.

We also recommend that department members eligible to vote for chair be provided with copies of the President's annual evaluation of their chair, an evaluation which you require, and that they also be provided with copies of their chair's annual self-evaluation (which includes the chair's plans for her/his department), which necessarily informs, to varying degrees, the President's evaluation.

We also recommend that each college be called upon to develop an anonymous annual or semi-annual faculty evaluation of department chairs through the use of a college-wide instrument. We view this as analogous to the student evaluation of the faculty process, which involves an instrument developed by each college. In this way, each department chair can learn what she or he needs to do to be a better chair; furthermore, it may be that when a department chair sees the responses by her or his faculty, that chair may ultimately decide to not stand for re-election.

If a chair is not doing an excellent job, then the faculty of that department should have this information, so that they won't elect that person for a subsequent term. And if a person is doing an excellent job, the faculty of that department should know that too.

Term limits are arbitrary and would prevent faculty from being able to elect the leaders and representatives they want and need. At John Jay, some of our very best chairs have served in this position for many terms and their department members want them to continue to serve. Many of these chairs are also some of the most effective, respected, and trusted college-wide faculty leaders.

I hope you find these suggestions meritorious and that you will ultimately advise the Board to not establish term limits for elected chairs. In the meantime, the Faculty Senate of John Jay and President Travis are discussing the ways we can implement the ideas outlined in this letter that do not require University actions.

Sincerely yours,

Karen

Karen Kaplowitz
President, Faculty Senate
John Jay College of Criminal Justice/CUNY

Curriculum and Academic Standards Committee
October 9, 2009

Resolution on Admissions Standards for Fall 2010

Background

In May 2006, the College Council of John Jay College approved a resolution to phase out the associate degree programs at the College by fall 2010. This process began with the fall 2007 semester and was reaffirmed by the College Council for the fall 2008 and fall 2009 semesters.

The College Council simultaneously approved changes in admissions requirements for the College's baccalaureate degree programs in fall 2008 (minimum SAT of 800 combined verbal and mathematics and minimum CAA of 75.0) and fall 2009 (minimum CAA of 78.0).

Resolution I

Be it resolved that John Jay College continue and complete the process approved by the College Council in May 2006, and reaffirmed in fall 2008 and fall 2009, by resolving:

- That, in addition to the minimum SAT requirement of 800, the College raise the minimum College Academic Average (CAA) for admission to a baccalaureate degree program to 79 beginning with the fall 2010 freshman class.

Resolution II

- Be it resolved that the Undergraduate Academic Standards Subcommittee be directed to meet each spring semester to consider proposals for increasing standards for admission to the College's baccalaureate degree programs. This plan shall be presented to the College Council at its September meeting each year.

Brief Rationale

Since May 2006 the College has endeavored to phase out its associate degree programs and raise minimum standards for its baccalaureate degree programs. Due to these changes, the average CAA for the admitted freshman class has risen from 80.7 to 84 from fall 2006 to fall 2009. The average SAT score for admitted students has increased from 973 to 995 over the same period.

The fall 2010 semester marks the end of the first part of the transformation of the College and the beginning of the next phase. The enrollment of the fall 2010 freshman class is targeted at 1950 baccalaureate freshmen, which will represent an increase of 300 baccalaureate freshmen from fall 2009. In this phase of the process, the college is taking steps to assure that admissions standards will continue to rise for baccalaureate students.

Approved by UCASC, October 9, 2009, prepared for College Council, November 9, 2009

John Jay College of Criminal Justice
First-time Full-time Regularly Admitted Bachelor Degree Students
Retention, Graduation, Cumulative Grade Point Average by College Admissions Average¹

Fall 2002 (N = 675)																					
CAA	Total F 2002 Cohort N	Total SAT Range ² Range N		2-year Outcomes			4-year Outcomes						6-year Outcomes								
				2-year Retention N	%	CUM GPA Mean	4-year Retention N	%	CUM GPA Mean	4-year Graduation N	%	CUM GPA Mean	6-year Retention N	%	CUM GPA Mean	6-year Graduation N	%	CUM GPA Mean	6-year Persistence ³ N	%	CUM GPA Mean
75-79.9	247	LT 800	27	16	59%	2.48	9	33%	2.58	4	15%	3.21	3	11%	2.60	10	37%	2.92	13	48%	2.85
		800-850	40	22	55%	2.53	10	25%	2.68	6	15%	3.07	1	3%	2.74	15	38%	2.85	16	40%	2.84
		851-900	35	18	51%	2.58	7	20%	2.52	5	14%	3.13	1	3%	1.98	13	37%	2.83	14	40%	2.77
		901-950	33	20	61%	2.56	6	18%	2.48	7	21%	2.98	4	12%	2.73	9	27%	3.00	13	39%	2.92
		951-1000	29	16	55%	2.74	9	31%	2.98	4	14%	3.19				13	45%	3.07	13	45%	3.07
		1001-1050	33	20	61%	2.75	11	33%	2.77	5	15%	3.08	2	6%	1.88	15	45%	2.95	17	52%	2.82
		1051-1100	19	7	37%	2.67	3	16%	2.70	2	11%	3.04	3	16%	2.72	4	21%	3.00	7	37%	2.88
		1101-1150	13	7	54%	2.45	4	31%	2.42	1	8%	3.47				5	38%	2.96	5	38%	2.96
		1151-1200	5	1	20%	3.08				1	20%	3.10				1	20%	3.10	1	20%	3.10
		1201-1250	1																		
		Missing	12	7	58%	2.67	3	25%	2.35	3	25%	3.44	1	8%	2.04	5	42%	3.15	6	50%	2.97
Total	247		247	134	54%	2.61	62	25%	2.65	38	15%	3.13	15	6%	2.49	90	36%	2.95	105	43%	2.88

¹ Retention and graduation rates are calculated using the following traditional methodology: retention rates are determined by the percentage who did not earn a degree and are still enrolled at John Jay pursuing the same degree objective the subsequent fall term(s). Graduation rates are determined by the percentage earning the degree pursued anytime after entry and prior to the start of the subsequent fall term(s). Retention and graduation rates are mutually exclusive. Cumulative GPA is provided for those students still enrolled or having earned a degree in the time period indicated. College Admissions Average is a proxy for high school average.

² Total SAT Score includes verbal and math scores only. Not all students submitted SAT scores.

³ Persistence is the sum of those retained and those graduated.

John Jay College of Criminal Justice
First-time Full-time Regularly Admitted Bachelor Degree Students
Retention, Graduation, Cumulative Grade Point Average by College Admissions Average¹

		Fall 2002 (N = 675)																				
		Total		2-year Outcomes			4-year Outcomes						6-year Outcomes									
CAA	F 2002 Cohort N	Total SAT Range²		2-year Retention		CUM GPA Mean	4-year Retention		CUM GPA Mean	4-year Graduation		CUM GPA Mean	6-year Retention		CUM GPA Mean	6-year Graduation		CUM GPA Mean	6-year Persistence³		CUM GPA Mean	
		Range	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
< 75	105	LT 800	13	7	54%	2.61	5	38%	2.30	3	23%	3.33	2	15%	2.41	5	38%	2.92	7	54%	2.77	
		800-850	14	6	43%	2.17	3	21%	2.67	2	14%	2.59				5	36%	2.64	5	36%	2.64	
		851-900	17	9	53%	2.26	5	29%	2.54	1	6%	2.33				5	29%	2.67	5	29%	2.67	
		901-950	17	8	47%	2.34	5	29%	2.40	1	6%	3.55	1	6%	2.23	4	24%	2.89	5	29%	2.76	
		951-1000	14	8	57%	2.52	4	29%	2.55	2	14%	3.30	2	14%	2.92	4	29%	3.07	6	43%	3.02	
		1001-1050	10	5	50%	2.43	2	20%	2.38	2	20%	3.02				3	30%	2.85	3	30%	2.85	
		1051-1100	8	2	25%	3.43	1	13%	2.71	1	13%	3.64	1	13%	2.01	1	13%	3.64	2	25%	2.82	
		1101-1150	3																			
		1151-1200	1	1	100%	3.78				1	100%	3.47				1	100%	3.47	1	100%	3.47	
		1201-1250	2	1	50%	2.29							1	50%	3.10				1	50%	3.10	
Missing	6	4	67%	2.95				1	17%	3.23				1	17%	3.23	1	17%	3.23			
Total	105		105	51	49%	2.50	25	24%	2.47	14	13%	3.14	7	7%	2.57	29	28%	2.89	36	34%	2.83	

¹ Retention and graduation rates are calculated using the following traditional methodology: retention rates are determined by the percentage who did not earn a degree and are still enrolled at John Jay pursuing the same degree objective the subsequent fall term(s). Graduation rates are determined by the percentage earning the degree pursued anytime after entry and prior to the start of the subsequent fall term(s). Retention and graduation rates are mutually exclusive. Cumulative GPA is provided for those students still enrolled or having earned a degree in the time period indicated. College Admissions Average is a proxy for high school average.

² Total SAT Score includes verbal and math scores only. Not all students submitted SAT scores.

³ Persistence is the sum of those retained and those graduated.

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Retention, Graduation, Cumulative Grade Point Average by College Admissions Average¹

		Fall 2002 (N = 675)																	
		2-year Outcomes			4-year Outcomes						6-year Outcomes								
CAA ¹	Total F 2002 Cohort N	2-year		CUM	4-year		4-year		4-year		6-year		6-year		6-year				
		Retention N	%	GPA Mean	Retention N	%	Graduation N	%	Graduation N	%	Retention N	%	Graduation N	%	Persistence ² N	%			
< 70	7	1	14%	2.16			1	14%	2.33	1	14%	2.01	1	14%	2.33	2	29%	2.17	
70-71	22	13	59%	2.26	6	27%	2.63	2	9%	3.10	2	9%	2.96	6	27%	2.89	8	36%	2.91
72-74	76	37	49%	2.59	19	25%	2.42	11	14%	3.23	4	5%	2.52	22	29%	2.92	26	34%	2.86
75	44	20	45%	2.53	9	20%	2.58	6	14%	3.20	4	9%	2.74	13	30%	2.95	17	39%	2.90
76	48	25	52%	2.65	9	19%	2.71	9	19%	3.02	3	6%	2.10	15	31%	3.02	18	38%	2.87
77	52	29	56%	2.57	14	27%	2.58	5	10%	3.28	3	6%	2.42	18	35%	2.91	21	40%	2.84
78	54	31	57%	2.57	14	26%	2.69	8	15%	3.10	3	6%	3.04	19	35%	2.94	22	41%	2.95
79	49	29	59%	2.69	16	33%	2.70	10	20%	3.13	2	4%	1.89	25	51%	2.95	27	55%	2.87
80	55	30	55%	2.76	16	29%	2.69	11	20%	3.13	3	5%	2.37	21	38%	3.04	24	44%	2.96
81	43	30	70%	2.84	11	26%	2.81	12	28%	3.18	2	5%	2.00	24	56%	3.04	26	60%	2.96
82	46	30	75%	2.92	8	20%	2.94	14	35%	3.14	1	3%	2.26	21	53%	3.16	22	55%	3.12
83	38	18	60%	2.81	6	20%	2.41	7	23%	3.49				10	33%	3.24	10	33%	3.24
84	24	19	79%	2.89	9	38%	2.79	7	29%	3.37				13	54%	3.17	13	54%	3.17
85	25	13	52%	3.10	8	32%	3.00	4	16%	3.32	3	12%	2.76	10	40%	3.20	13	52%	3.10
86	27	18	67%	2.93	2	7%	2.51	11	41%	3.28	2	7%	2.90	14	52%	3.23	16	59%	3.19
87	21	15	71%	3.03	6	29%	3.05	8	38%	3.28				13	62%	3.22	13	62%	3.22
88	16	11	69%	3.29	5	31%	3.42	6	38%	3.35				11	69%	3.31	11	69%	3.31
89	7	5	71%	3.39				4	57%	3.57				4	57%	3.57	4	57%	3.57
90+	35	26	74%	3.29	11	31%	3.23	16	46%	3.51	1	3%	3.40	27	77%	3.43	28	80%	3.43
Total	675	400	59%	2.79	169	25%	2.74	152	23%	3.25	34	5%	2.54	287	43%	3.10	321	48%	3.04

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CAA ¹	Fall 2004 (N = 982)										Fall 2006 (N = 827)			
	Total	2-year Outcomes			4-year Outcomes						Total	2-year Outcomes		
	F2004 Cohort N	2-year Retention N	%	CUM GPA Mean	4-year Retention N	%	CUM GPA Mean	4-year Graduation N	%	CUM GPA Mean	F2006 Cohort N	2-year Retention N	%	CUM GPA Mean
< 70	17	8	47%	2.48	6	35%	2.61	2	12%	3.32	13	2	15%	2.57
70-71	49	8	42%	2.22	3	16%	2.22	1	5%	2.56	28	18	64%	2.45
72-74	115	48	42%	2.42	22	19%	2.56	11	10%	3.12	98	44	45%	2.47
75	59	23	39%	2.64	15	25%	2.50	6	10%	3.22	49	20	47%	2.67
76	68	32	47%	2.54	10	15%	2.69	9	13%	2.96	51	26	51%	2.55
77	67	32	48%	2.83	16	24%	2.71	10	15%	3.26	48	24	50%	2.56
78	63	35	56%	2.67	19	30%	2.76	9	14%	3.13	51	32	63%	2.64
79	53	26	49%	2.82	11	21%	2.69	11	21%	3.26	52	32	62%	2.67
80	78	48	62%	2.62	26	33%	2.63	13	17%	3.14	60	35	58%	2.70
81	74	42	57%	2.80	15	20%	2.68	18	24%	3.30	67	40	60%	2.80
82	69	44	64%	2.59	20	29%	2.69	13	19%	3.05	41	23	56%	2.94
83	56	36	64%	3.03	17	30%	2.84	16	29%	3.39	50	30	60%	2.78
84	44	29	66%	2.95	10	23%	3.03	16	36%	3.26	38	28	74%	2.97
85	52	34	65%	2.95	13	25%	2.61	19	37%	3.36	45	26	58%	3.15
86	35	24	69%	3.13	8	23%	3.16	12	34%	3.26	30	22	73%	2.93
87	26	18	69%	2.88	6	23%	3.02	11	42%	3.26	23	17	74%	3.17
88	24	17	71%	3.05	4	17%	3.10	11	46%	3.30	25	19	76%	3.08
89	16	12	75%	3.45	1	6%	3.57	10	63%	3.53	18	10	56%	3.30
90+	47	35	74%	3.38	11	23%	3.36	19	40%	3.60	42	34	81%	3.39
Missing											4	2	50%	2.69
Total	982	551	56%	2.81	233	24%	2.75	217	22%	3.28	827	484	59%	2.81

¹ Retention and graduation rates are calculated using the following traditional methodology: retention rates are determined by the percentage who did not earn a degree and are still enrolled at John Jay pursuing the same degree objective the subsequent fall term(s). Graduation rates are determined by the percentage earning the degree pursued anytime after entry and prior to the start of the subsequent fall term(s). Retention and graduation rates are mutually exclusive. Cumulative GPA is provided for those students still enrolled or having earned a degree in the time period indicated. College Admissions Average is a proxy for high school average.

John Jay College of Criminal Justice
First-time Full-time Regularly Admitted Bachelor Degree Students
Retention, Graduation, Cumulative Grade Point Average by College Admissions Average¹

		Fall 2002 (N = 675)																														
		Total	2-year Outcomes						4-year Outcomes						6-year Outcomes																	
CAA	F 2002 Cohort N	Total SAT Range ²	2-year Retention			CUM GPA	4-year Retention			CUM GPA	4-year Graduation			CUM GPA	6-year Retention			CUM GPA	6-year Graduation			CUM GPA	6-year Persistence ³			CUM GPA						
		Range N	N	%	Mean		N	%	Mean		N	%	Mean		N	%	Mean		N	%	Mean		N	%	Mean		N	%	Mean			
< 75	105	LT 800	13	7	54%	2.61	5	38%	2.30	3	23%	3.33	2	15%	2.41	5	38%	2.92	7	54%	2.77											
		800-850	14	6	43%	2.17	3	21%	2.67	2	14%	2.59				5	36%	2.64	5	36%	2.64											
		851-900	17	9	53%	2.26	5	29%	2.54	1	6%	2.33				5	29%	2.67	5	29%	2.67											
		901-950	17	8	47%	2.34	5	29%	2.40	1	6%	3.55	1	6%	2.23	4	24%	2.89	5	29%	2.76											
		951-1000	14	8	57%	2.52	4	29%	2.55	2	14%	3.30	2	14%	2.92	4	29%	3.07	6	43%	3.02											
		1001-1050	10	5	50%	2.43	2	20%	2.38	2	20%	3.02				3	30%	2.85	3	30%	2.85											
		1051-1100	8	2	25%	3.43	1	13%	2.71	1	13%	3.64	1	13%	2.01	1	13%	3.64	2	25%	2.82											
		1101-1150	3																													
		1151-1200	1	1	100%	3.78					1	100%	3.47				1	100%	3.47	1	100%	3.47										
		1201-1250	2	1	50%	2.29									1	50%	3.10				1	50%	3.10									
		Missing	6	4	67%	2.95				1	17%	3.23				1	17%	3.23	1	17%	3.23											
Total	105	105	51	49%	2.50	25	24%	2.47	14	13%	3.14	7	7%	2.57	29	28%	2.89	36	34%	2.83												

¹ Retention and graduation rates are calculated using the following traditional methodology: retention rates are determined by the percentage who did not earn a degree and are still enrolled at John Jay pursuing the same degree objective the subsequent fall term(s). Graduation rates are determined by the percentage earning the degree pursued anytime after entry and prior to the start of the subsequent fall term(s). Retention and graduation rates are mutually exclusive. Cumulative GPA is provided for those students still enrolled or having earned a degree in the time period indicated. College Admissions Average is a proxy for high school average.

² Total SAT Score includes verbal and math scores only. Not all students submitted SAT scores.

³ Persistence is the sum of those retained and those graduated.

John Jay College of Criminal Justice
First-time Full-time Regularly Admitted Bachelor Degree Students
Retention, Graduation, Cumulative Grade Point Average by College Admissions Average¹

		Fall 2002 (N = 675)																							
CAA	Total			2-year Outcomes			4-year Outcomes						6-year Outcomes												
	F 2002 Cohort	Total SAT Range ²		2-year Retention		CUM GPA	4-year Retention		CUM GPA		4-year Graduation		CUM GPA		6-year Retention		CUM GPA		6-year Persistence ³		CUM GPA				
	N	Range	N	N	%	Mean	N	%	Mean	N	%	Mean	N	%	Mean	N	%	Mean	N	%	Mean	N	%	Mean	
75-79.9	247	LT 800	27	16	59%	2.48	9	33%	2.58	4	15%	3.21	3	11%	2.60	10	37%	2.92	13	48%	2.85				
		800-850	46	22	55%	2.53	10	25%	2.68	6	15%	3.07	1	3%	2.74	15	38%	2.85	16	40%	2.84				
		851-900	35	18	51%	2.58	7	20%	2.52	5	14%	3.13	1	3%	1.98	13	37%	2.83	14	40%	2.77				
		901-950	39	20	61%	2.56	6	18%	2.48	7	21%	2.98	4	12%	2.73	9	27%	3.00	13	39%	2.92				
		951-1000	29	16	55%	2.74	9	31%	2.98	4	14%	3.19				13	45%	3.07	13	45%	3.07				
		1001-1050	33	20	61%	2.75	11	33%	2.77	5	15%	3.08	2	6%	1.88	15	45%	2.95	17	52%	2.82				
		1051-1100	19	7	37%	2.67	3	16%	2.70	2	11%	3.04	3	16%	2.72	4	21%	3.00	7	37%	2.88				
		1101-1150	13	7	54%	2.45	4	31%	2.42	1	8%	3.47				5	38%	2.96	5	38%	2.96				
		1151-1200	5	1	20%	3.08				1	20%	3.10				1	20%	3.10	1	20%	3.10				
		1201-1250	14																						
		Missing	12	7	58%	2.67	3	25%	2.35	3	25%	3.44	1	8%	2.04	5	42%	3.15	6	50%	2.97				
Total	247		247	134	54%	2.61	62	25%	2.65	38	15%	3.13	15	6%	2.49	90	36%	2.95	105	43%	2.88				

¹ Retention and graduation rates are calculated using the following traditional methodology: retention rates are determined by the percentage who did not earn a degree and are still enrolled at John Jay pursuing the same degree objective the subsequent fall term(s). Graduation rates are determined by the percentage earning the degree pursued anytime after entry and prior to the start of the subsequent fall term(s). Retention and graduation rates are mutually exclusive. Cumulative GPA is provided for those students still enrolled or having earned a degree in the time period indicated. College Admissions Average is a proxy for high school average.

² Total SAT Score includes verbal and math scores only. Not all students submitted SAT scores.

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ATTACHMENT D

Introduction

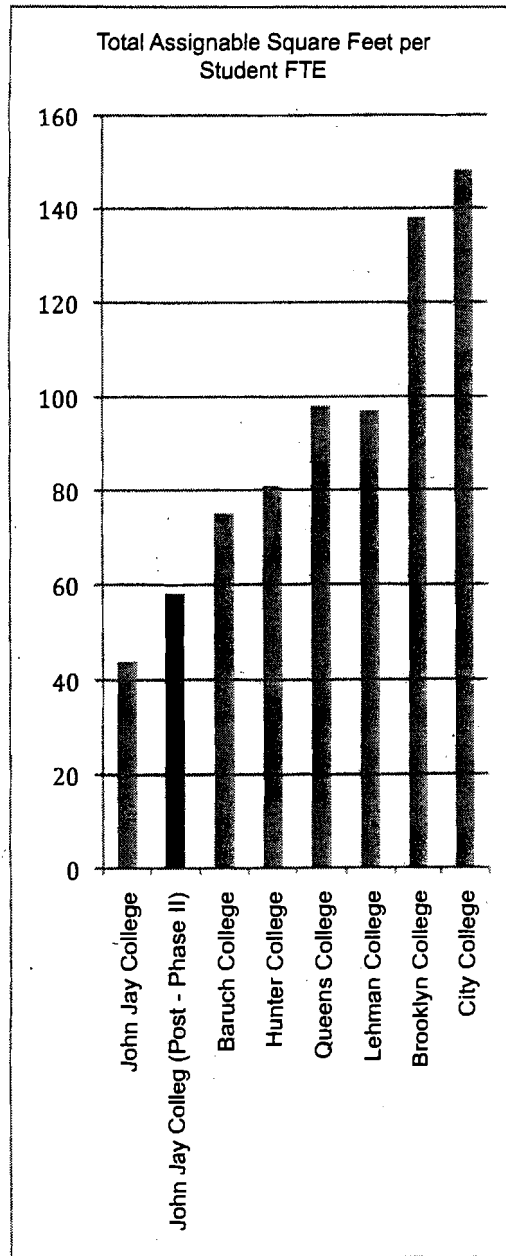
This document provides an overview of the space requirements for John Jay College, both for Fall 2008 and for the projected future along with the implications for the Phase II Project and the potential future use of additional leased facilities. The goal is both to justify and establish potential strategies for additional lease space.

Establishing the Need for Additional Leased Facilities

At present, John Jay College has an inventory of five facilities. These facilities are the North Building, the BMW, 54th Street and Westport leases and Haaren Hall. Total assignable square feet (ASF) equals 504,282. This amount of "usable area," when compared to the current 11,348 full-time enrolled students (FTES), results in 44 net assignable square feet (NASF) per FTE.

This ASF amount is the second lowest number of the 85 State of New York supported institutions, exceeded on the down side by only Borough of Manhattan Community College, an institution with a substantively different and much more modest mission. John Jay College's sister Manhattan institutions, Baruch College and the Hunter College, have 75 ASF and 81 ASF respectively.

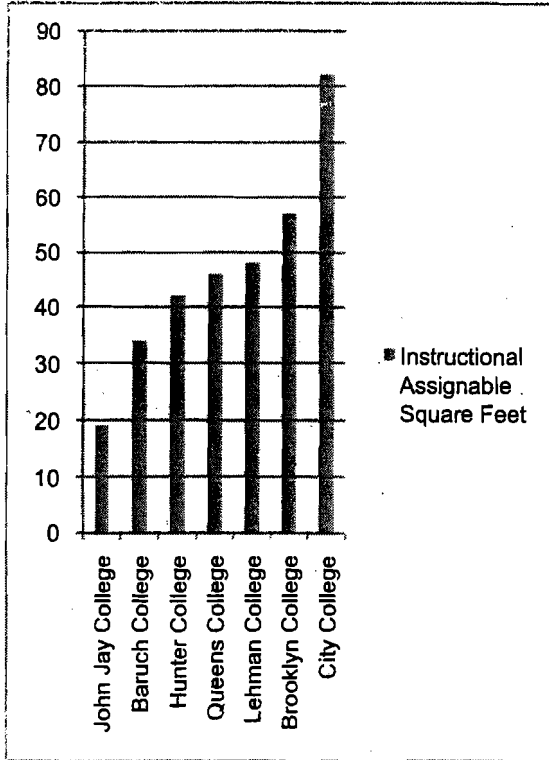
Vacating the North Building upon the completion of Phase II, a 600,000 GSF campus addition, plus retaining current lease properties will result in raising John Jay's total useable area from 44 ASF per FTE to 58 ASF and raising the academic space from 19 to 24 ASF. The chart in the adjacent column represents the seven senior colleges in City University, each by their assignable square footage per student FTE. Also included is the anticipated ASF per FTE once Phase II is complete and North Hall is vacated.



Academic Space

Academic Space is the most critical and fundamental aspect of the College's shortfall. Presently John Jay College has 19 NASF per FTE devoted to the academic elements of the inventory. In contrast, Lehman College, Brooklyn College, Queens College, and City College all devoted more than 50 NASF per FTE. In Midtown Manhattan, Hunter College and Baruch

College devote 42 and 34 NASF for academic space per student FTE. The chart below shows the current allocation per FTE for academic space across select colleges within the system.



Placed into context, the completion of Phase II, inclusive of current leases, will raise John Jay's allocation by 6 NASF only to 24 NASF per student FTE. Bringing the amount of academic space to the level of Baruch will require 113,000 ASF or approximately 200,000 GSF of additional leased space. Acquiring this space is pivotal to both the elimination of the associate degree programs and the continued hiring of new faculty along with supporting their research efforts.

Strategies for Leased Space

Almost all the leased space up until this point has been developed based on the concept of that components would be returned to the main complex – Haaren plus Phase II – upon the projects completion. The classroom space at Westport and the

office at 54th Street are the primary examples. While this space will continue to be required based on recent enrollment growth, the current space doesn't address the needs of the primary program departments of the institution. These include Sciences, Psychology, Law & Police Science, Public Management and Criminal Justice. These departments are the primary benefactors of recent new faculty lines but require the attendant research and associated teaching space to properly house them. In the case of Psychology this extends to the need for a clinic, something not afforded by the new building, but available at similar clinical focused psychology departments such as CCNY's.

The strategy and most effective means to resolved these academic needs is by the relocation, where possible, of these departments out of the Phase II or Haaren Hall complex. The advantage is that relocation will afford the development of adequate teaching and research facilities in leased construction without requiring excessive modifications to the Phase II design. Offices can be reassigned but special purpose facilities would require a major redesign. The silver lining to the Phase II expansion is that it affords very little in the way of special purpose functions. The exception is the Sciences Department.

Sciences

The Sciences Department is the most problematic to expand. Given the investment, the choices for expansion are either to develop additional research space at an alternate site, relocate general education labs to an alternate site -- renovating those labs to either labs supporting the majors or additional research, or splitting the department into content areas moving a vertically integrated component to another location. While all of these approaches provide expansion, none changes the fact that Phase II will remain the primary location for sciences.

Psychology

Psychology and its relocation provide only modest difficulties. While the space at the top of the Phase II Tower has some unique qualities, the gap between what the department requires and what is provided is so large that relocation becomes an effective and economical strategy for further departmental development.

cost implications on the design currently under construction. It will also facilitate a smooth transition as the associate degrees are eliminated and more resources are channeled to these premier departments.

Criminal Justice, Law & Police Science and Public Management

All three of these programs are easily relocated from the Haaren/Phase II Complex. All, given the limitations of space, were designed as classroom and office departments. Relocation would allow the recruitment of additional faculty, expansion of research space and the development of dedicated teaching space. The designed space in Phase II or Haaren Hall can then be easily reassigned to departments that are more classroom and faculty office based.

Conclusions

Haaren Hall and the New Phase II Building will provide John Jay with 52 NASF per current student FTE. With the addition of the current leases, this number will be in upper fifties. More critical is that academic space will be raised from 19 ASF to only 24 ASF. This number is *inadequate* to support the move away from the associate programs to more baccalaureate, graduate and doctoral enrollment. The most effective means of resolving this deficit is the relocation to leased space of the premier program departments out of the Haaren/Phase II Complex.

While this strategy will not work for the Sciences, the Psychology Department, Criminal Justice, Law & Police Science, and Public Management provide excellent candidates for relocation. New leased facilities would allow resources to be directed to these key departments and programs, at the same time minimizing the

Phase Two Space Needs Analysis
Analysis, Findings and Recommendations
DRAFT

Strategic Planning Subcommittee
January 2009

On September 25, 2008 the Strategic Planning Subcommittee (SPS) of the Budget and Planning Committee met and passed a resolution defining information requirements to assess space needs and resources. (Appendix A)

This report is a preliminary draft of the assessment, which was presented orally to the Subcommittee at a meeting on December 18, 2008. The subcommittee charged with the project delegated the Ned Benton the authorship of a formal report, which would be presented to the SPS for review and approval. The SPS would then submit the report to the full Budget and Planning Committee.

Summary of Recommendations

Best Use of Available Facilities Recommendations

- Plans for significant changes in the reassignment of space use should be based on an open process of assessment and study, and the plans should be formally considered by the Strategic Planning Subcommittee and the Budget and Planning Committee, with open consultation with the Chairs and Senate and other governance bodies, before decisions and commitments are made as future assignments of space.

Faculty Office Recommendations

- At least 165 additional faculty offices spaces should be developed within Haaren I and Haaren II. This will require reassignment of some functions to other facilities, and conversion of some spaces into office space.
- The duplication of spaces discussed above under Issue #1 should be addressed, and a primary objective should be to identify additional faculty office space in Phase I and Phase II.
- Classroom space within or adjacent to faculty office clusters should be evaluate for conversion to office space.
- Multiple-occupancy adjunct office space planned in some departments should be converted to individual offices. These spaces can serve as regular faculty office spaces or

as multiple-assigned adjunct office spaces. They will eventually become individual faculty offices so there is no utility in preserving them as multiple occupancy spaces. It is likely that as individual offices assigned to 4 adjuncts, the density of use will be greater than what can be achieved in the configuration currently planned.

- As explained below in the section on classroom space, certain classrooms should be converted to offices.
- Space for faculty research activities and related offices for dry laboratories and graduate student space should be provided in the 54th Street facility.
- No faculty member should be permitted to use more than one office at a time.

Classroom Inventory Recommendations

- The space implications of large-classroom instruction must be carefully studied and defined. The Strategic Planning Subcommittee should be involved in the study and should review the results. The study should be written and available for review.
- The College should consider the conversion of several large classrooms into smaller classrooms, and the conversion of several large classrooms into office space. Several large classrooms were explicitly planned with conversion as an option.
- A general study of classroom inventory needs should be conducted to determine more precisely what the college will need in 2012 and in the years following.

Development Background

At the October 29th meeting, the committee assigned a working group to complete an assessment of space needs targeted to the opening of the Phase II project. The committee minutes (Appendix B) reflect the following:

- Property was acquired through eminent domain; programming portion was completed five years ago. The college has changed a lot since then.
- There are a total of 602 offices.
- The Investment Plan model should be used to establish what we need.
- Provost's Office and OIR should generate estimates regarding faculty counts, etc... and we should start from there. The Provost's Office should request information from the chairs and submit those numbers. The numbers should be projected into 2011.
- As of today, what is the shortfall regarding the number of offices? We need to really understand what the shortfall is.
- The subcommittee of the SP subcommittee, charged with establishing projections through 2011, will consist of Provost Bowers, Ned Benton and Gail Hauss (OIR).

Projections should include the number of faculty (including subs) by department, in addition to other key numbers.

The analytical component of the assessment is based on the Investment Plan II Model. (See Appendix C for an explanation of the model.) The model has not been updated since the Plan was developed, but the strategic objectives and related targets remain the same, so the findings, relative to the strategic objectives and targets, remain no less valid. There has been variance in the achievement of certain enrollment projection targets, but it may be possible to compensate for or even recover from these variances. Once the University's version of the Fall 2008 enrollment statistics are complete, the model could be updated if needed.

Analysis of Issues

This report is organized around three basic issues relative to the fit between the Phase II project space plans and the space resources and space needs of the college as they are actually emerging.

Issue One: Available Facilities Not Integrated Into the Phase II Plan

Issues: At the time that Phase II was planned, the University planned that the BMW facility could be considered a part of the overall space plan, but not the Westport facility. Since then, the 54th Street facility was opened, but this facility did not exist at the time that Phase II was planned.

Currently, the University plans that the College will continue to make use of these three ancillary facilities. The availability of these facilities provides additional space resources that can be integrated into the space plan for the College.

Assessment: Each of the ancillary facilities provides spaces that duplicate and/or expand on space planned within Phase II.

- The BMW facility provides additional space for support functions that area also located in phase II such as the Department of Information Technology.
- The Westport Facility provides additional classroom space, as well a dining area and bookstore facility that are planned in Phase II. The Freshman Services program is currently located in this facility while space is also being developed in Phase II.
- The 54th Street facility houses two departments – English and Foreign Languages – and space is being developed for these departments in Phase II. The College's plan is that all academic departments will be located Haaren Hall Phase I and II.

Recommendation: The following recommendations are suggested for consideration by the Strategic Planning Subcommittee and the Budget and Planning Committee:

Plans for significant changes in the reassignment of space use should be based on an open process of assessment and study, and the plans should be formally considered by the Strategic Planning Subcommittee and the Budget and Planning Committee, with open consultation with the Chairs and Senate and other governance bodies, before decisions and commitments are made as future assignments of space.

The Charter provides that the Strategic Planning Subcommittee is the central governance body for space use planning and consultation, and therefore this Subcommittee should be centrally involved.

Not only is this approach consistent with the letter and spirit of the College Charter, but the approach may avoid some of the critical problems that emerged with respect to the assignment of functions to the 54th Street facility.

Issue Two: Providing Sufficient Faculty Offices

Issue: The number of faculty offices in Haaren Hall Phase I and II are insufficient for the numbers of faculty who will need offices when Phase II opens. The planning assumptions that were provided to the architects at the time of the design did not envision the growth in numbers of faculty members that has taken place. Furthermore, the College leadership has made a commitment that all academic departments and associated faculty offices will be located in either Haaren Hall Phase I or Phase II. The SPS considers this to be the only appropriate course of action, but recognizes that this commitment constrains the options for locating departments and offices.

Assessment: Estimating the future demand for faculty offices is challenging because the estimates must rely on many assumptions which are themselves difficult to estimate. However, we are aware of certain basic trends that are likely to influence the numbers of faculty members in the college:

- The Investment Plan, presenting on explicit targets for classroom instruction by full-time faculty, explicitly calls for more full-time faculty.
- The elevation of the College to senior college status is likely, over time, to result in CUNY treating John Jay like other senior colleges in allocations of resources for new faculty lines. Whether this trend is fully realized in five, ten or 15 years, it will be a factor in the demand for space in our facilities.
- Shifts in enrollments in programs from associate-level to upper-level-undergraduate and graduate will result in the scheduling of additional but smaller class sections related to the forms of instruction for the upper-level and graduate programs. As a result, more faculty members will be need to teach the same numbers of students.

To estimate needs for additional regular and adjunct faculty offices in Fall 2012, two scenarios of the IP2 model were run. Both runs relied on all of the assumptions in the IP II model as it was incorporated into Investment Plan II, with two sets of differences:

- The first run (Appendix D) assumed that a) faculty would teach, on average, 15 contact hours per academic year; b) 50% of class sections would be taught by full-time faculty; and c) adjunct faculty would teach an average of 3.3 sections per year and would be assigned to offices or office-equivalent¹ space on the basis of 4-adjuncts per office or office-equivalent. The result was a need for 633 total faculty offices or office-equivalents. Based on the most recent update as to faculty office space in Phase I and Phase II, there are 463 spaces available, so there is a deficit of 165 offices.
- The second run (Appendix E) assumed that a) faculty would teach, on average, 15 contact hours per academic year; b) 40% of class sections would be taught by full-time faculty; and c) adjunct faculty would teach an average of 3.3 sections per year and would be assigned to offices or office-equivalent space on the basis of 6-adjuncts per office or office-equivalent. The result was a need for 459 total faculty offices or office-equivalents. Based on the most recent update as to faculty office space in Phase I and Phase II, there are 463 spaces available, so there is are 7 offices remaining.

The analysis suggests that the faculty offices in Phase I and II would only be sufficient if the college never made any progress in classroom coverage, and the college assigns adjuncts to office spaces based on a density of occupancy that is twice that planned for Phase II. The result, however, would be that from the first day of occupancy in Phase II, departments would be faced with shortages of offices, so that the ongoing space management challenges we currently face would continue into the indefinite future.

If the college makes modest progress in classroom coverage, and assigns adjuncts to offices base on a standard that result in one-third greater density than planned for Phase II, 165 additional office spaces are needed. But this analysis does not address several additional concerns, such as the need for research and laboratory space, and variances between the planned and needed allocation of offices to departments.

Recommendations: The following steps should be taken to address the shortage of faculty office space.

- At least 165 additional faculty offices spaces should be developed within Haaren I and Haaren II. This will require reassignment of some functions to other facilities, and conversion of some spaces into office space.

¹ An adjunct office-equivalent is a space, such as an open area, that provides an equivalent amount of space as yielded by four or six adjuncts being assigned to a 120 square foot office.

- The duplication of spaces discussed above under Issue #1 should be addressed, and a primary objective should be to identify additional faculty office space in Phase I and Phase II.
- Classroom space within or adjacent to faculty office clusters should be evaluate for conversion to office space.
- Multiple-occupancy adjunct office space planned in some departments should be converted to individual offices. These spaces can serve as regular faculty office spaces or as multiple-assigned adjunct office spaces. They will eventually become individual faculty offices so there is no utility in preserving them as multiple occupancy spaces. It is likely that as individual offices assigned to 4 adjuncts, the density of use will be greater than what can be achieved in the configuration currently planned.
- As explained below in the section on classroom space, certain classrooms should be converted to offices.
- Space for faculty research activities, and related offices for dry laboratories and graduate student space should be provided in the 54th Street facility.
- No faculty member should be permitted to use more than one office at a time.

Issue #3: Classroom Inventory

Issue Summary: There are two classroom inventory issues. (See Appendix F for an inventory of classrooms.)

- First, the Westport Facility provides additional classroom space that was not anticipated when Phase II was being planned, and these spaces need to be incorporated into our plans.
- Second, because of shifts in enrollment and instruction, primarily based on the implementation of the Investment Plan but also associated with the possibility of expanded use of large-class formats of instruction, there will be shifts in the types and sizes of classrooms needed.

Assessment: The Westport facility provides one 30-seat classroom, five 36-seat classrooms, and thirteen 40-seat classrooms. These nineteen classrooms represent about a 20% increase in classroom capacity over what was planned to be available in Phase I and II.

However, this is not increase over what the college currently uses. We currently have access to approximately 121 classrooms including Westport, and after Phase II opens we will have access

to 123 classrooms. Since we clearly need the classrooms that we have, we should not be reducing the number of classrooms available when Phase II opens.

There are two factors in play that may affect the sizes and types of classrooms that we might need. One factor involves changes in instruction modality – the possibility of some departments offering courses in a larger-classroom format. If this is to happen, there needs to be explicit facility planning. As matters stand in the official documents, opening Phase II results in the loss (from 2 to 1) of classrooms in the 180-250 range, but an increase (from 1 to 3) in the 85-120 range.

A second factor is the shift in the proportions of sizes of class sections. The IP2 model provides a method of estimating demand for various sizes of classroom sections based on the faculty-to-student ratios that are implicit in the CUNY Instructional Staffing Model and the College's local version of that model. This component of the IP2 model is still in development and has not been completely validated. It tends to over-estimate classrooms needed, compared to the number of actual classrooms we have, because a significant number of classes do not meet in our inventory of 121 official classrooms. However, the model can provide a relative comparison of trends over time, assuming that the over-estimate is consistent over time.

A run of the model suggested the following trends:

- Comparing Fall 2007 to Fall 2012, there will be a 37% increase in demand for classrooms seating approximately 24 persons – the upper-level-undergraduate courses and graduate courses.
- Again comparing 2007 to 2012, there will be an 18% decrease in demand for classrooms seating approximately 36 students – the classrooms for lower-level undergraduates.

If there is a pattern of implementation of large-section instruction, this may further decrease the demand for the 36-student classrooms.

Recommendations: The following recommendations are based on the above assessment.

- The space implications of large-classroom instruction must be carefully studied and defined. The Strategic Planning Subcommittee should be involved in the study and should review the results. The study should be written and available for review.
- The College should consider the conversion of several large classrooms into smaller classrooms, and the conversion of several large classrooms into office space. Several large classrooms were explicitly planned with conversion as an option.
- A general study of classroom inventory needs should be conducted to determine more precisely what the college will need in 2012 and in the years following.

Closing Observation and Recommendation

College leaders have apparently been told that “no changes can be made” to Phase II. If this instruction is to be taken literally, then the recommendations in this report relating to Phase II modifications are dead letters, and the College must await the opening of Phase II to consider making modifications.

The changes that might emerge from the recommendations do not involve primary structural changes to the building. Rather, they involve the arrangements of walls that will not be built for many months if not several years. While the costs of changes may be significant, we won't know unless the changes are professionally evaluated, and discussions with the contractors can be initiated.

The alternative, to wait until the building opens to then demolish and reconstruct parts on the building, seems unfortunate and inappropriate, when there is time to make an informed request for changes that are sorely needed.

Recommendation: The Strategic Planning Subcommittee recommends that this report, in final form as approved by the Budget Planning Committee, be shared with the Vice Chancellor for Facilities, Planning, Construction and Management. If the position of the University continues to be that no changes can be made, then that position would be informed by the findings and recommendations of this report.

Appendix A

Information Development for Space Planning Strategic Planning Subcommittee of the Budget and Planning Committee

The Strategic Planning Subcommittee (SPS) resolves to assemble information about space needs and space resources as of Fall 2008 and following the opening of the Haaren Hall Expansion Project. The project will provide a common base of information to support necessary plans and studies to meet space needs, which would be completed by the appropriate college officials in consultation with appropriate governance bodies.

At this time, the SPS requests the following information:

Source	Information Requested
Vice President for Enrollment Management	Inventory of currently-available classroom space, by size and type.
Vice President for Enrollment Management with Office of Institutional Research	Inventory of class sections scheduled in classrooms, by discipline, size and type, for Fall 2006, 2007 and 2008
Vice President for Enrollment Management with Office of Institutional Research and Office of the Provost	Estimate of class sections to be scheduled in classrooms, by discipline, size and type, for Fall 2012
Vice President for Enrollment Management with Office of Institutional Research and Office of the Provost	Estimate of classroom spaces needed, by seating capacity and type, as of Fall 2012
Office of Facilities Management and Office of the Provost	Inventory of classroom space, by seating capacity, square footage and type, for Harren Hall, Westport, and Harren Phase II as of Fall 2012
Office of Facilities Management and Office of the Provost	Inventory of Academic Department Office Space (faculty offices, departmental support offices, and adjunct workspaces) as of Fall 2007
Office of Facilities Management	Inventory of Planned Academic Department Office Space (faculty offices, departmental support offices, and adjunct workspaces) for Haaren Hall, Westport, BMW and 54 th Street Annex as of Fall 2012
Office of the Provost and Office of Institutional Research	Estimate of Faculty lines, by Department and discipline, as of Fall 2012, based on covering 50%, 60% and 70% of sections with full-time faculty while meeting CUNY norms for average faculty

	instructional contact hours.
Sealy Library, Office of the Provost, and Office of Facilities Management	Library space by type as of Fall 2008, and as needed in Fall 2012 based on a range of estimates and planning assumptions.

The Office of Facilities Management may also provide other space information. Additional information requests will be made in the coming months relating to other functional areas of the college.

Appendix B

Strategic Planning Subcommittee (SPS) Meeting Notes

Date: Tuesday, October 21st, 2008

Time: 3:30 p.m.

Location: Room 620T

Attendees:

AVP Malone, SVP Pignatello, Provost Bowers, Karen Kaplowitz, Jay Hamilton, Harold Sullivan, Jama Adams, Ned Benton, Carina Quintian, Tia Hazell, Gail Hauss

Guests:

Inez Brown, Ynes Leon

New Building/Space Planning

- Presentation on the use of the new building was given by Ynes Leon; included discussion of where departments/programs will be housed.
 - The premise of the meeting today is to get the SP subcommittee to start thinking about the issues/concerns/dilemmas of the new building, and how they can be effectively resolved.
 - The immediate goal is to raise the level of awareness, engage appropriate levels of the college, and come up with ideas.
 - The new building was planned for 377 faculty members; the college now has 422 faculty members (including subs and vacancies).
 - The building was planned based on 9,677 FTEs, and the projected FTEs for 2009-2010 are 11,450. It is important to note that FTEs does not represent the actual number of students.
 - Although we know that new building is already too small to accommodate all the needs, there is room to make some adjustments. We must leverage the space to accommodate our needs; there is still time to “tweak” the plans for the new building. Tweaking in this situation means changing the “use” and not the construction; maximize the use of space.
 - In May, the Faculty Senate, the Council of Chairs and the English Department took similar positions regarding the space issues. When Phase II of the new building occurs, all academic departments must be in the new building or the “T” building.
 - Q. At a PSC meeting in May, President Travis stated that there would be a separate meeting to discuss the space concerns. Is there going to be a separate building meeting or is the SP subcommittee considered that meeting the President was referring to?

- A. There is not going to be another meeting. The SP subcommittee is the body responsible for discussing/attempting to resolve space issues.
- Comment. If this is the meeting, then all representatives are not present. I.e. English Department.

Plans for the New Building - (Please be advised the list may not be comprehensive; contact Ynes Leon for additional details.)

1st Floor:

- Bookstore*
- Children's Center*
- Café (service provided to the community)*
- Facilities Shop
- Paint Shop
- * On the 11th Avenue side of the building

2nd Floor

- Student Services

3rd Floor

- The actual "main level" entrance
- Connector from the theater lobby; access from the street and the building
- Administrative Offices
- 250 seat lecture hall
- One-Stop, which was not originally programmed into the new building

4th Floor

- Classroom floor; will connect via stairway to Haren Hall
- Cyber Café/Lounge
- Main thoroughfare for foot traffic

5th Floor

- Student dining area
- Faculty dining area
- Campus Commons 200' x 300'
- Area outside the Campus Commons

6th Floor

- The lower science teaching labs and classrooms

7th Floor

- The upper sciences – NO CLASSROOMS; contains programmatic offices

8th Floor

- Faculty research space
- Department space; the Science department received more of an increase than any other area, but it is still not enough

9th Floor

- Basically Mathematics and Law & Police Science

10th Floor

- Communication Skills, Law & Police Science, SEEK and Mathematics

11th Floor

- English, Foreign Languages, Latin American and Latina/Latino Studies

12th Floor

- African-American Studies, Government and nice conference room.

13th Floor

- Psychology Department

Miscellaneous information about the new building

- Each department will have a conference room.
- We are still on target for a Summer 2011 completion. The building shall be populated in phases.
- Property was acquired through imminent domain; programming portion was completed five years ago. The college has changed a lot since then.
- There are a total of 602 offices.
- The Investment Plan model should be used to establish what we need.
- Provost's Office and OIR should generate estimates regarding faculty counts, etc... and we should start from there. The Provost's Office should request information from the chairs and submit those numbers. The numbers should be projected into 2011.
- Q. As of today, what is the shortfall regarding the number of offices? We need to really understand what the shortfall is.
- The subcommittee of the SP subcommittee, charged with establishing projections through 2011, will consist of Provost Bowers, Ned Benton and Gail Hauss (OIR). Projections should include the number of faculty (including subs) by department, in addition to other key numbers.
- There is still time to reevaluate the current public space plans. An idea put forth was a small public library. The challenge in using the space for a small public library is getting that commitment from the city. The Art Department is keen on committing that space as an art gallery; this could be revenue-generating.
- SVP Pignatello will provide a building update prior to the next meeting.

FYI: The next SP subcommittee meeting will be held in November.

Appendix C

Technical Summary of the Academic Staffing Model

The transformation of John Jay College involves major changes in curriculum and enrollment management, along with major investments in new faculty. The initiatives in each area interact dynamically. A discipline might simultaneously be projected to experience an increase in enrollments based on new programs or new student populations, and at the same time be projected to experience a decrease in enrollments because of the phasing out of other programs such as the associate degree programs. The simultaneous changes can be further complicated because the class sizes are different at different levels of instruction. The same number of students would require different numbers of courses and instructors at different levels of instruction.

The Original Investment Plan Model

When the original Investment Plan was developed in 2006, a model was developed to determine the numbers of faculty positions required. The model relied substantially on the CUNY Instructional Staffing Model. (ISM) The following were the key features of the model:

- To determine the number of faculty needed to achieve each of the goals set out above, we applied the formulae from the CUNY Instructional Staffing Model (ISM), basing our analysis on fall 2005 data.
- We created a local version of the model that disaggregated CUNY's general results by academic department and by student cohort (e.g. non-degree students; associate degree students; baccalaureate degree students; graduate students).
- We then constructed an estimate of fall 2010 enrollments and instructional staffing needs, by applying to disciplines, instructional levels and student cohorts our operating assumptions (see discussion supra) regarding the decline in associate degree students, increase in transfer students and upper level baccalaureate students generally, and increase in graduate students.
- We adjusted the faculty workload projections to reflect John Jay's experience with reassigned time, updated to include the new contractual requirements for new faculty.
- We then made some assumptions about the number of students who would be drawn to new majors and programs, including more precise assumptions for programs already designed and substantially approved, as well as assumptions about enrollment impacts of new liberal arts and interdisciplinary majors that are at the conceptual stage, based on the departments most likely to participate.
- Then, taking all of these estimates into consideration, we calculated the new faculty members, by department, needed to achieve, over four years, 62% coverage of course sections.

Revising the Model for the Investment Plan Update

In preparing to update the Investment Plan, we identified ways that we could improve upon the original model, and we validated the new model using the actual results of the first two years of the original plan.

The update

The new model uses projections of full-time equivalent students. The IP1 model relied on admissions projections where did not readily translate into the FTEs that are used by the instructional staffing model.

The new model provides a specific projection for each year rather than just the final year. This provides a way to assess the performance of the model as the plan is implemented. The IP1 model estimated needed numbers of faculty members for instruction based on the ISM, and then separately estimated the numbers of faculty needed to cover other functions such as reassignment for department service or reassignment for research. The IP2 model relies on the ISM to estimate numbers of course sections, based on the assumption that each faculty line estimated by the ISM translates into seven course sections over an academic year. We validated this by comparing the IMS-estimated sections with actual sections and found a reasonably close fit overall, and some variance between departments and disciplines. We then estimated the number of faculty members by using the new CUNY mean-teaching-hour metric. Our primary reason for this feature is because achieving mean-teaching-hour targets is a new goal in our updated plan. As additional advantage is that the new metric provides a simpler and more direct way to estimate classroom instruction by the faculty. Rather than estimating all of the activities that take faculty members out of the classroom, and then assuming that the rest of the available workload would entail classroom instruction, we directly calculate the full-time faculty classroom sections that will result from achievement of senior college mean-teaching-hour norms.

The IP2 model also permits the ISM ratios to be adjusted by blending a campus version of the ISM. An "implicit class size" is calculated for each ISM ratio which is compared to the John Jay College average class size for the discipline involved. Similarly, based on the JJC class size averages, a John Jay set of ISM ratios is calculated. This feature of the model permits the ISM ratios applied to be blended proportions of the local and CUNY ratios, provided that the overall number of faculty lines resulting for the campus as a whole remains about the same.

Validating the Model

The College did not meet important targets set out in the original Investment Plan. It was important to assess why we missed the targets involved, so that the IP Update can be based in realistic targets. Therefore, the IP2 model was set up to model our performance based on assumptions consistent with the first two years of implementation of the original IP. The assumptions involved higher enrollments, fewer lines and lower-than-CUNY-average teaching contact hours.

Based on these parameters in the new IP model, the result was that for AY 2009-2010 the model predicted that we would achieve only 46.3% classroom coverage rather than the 62% classroom coverage we planned. The model fit the actual performance of the College for the preceding two years.

We then changed the specifications to assume the enrollment assumptions of the original IP, along with all of the 101 faculty members requested, and assumed that our new and veteran faculty achieve the CUNY senior college mean-teaching-hour averages, 7.0 and 7.4 respectively. The model estimated AY 2009-2010 classroom coverage at 62%, which is exactly consistent with the original IP.

This suggests that the IP2 model is valid as a tool to estimate the performance of the College given assumptions about enrollment, faculty lines and teaching contact hours. The analysis also identified four factors that accounted for the estimate that we would miss the key targets in the original IP by 15.7%.

- The higher-than-planned FTE enrollment is the major factor, lowering our target achievement from 62% to 52.6%.
- The lower than comparable CUNY campus' average teaching contact hours lowers our achievement another 4.1% to 48.5%
- The fact that CUNY allocated 13 fewer lines than were requested and factored into the original planning model (assuming that the remaining lines are allocated as planned) reduces achievement another 1.8% to 46.7%
- The last .4% can be attributed to modeling error or other factors, further reducing projected target achievement to 46.3%.

Appendix D

FY 2011-2012 Department Office Needs Analysis

Average Teaching Hours: 15
 Percent FT Section Coverage: 50%
 Adjuncts per Adjunct Office 4
 Courses per Adjunct per year 3.3

	Sections by			People		Offices				
	Total	Fac	Adj	Fac	Adj	Fac	Adj	Total	Plan	Short
AAS	75	37	37	7	11	7	3	10	9	-1
ANT	119	60	60	12	18	12	5	16	10	-6
AMPAM	120	60	60	12	18	12	5	17	11	-6
AMPP	119	59	59	12	18	12	5	16	12	-4
CSL										
COM										
ENG	499	249	249	50	77	50	19	69	63	-6
FLL	119	60	60	12	18	12	5	16	12	-4
GOV	204	102	102	20	31	20	8	28	20	-8
HIS	189	94	94	19	29	19	7	26	21	-5
LPS	594	297	297	59	91	59	23	82	52	-30
LPSS	0	0	0	0	0	0	0	0		
MAT	341	171	171	34	52	34	13	47	39	-8
PED	77	38	38	8	12	8	3	11	16	5
LALS	50	25	25	5	8	5	2	7	10	3
PSY	573	287	287	57	88	57	22	79	51	-28
PADE	120	60	60	12	18	12	5	17	7	-10
PADF	87	43	43	9	13	9	3	12	8	-4
PADP	304	152	152	30	47	30	12	42	19	-23
SCI	340	170	170	34	52	34	13	47	31	-16
SEEK	69	35	35	7	11	7	3	10	10	0
SOC	341	171	171	34	52	34	13	47	21	-26
SPE	163	82	82	16	25	16	6	23	25	2
ISP	15	7	7	1	2	1	1	2	16	14
Other	23	12	12	2	4	2	1	3		-3
Total	4574	2287	2287	457	702	457	175	633	463	-165

Note: Lines in grey are incomplete because of uncertainties in modeling lines and offices.

Appendix E

FY 2011-2012 Department Office Needs Analysis

Average Teaching Hours: 15
 Percent FT Section Coverage: 40%
 Adjuncts per Adjunct Office 6
 Courses per Adjunct per year 3.3

	Sections by			People		Offices				
	Total	Fac	Adj	Fac	Adj	Fac	Adj	Total	Plan	Short
AAS	75	30	45	6	9	6	2	8	9	1
ANT	119	48	71	10	15	10	2	12	10	-2
AMPAM	120	48	72	10	15	10	2	12	11	-1
AMPP	119	47	71	9	15	9	2	12	12	0
CSL	26	10	15	2	3	2	1	3		
COM	7	3	4	1	1	1	0	1		
ENG	499	200	299	40	61	40	10	50	63	13
FLL	119	48	72	10	15	10	2	12	12	0
GOV	204	82	123	16	25	16	4	21	20	-1
HIS	189	76	113	15	23	15	4	19	21	2
LPS	594	238	357	48	73	48	12	60	52	-8
LPSS	0	0	0	0	0	0	0	0		
MAT	341	136	205	27	42	27	7	34	39	5
PED	77	31	46	6	9	6	2	8	16	8
LALS	50	20	30	4	6	4	1	5	10	5
PSY	573	229	344	46	70	46	12	58	51	-7
PADE	120	48	72	10	15	10	2	12	7	-5
PADF	87	35	52	7	11	7	2	9	8	-1
PADP	304	121	182	24	37	24	6	30	19	-11
SCI	340	136	204	27	42	27	7	34	31	-3
SEEK	69	28	42	6	9	6	1	7	10	3
SOC	341	137	205	27	42	27	7	34	21	-13
SPE	163	65	98	13	20	13	3	16	25	9
ISP	15	6	9	1	2	1	0	2	16	14
Other	23	9	14	2	3	2	0	2		-2
Total	4574	1830	2745	366	561	366	94	459	463	7

Note: Lines in grey are incomplete because of uncertainties in modeling lines and offices.

Appendix F

Classroom Inventory

Classrooms	Current				After Phase II Opens			
	North	Haaren I	Westport	Total	Haaren II	Haaren I	Westport	Total
16-24	0	2	0	2	4	2	0	6
25-30	11	4	2	17	10	4	2	16
32-38	4	9	18	31	0	9	18	27
40-55	44	24	0	68	46	24	0	70
85-120	1	0	0	1	3	0	0	3
180-250	2	0	0	2	1	0	0	1
Total	62	39	20	121	64	39	20	123