<div align="center">

Faculty Senate Minutes #244

John Jay College of Criminal Justice

</div>

Wednesday, April 30,2003   **3:15 PM**   **Room 630 T**

Present **(23):** Desmond Arias, Marvie Brooks, Orlanda Bmgnola, Leslie Chandrakantha, Effie Cochran, Richard Culp, Edward Davenport, Kirk Dombrowski, Janice Dunham, Michele Galietta, Amy Green, Judith Hawkins, *Ann* Huse, Karen Kaplowitz, Tom Litwack, Evan Mandery, Lorraine Moller, Edward Paulino, Rick Richardson, Francis Sheehan, Liliana Soto-Fernandez, Margaret Wallace, Robin Whitney

Absent **(16):** Yahya Affinnih, Joshua Freilich, Carol Groneman, Robert Hair, Max Kadir, Andrew Karmen, Kwando Kinshasa, Chris Knight, Gavin Lewis, Amie Macdonald, Adam McKible, Jodie Roure, Cary Sanchez, Ellen Sexton, Carmen Solis, Davidson Umeh

Guests: Professors Ned Benton, Colleen Bleczinski, Anthony Carpi, Ric Curtis, Henny Nunno, Maureen O'Connor, Robert Panzarella, Steven Penrod, Douglas Salane, Timothy Stevens

<div align="center">

Agenda of the April 30,2003, meeting

</div>

1. Announcements from the chair
2. Adoption of Minutes #243 of the April 10,2003, meeting
3. Recommendation of candidates for the Senate Awards for Outstanding CUNY BA Graduates
4. Election of a new member to the Faculty Senate Technology Committee
5. Report on the April 14 meeting of the College Council
6. Update on Senate/Chairs Class Size and Course Cancellation Policy
7. Informational reports by Academic Departments about their space needs and their anticipated Phase II space allocation

1. **Announcements from the chair**

President Kaplowitz and Professor Benton, who are the two faculty members on the Phase II Steering Committee, reported that the CUNY Central Administration has decided that John Jay must cap its enrollment both because there is no room to grow and because Phase 11 will not accommodate more than John Jay's current enrollment. President Kaplowitz noted that in September the Faculty Senate unanimously adopted a Resolution addressed to the John Jay administration calling for a cap

on our enrollment for pedagogical reasons and for reasons having to do with the safety of our students, faculty, staff, and guests, particularly regarding issues of crowding, egress, and fire safety.

President Kaplowitz also reported that she surveyed the faculty governance leaders at the various CUNY colleges as well as members of the University Faculty Senate about faculty access to their college office(s), labs, and studios and communicated this information in writing on March 17 to Vice President for Administration Robert Pignatello, because of the John Jay administration's refusal to permit faculty to have 24/7 access to their work areas on a regular basis.

The survey revealed that at the following colleges faculty have 24/7 access to their offices, labs, studios, and other work areas: City College, Hunter, Lehman, College of Staten Island, Brooklyn, and Queens.

All but Hunter College have many, many buildings on a huge campus and yet faculty have 24/7 access at each college. In Lehman's case, faculty reported having access to all buildings except the administrative building, the library, and the computer center. All the faculty at the various campuses said that if a building is locked, Security unlocks the building for them.

No prior arrangements are needed and no announcement to anyone is required if faculty who are already in the building have to work late into the night or throughout the night; they reported that Security learns of their presence when the officer sees the light between the floor and the office or lab or studio door. At some campuses, faculty have to show ID and sign in with the Security Officer at the front gate if they arrive after the campus is closed, which she characterized as a reasonable arrangement.

2. Adoption of Minutes #243 of the April 10, 2003, meeting

By a motion made and carried, Minutes #243 of the April 10 meeting were approved.

3. Recommendation of candidates for the Faculty Senate Awards for Outstanding CUNY BA Graduates: Secretary Edward Davenport & Senator Marvie Brooks

Ms. Margaret M. Jelcich, a Legal Studies major, whose mentor is Professor Robert McCrie, was recommended for the Faculty Senate's Outstanding CUNY **BA** Award in the Liberal Arts & Humanities.

Ms. Katarzyna Zieba, an International Administration major, whose mentor is Professor Peter Mameli, was recommended for the Faculty Senate's Outstanding CUNY BA Award in the Social Sciences & Professional Studies.

Each candidate was unanimously approved by vote of the Senate to receive the Faculty Senate Award at the College's May 27 Awards Night Ceremony. The Senate thanked Secretary Davenport and Senator Brooks for their work.

4.   **Election of a new member to the Faculty Senate Technology Committee**

     Professor Richard Lovely (Sociology) has been recommended as a member of the Senate's Technology Committee by its Co-Chairs, Professors Lou Guinta and Bonnie Nelson. By a motion made and unanimously adopted, Professor Lovely was elected.

5.   **Report on the April 14 meeting of the College Council**

     The recipients of the 2003 Graduation Awards were approved; secret ballots were cast for instructional staff (teaching and non-teaching) at-large members on 2003-04 committees: Committee on Ceremonial Occasions, Committee on Faculty Elections, Committee on Student Interests, and Committee on Undergraduate Honors, Prizes, Scholarships, and Awards; the Curriculum Committee's recommendation for revisions of the titles of two English Department courses from English as a Second Language to English for Academic Purposes was approved; the Curriculum Committee's proposed new courses were approved: the English Department's Collaborative Writing and Tutoring I and Tutoring in Writing ll courses and a cross-listed Psychology/Anthropology course in Culture, Psychopathology and Healing; the proposed change in the name of the Department of Speech and Theatre to the Department of Speech, Theatre and Media Studies was approved.

6.   **Update on Senate/Chairs Class Size and Course Cancellation Policy [Attachment A]**

     When the College Council, at a specially scheduled meeting on April 2, approved the Faculty Senate and Council of Chairs jointly proposed policy on class size and course cancellation, as amended at the Council meeting by Karen Kaplowitz [Attachment A], President Lynch announced to the College Council that he was transmitting the policy to the CUNY Central Office, even though such internal College policies are not required to be sent to or to be vetted by 80" Street. Professors Kaplowitz, Benton, and Harold Sullivan came to learn that the purpose of President Lynch's transmission of the document to 80th Street was in the hopes that the CUNY Central Administration would nullify the policy adopted by the College Council.

     Professors Kaplowitz and Benton met with Vice Chancellor for Legal Affairs Frederick Schaffer and Senior Vice Chancellor and Allan Dobrin, at the request of the two vice chancellors, two days ago on April 28. (Professor Harold Sullivan was not available to attend the meeting.) The vice chancellors asked for the meeting with the faculty leadership in order to discuss the class size and course cancellation policy and the process by which it was adopted so as to decide upon President Lynch's request that the policy be nullified.

     Professors Benton and Kaplowitz reported that in their opinion the meeting was a very constructive one, that both vice chancellors were extremely informed about the context in which the policy had been proposed as well as about the College and the College's governance structure. Both Professors Benton and Kaplowitz assured the faculty that they provided the information and the documents that they felt were needed for the vice chancellors to make a balanced and an informed finding and that as soon as further developments are known to the faculty leadership those developments will, of course, be communicated to the faculty.

7.   Phase II space needs: Informational reports by Academic Departments about space needs and about anticipated Phase II space allocation [Attachment B, C, D, E, F, G, H, I]

Professor Ned Benton said he and Karen Kaplowitz wish they could distribute the space planning tables for each department so the two of them could understand what is truly needed by each department in comparison to what is being proposed by the consultants and architects. The two get hundreds of pages of documents but all lack any narrative, which makes it extremely difficult for them to understand departments' real space needs. That is why all the departments were invited to today's meeting to articulate their Phase II needs.

Professor Benton said that because of both space and budget constraints, Phase II combined with T Building (which is Phase I), will provide John Jay with only 70% of what a college of 9,000 FTE [full-time equivalent] students should have. Some departments will get more than 70% of its space needs and some will get less than 70%. In many cases, the CUNY standards are disconnected from what the architects say we will get. Departments will get very little beyond the bare necessities, at least at this point in the process. It's a very bare-bones situation, and we are all going to have to work together and work diligently to make the best of it.

Professor Benton said it would be helpful for him and for Karen to hear what the various choices would mean to the departments making the requests. The Phase II Steering Committee, on which he and Karen are the only faculty members, only first received the space planning tables on Friday, April 25, five days ago. He and Karen have not committed themselves to anything. They need to know more to help them interpret what they are seeing in the tables.

President Kaplowitz invited the Department of Sciences to present its Phase II needs. Professor Anthony Carpi distributed several documents [Attachment B]. He explained that the Department developed a complete request documented with tables and with narrative explanations but that he would try to summarize the main points. The first chart [Attachment B-1] compares the science lab space available at John Jay to science lab space available per student at other CUNY colleges. He noted that programs like Forensic Science actually encompass several departments at another college because Forensic Science includes many science disciplines. The second chart [Attachment B-2] compares space allocated for sciences per FTE [full-time equivalent] students. Hunter, which has the second-lowest allocation of space, has two and a half times the amount of space that John Jay has.   Professor Carpi said the Department of Sciences' proposal is fairly conservative, given the extent of its needs and the relative size of its space compared to science space at other *CUNY* campuses.

The Sciences Department, which currently has 20,000 square feet, is asking for 75,000 square feet in Phase 11. Professor Carpi said that SOM said our Sciences Department actually needs 95,000 square feet in Phase II. The Department is requesting 7,600 square feet of research lab space. The Department has a minimal number of teaching labs but can, nonetheless, manage.

However, Science research needs is not a faculty perk. Student success in the sciences is linked to involvement in faculty research. Professor Carpi quoted from the National Science Foundation's Statement on Research Experiences for Undergraduate to document his assertion: "Active research experience is considered one of the most effective ways to attract talented undergraduates to and retain them in careers in science and engineering, including careers in

teaching." NSF makes funds available to support undergraduate research. He distributed an article on the mentoring of science students which also emphasizes the need for undergraduate students to actively engage in science research.

Professor Carpi reported that faculty and students are currently conducting science research literally in John Jay closets, at individuals' homes, at the NYC Medical Examiner's Office. He said this lack of research facilities has a negative affect on student retention, including at the graduate level. The high attrition rate among our Forensic Science majors is attributable to our lack of research opportunities. John Jay recently graduated six students who have gone on to top-rated science doctoral programs: the common factor is that all six had been involved in research as undergraduates at John Jay.

Senator Francis Sheehan added that the Department does not want to repeat on a larger scale what the Department currently lacks and currently suffers. In a meeting with the space planners, the question arose as to basically whether the Department wants counter space or fume hoods. The question, given that the American Chemical Society standard is *55* square feet of space per lower level undergraduate student and more square feet of space for upper level and for graduate students, is whether there will even be space given the proposed cramped quarters for equipment that is essential to high-tech research. The space in Phase II has to be right-sized; errors cannot be corrected later. Breaking into air shafts is not an option once the building is built.

Professor Benton said he hopes that the space planners will explain exactly what they are proposing, what decisions they've made about what goes into Phase 11 and what doesn't, so that he and President Kaplowitz can know how to evaluate those decisions.

Psychology Chair Maureen *O'Connor* provided copies of a written document to the Senate [Attachment C]. She credited Distinguished Professor Steven Penrod for his work on the space planning for the Phase II Forensic Psychology undergraduate and graduate programs. She said she is glad to explain her Department's numbers because they don't match up with anyone else's numbers.

Professor O'Connor noted that, originally, Psychology wasn't even on the agenda for laboratory space in Phase II. She said she welcomes the opportunity to inform the Senate as to why the Psychology Department needs laboratory space. The Department has 32 full-time faculty. The proposed Doctoral Program in Forensic Psychology will go to the final committee of the *CUNY* Board of Trustees for vote on May *5,* and for vote by the full CUNY Board of Trustees on May 28th, and for approval by the State in June or July. The plan is to admit 15 doctoral students for study beginning in Fall 2004. Twenty-two John Jay Psychology faculty are actively engaged in research. The type of work they do involves bringing subjects into simulated situations which require one-way mirror interview rooms.

Unlike the sciences, her Department has varying space needs for research. At most research universities, all faculty have their own individual labs. As a doctoral student, she noted, she had her own lab under the supervision of her mentor. Under the Phase II plan, no one, not a single Psychology faculty member, much less a doctoral (or a masters) student, gets her or his own laboratory space: everyone will have to share.

The Psychology Department's proposal for Phase 11 also provides that there will be several

large spaces in which to collect data from subjects in a controlled way. Data collection is currently being conducted in regular classrooms. What is needed is training space for doctoral students so they can be trained to conduct interviews. Also needed are medium-sized rooms to observe subjects, to conduct training sessions, to oversee clinical training, to conduct observations in individual spaces. The Department also needs a small mock courtroom, not the same mock courtroom that is now being envisioned as sharing space with a black box theater in Phase II.

In addition, the Psychology Department needs smaller rooms for more individual research. Their rooms must be soundproof in order to protect for and to ensure confidentiality. This work is currently being conducted by the faculty in their North Hall faculty offices. A multi-media videotape editing room is also required. Professor O'Connor noted that last Sunday she had to travel to City Island because that was the only way she could tape a mock criminal interrogation. In addition, the Department must have space for not only data storage but for absolutely secure data storage.

President Kaplowitz said all of us want to ensure that our doctoral program in Forensic Psychology will be accredited and she asked whether accreditation will be jeopardized if these needs are not met. Professor O'Connor said these needs must be met for accreditation. Her Department projects that 80 doctoral students will be enrolled within 5 years and she emphasized that the doctoral program cannot be accredited without research space. She reported that John Jay now has 400 Forensic Psychology Masters students, at least 10 percent of whom are doing research theses. And, she said, we have a tremendous number of talented undergraduate Forensic Psychology majors who are knocking down faculty doors for opportunities to do research.

Professor O'Connor added that she agrees with Professor Carpi that it is important for it to be understood that this research space being requested is not a luxury; it is what Forensic Psychologists do. It is a necessity. Professor Penrod noted that when Professor O'Connor spoke of our having 80 doctoral students within five years, that means there will be 80 doctoral students in the program each of whom will need research space. President Kaplowitz asked about the space to administer the program. Professor O'Connor acknowledged that the administrative space needs of the Forensic Psychology programs are also necessarily different, larger, and more comprehensive than what currently exists.

Senators Lorraine Moller and Amy Green presented the space needs of the Department of Speech, Theatre, and Media Studies [Attachment D]. Senator Moller explained the need for a Black Box Theater, since the existing 650-seat T Building Theater is available to the faculty and students of their Department only two weeks out of the entire calendar year, one week during the fall semester and one week during the spring semester. She said the proposal for the Black Box Theater is that the space will be shared with the Department of Art, Music, Philosophy, and with the Department of Psychology. She spoke about the debates and speaking contests as well as film screenings for film courses for which her Department needs performance space.

President Kaplowitz asked what size space is being requested and Senator Moller said a theater space of approximately 150 seats is now being requested. She emphasized the importance of having this space devoted exclusively to the academic needs of the students of the College and that it not be rented out, as is the case with the T Building Theater, which is why is it unavailable except those two weeks a year.

Vice President Dombrowski reported on the space needs of the Department of Anthropology [Attachment E], which currently has zero research space, which he characterized as a situation that is not acceptable. He described the field school for ethnographic assessment that is being established by his Department, noting that this is the only such field school in the country.

Professor Douglas Salane and Senator Leslie Chandrakantha spoke about the space needs of the Mathematics Department [Attachment F]. Mathematics is a large Department with 110 sections which translates into about 3,000 students per semester enrolled in departmental courses. The Department requires facilities to house the computers affiliated with its large NASA grant. Professor Salane said that none of the Mathematics course sections can currently be scheduled into computer labs. He said that initially his Department wanted to request 16 computer labs in Phase II but now they are changing their focus and are proposing having all classrooms in Phase II be designed so that all classrooms are capable of being used by students with laptop computers, which would make for more flexible use of space.

Professor Robert Panzarella from the Department of Law, Police Science, and Criminal Justice Administration provided a document [Attachment G] and spoke about having visited Baruch's new vertical campus to see its classroom configuration. Noting that he had been part of the group that planned the design for Phase I, he stated that many of the same needs identified then are still being identified now. He criticized the lack of concerted efforts in the planning for Phase II and the lack of a comprehensive and coherent philosophy about Phase 11 and the need for cooperation among departments, which he said does not yet exist.

Professor Timothy Stevens from the English Department identified two space needs that are not currently met. The first is a response, in part, to the Chancellor's exciting initiative for a CUNY School of Journalism: John Jay's English Department has been planning to initiate a program in Crime Reporting and Criminal Justice Journalism. For that reason, the Department needs a news room for writing and production work and a supporting lab devoted to classroom workspace for desktop publishing and new media writing. There is also a need for space for a Center envisioned by the Department for the study of criminal justice in literature and, potentially, a peer reviewed journal dedicated to criminal justice in literature, which would be one of the projects of the Center.

Professor Ned Benton, speaking on behalf of his department, Public Management, which includes the disciplines of fire science, public administration, economics, and protection management, spoke about the need for a state of the art fire science laboratory, which, he said, his Department's faculty now no longer has any hope will be built in Phase II.

Senator Marvie Brooks, on behalf of the Library [Attachment H], noted that the Library always reflects the priorities of the College. The emphasis on undergraduate education creates some of the College's needs and the College's research agenda creates other needs. The Library requires space for students to use laptops, space to support all new programs including the doctoral Forensic Psychology Program and the journalism program Professor Stevens just spoke about, room for students to browse, archival space, and a late night study area. The Library has run out of space and no additional space is planned for in Phase 11 at this time, which, she said, ignores the College's current and future needs.

Senator Liliana Soto Fernandez of the Department of Foreign Languages and Literatures

spoke about the need for a lab for court translation and the specialized equipment such a lab requires. In addition, minimally, there is a need for a lab with as many seats as students in the sections that use the lab.

The representative of the Department of Counseling and Student Life is unable to attend today's meeting but a document describing that Department's needs [Attachment I] has been transmitted to the Senate President with the request that it be circulated with the other documents.

President Kaplowitz reported that she had called Professor Susan Larkin, the Chair of the Department of Physical Education and Athletics, to invite her and any other members of her Department, in addition to the Department representative, to speak about their request for a Phase II rifle and pistol range and also for an additional combat room and that although Professor Larkin said that either she or a member of her Department will make a presentation, no one from the Department is here today nor was any document provided. President Kaplowitz expressed her regret at not having the opportunity to hear from that Department about its space needs.

Professor Benton cautioned, on behalf of himself and Karen Kaplowitz, the fact that in addition to current and anticipated needs, we must keep in mind the need for flexibility when we engage in planning and that we must also keep in mind the potential for unimaginable growth in unanticipated areas.

By a motion duly made and carried, the meeting was adjourned at 5 PM.

Respectfully submitted,

Edward Davenport
Recording Secretary

John Jay College of Criminal Justice
College Policy: Primary and Secondary Enrollinent Limits

The College hereby establishes class size standards.

Type and Level of Class	Primary limit	Secondary limit
Standard Undergraduate	34	36
Intensive Undergraduate, such as remedial sections, English composition, ESL, speech, foreign languages, and writing-intensive.	16-28 determined by the Provost in consultation with the Department.	18-30 determined by the Provost in consultation with the Department.
400-Level Undergraduate	22	24
Graduate	20	23
Large Lecture Sections	Determined by the Provost in consultation with the Department.	Detennined by the Provost in consultation with the Department.
Laboratories and Art/Music Studios	Two (2) less than the number of functional stations in the lab	Equal to the number of functional stations in the lab

These liinits may be modified only with the approval of the Department Chair or, for graduate courses, the Dean of Graduate Studies in consultation with the Program Director.

The Secondary Limit is two (2) or three (3) students higher than the Primary Limit. Students may be registered into the Secondary Limit with the approval of the Chair, Program Director (in the case of a graduate course) course faculty member, Dean of Graduate Studies or Associate Provost.

Enrollment limits may be amended by vote of the College Budget Committee, at a meeting or meetings to which the Faculty Senate Executive Committee shall be invited without vote, when the College Budget Committee finds that, for a particular budget year, fiscal conditions require or permit alterations in class sizes. In considering whether fiscal conditions require or pennit changes in class sizes, all financial resources available to the College shall be taken into account. After such consultation, the enrollment limits and recommendations of the College Budget Committee shall be subject to a final determination by the President based on the College's financial ability. In the event that the President's detennination differs from the recoinmendation of the College Budget Committee, the President shall promptly reconvene the College Budget Committee, with the Faculty Senate Executive Committee invited without vote, for further consultations.

This **2-part policy was approved by vote of the College Council April 2,** 2003

John Jay College of Criminal Justice
College Policy: Cancellation of Class Sections

Class sections may be cancelled when enrollment, after arena registration, is less that one-third of the Primary Enrollment Limit for course sections during periods where over 50% of classroom spaces were utilized during the previous semester. The required enrollment shall be one-quarter of the Primary Enrollment Limit for course sections during periods where less than *50%* of classrooms were utilized during the previous semester, or where the course is the only open scheduled section during the semester of a required general studies or major course, or the only evening section of such a course scheduled during an academic year.

When the Provost decides to recommend cancellation of a course section, the Department Chair and Program Director (in the case of a graduate course), and the course instructor shall be notified by email. The Chair and Program Director shall be provided at least two hours notice, during normal college office hours announced in advance, following a cancellation recommendation by the Provost before action is taken by the Registrar. During the two hours, the Chair or Director may communicate to the Provost in writing (including email) any information that might affect the decision.

During the two-hour period, upon request of the Chair or Director, over-enrollment may be counted against under-enrollment based on the following rules.

Over-enrollment is defined as enrollment in excess of the original secondary limit.

One to four over-enrollments may, upon request to the Provost, by the faculty member with approval of the Chair and/or Program Director, be counted against under-enrollment on a one-for-one basis when the sections involved are taught by the same faculty member, provided that the course section has an actual enrollment of at least 20% of the Primary Limit or 6 students, whichever is greater.

Example: A professor teaches Gov 101 and Gov 260. If Gov 101 has 3 shidents above the Secondary Limit, and Gov 260 is 3 students below the one-third requirement, the 3-student over-enrollment in Gov 101 can count against the 3-student under-enrollment in Gov 260.

One to four over-enrollments may, upon request to the Provost by the Chair and/or Program Director, be counted against under-enrollment on a Departmental or Program basis in the same manner, but on a 2-for-one basis.

Example: All over-enrolled Gov 101 sections have a combined over-enrollment of 8 students. The chair can apply 4 of these over-enrollments to under-enrolled courses, provided that the courses have enrollments of at least 20% of the Primary Limit or 6 students, whichever is greater,

The Provost will initiate cancellation for those courses where the recommended cancellation was not rescinded during the two-hour period. The Registrar shall provide an email notification notice to the Chair, Program Director (in the case of graduate courses), instructor and shidents involved. The notice shall include a roster of the affected students, including routine SIMS contact information.

These procedures may be temporarily amended by vote of the College Budget Committee, at a meeting or meetings to which the Faculty Senate Executive Committee shall be invited without vote, when the College Budget Committee finds that, for a particular budget year, fiscal conditions require or permit temporary adjustments. In considering whether fiscal conditions require or permit temporary adjustments, all financial resources available to the College shall be taken into account. After such consultation, the procedural provisions and recommendations of the College Budget Committee shall be subject to a final determination by the President based on the College's financial ability. In the event that the President's determination differs from the recommendation of the College Budget Committee, the President shall promptly reconvene the College Budget Committee, with the Faculty Senate Executive Committee invited without vote, for further consultations.

. . . .

This 2-part policy was approved by vote of the College Council April 2, 2003

Detailed Assessment
John Jay College

Draft   14-Apr-03

Brooklyn   City   Hunter   John Jay

Science Comparison - Existing Campus Square Footage Devoted to Sciences

Department	Brooklyn College	City College	Hunter College	John Jay College	Lehman College	Queens College
Biological Sciences	75,003 sf	74,628 sf	48,102 sf	NA	41,898 sf	46,818 sf
Chemistry	62,296 sf	81,512 sf	28,243 sf	NA	18,283 sf	50,777 sf
Environmental Science	4,034 sf	0 sf	0 sf	NA	0 sf	22,368 sf
Geology & Geography	20,779 sf	20,289 sf	8,511 sf	NA	6,827 sf	0 sf
Physics	46,472 sf	66,617 sf	11,697 sf	NA	10,514 sf	29,733 sf
Total Net Assignable Square Feet (Usable)	208,584 sf	243,046 sf	96,553 sf	21,051 sf	77,522 sf	149,696 sf
Total Student FTEs (Rounded Fall)	9,600 FTEs	7,700 FTEs	12,200 FTEs	9,550 FTEs	5,900 FTEs	11,100 FTEs
Square Footage Devoted to Sciences / Total Campus Student FTEs	22 sf	32 sf	8 sf	2 sf	13 sf	13 sf
Total Campus Square Feet per FTE	120 sf	195 sf	96 sf	47 sf	133 sf	115 sf
Sciences as a Percentage of the Total Campus	18%	16%	8%	5%	10%	12%

041503ScienceComparison.xls

	Brooklyn (2001)	CCNY (2000)	Hunter (2000)	John Jay (2002)	Lehman	Queens (2000)
FTE by Department - Undergrad						
Biology	130.1	201.3	401	57.07		221.8
Chemistry	173.7	225.5	355	124.27		192.6
Forensic Science/Toxicology	NA	NA	NA	115.40		NA
Earth Science/Environmental	10.4	49.2	NA	24.27		115.1
Physics	28.9	165.3	159	26.40		143.3
Science	NA	51.9	NA	170.13		NA
Total UnderGrad.	343.1	693.2	915	517.5	*	672.8
FTE Graduate (All Sciences)	20.4	64.5	39	32.50		43
Science FTE Graduate + Undergrad	363.5	757.7	954	550.0		715.8
Net Assignable Square Feet in Science	208,584	243,046	96,553	21,051	77.522	149,490
Science Space per FTE	573.8	320.8	101.2	38.3		209.1

* Unable to obtain data

Phase II Considerations: Department of Psychology

Draft – April 11,2003

Statement of Philosophy:

The Psychology Department at John Jay College is a growing and thriving Department, which has, as its goal, to become the premier Forensic Psychology program in the country. In order to accomplish this goal, which is consistent with the College's overall mission, we need space that can provide us with a sense of coherence and excellence as a Department, space that can support increasing demands for research and clinical facilities, space that will meet the needs of 80 doctoral students, as well as 500 master's students and up to 30 Honors undergraduates who will be actively engaged in research with faculty and independently.

By way of background, we offer the second largest undergraduate major at the College, with close to 1,500 Forensic Psychology majors (561 FTEs in 2002), and we fill several thousand classroom seats every year in Psychology classes. We have a highly successful Master's Program in Forensic Psychology, with 425 students coming from all over the country and the world (with likely growth to 500 students in the near future), and we offer 65 sections of master's classes every semester. Finally, and perhaps most importantly in terms of future planning purposes, we will soon be launching a new doctoral program in Forensic Psychology, which is the first such program within *CUNY* and one of the only dedicated programs in the country. In addition, the visibility of this program and the reputation of our faculty are generating interest among external scholars who want to spend time in our Department as Visiting Professors, Post Docs, or temporary visitors.

The plan we have outlined below takes account of the size and growth of our Department, and its place **as** a leader in the College both in terms of teaching and scholarship. In the last several years, with this trend continuing this year, we are attracting world-class faculty who bring with them all of the benefits of their scholarly reputations and accomplishments, but who also place new and increasingly important demands on our physical space. Given these recent hires, and with the doctoral program about to begin, we can simply no longer function at our optimal level of excellence or even competence, without adequate laboratory and clinical space. Additionally, as the demands on faculty and administration of the Department increase, the need for a physical space that IS the Psychology Department becomes all the more essential.

We look forward to continuing dialogue on these issues, and are eager to begin working with the architects and planners to put our ideas in context with others at the College and into physical plans.

Specific Space Considerations:

1) Faculty spaces:

a) Offices:
Needs: Private offices for each full-time faculty member, shared offices for adjunct faculty and/or doctoral students (at a capacity of 3 to **4** adjuncts per office), and flexible spaces to be used for temporary faculty. The psychology department will require a total of 57-60 offices.

The minimum number of offices required for faculty will be:
- 39 full time faculty offices. By the end of this year (or possibly next yea) we expect to have 33 full time including the Chairperson of the department. We anticipate growth to 39 full time faculty members over the next several years.
- 27 adjunct/graduate student offices. The psychology department currently has 55 adjuncts on average at three to four per office. As the doctoral program develops, the doctoral candidates will take over some of these offices (and teaching responsibilities). Graduate students will also share offices, with 3 students per office. There will be a total of 80 doctoral students—about half of whom may be teaching (we project a total of 40 graduate adjuncts and 30 external adjuncts which we will need to house) and another 20 graduate students on research grants (which we will need to house as part of their research responsibilities). [We base our estimates on 3 graduate students per office and **4** external adjuncts]. We think it appropriate to house the remaining 20 graduate students in a somewhat open carrel area.
- 2 flexible office spaces. The additional two offices will provide space for visiting professors from the graduate center for the doctoral program, sabbatical visitor replacement spaces/visiting scholars, and/or post-doctoral fellows hired into the department on a rotating basis.
- **4** full time post-doctoral offices. We currently have 1 post-doc in residence but anticipate that this number will grow as new faculty seek funding for post-docs and if we are successful in obtaining an NIMH training grant which would support graduate students and post-docs.

Note: These numbers are based on current faculty numbers and projected future needs based on a department schedule of 65 masters level courses and 100 undergraduate courses per semester $= 330$ sections/year, plus 32 doctoral level courses.

b) Lounge:
> Needs: A common area for faculty in the department to congregate informally Space should include a kitchen, a table, and some seating space

c) Conference rooms:
> Needs: At least one large sized conference room for faculty meetings and research colloquia, such as the Forensic Psychology Research Forum. Also, we need a small conference room to be shared by research teams.

2) Administrative spaces:

Needs: We are currently allocated 8 administrative positions scattered across department and program operations. With the advent of the PhD program we anticipate that this number will grow by at least *2* positions. What we would like at the core of this operation is a central department office to create department cohesion and provide essential department services for students and faculty. Depending on floorplans and suite sizes, administrative spaces for the PhD and MA programs could be integrated into the central department office or operated as satellite offices. Specific space needs include:

- Administrators: **A** central space is required to house all administrators for the department (preferably a reception area with two desks for department assistants and an office for the departmental administrative assistant). This includes the administrators for the undergraduate program and college assistants or work-study students.
- The masters and PHD programs can be housed within this space or separately (their spaces would include faculty offices for the two directors and offices for their primary administrative assistants — four offices in all). Two additional work spaces for secondary administrative assistants might be housed in the reception area and could share reception responsibilities.
- Office for the Chairperson: An office for the Chairperson that is within the administration area but that is also private to allow for conferencing with students and faculty members. Ideally, this office would be positioned so that the administrative staff can answer questions for students prior to referring them to the Chair.
- Mailboxes: A space for department mailboxes that is positioned where students have access to faculty mailboxes and they are secure within the department. A particularly useful arrangement is one in which department staff can deliver mail from a room on one side of a bank of boxes and faculty and graduate students can take delivery from those (keyed) boxes via a different room on the other side of the boxes that is accessible when the main office is closed.
- Equipment: Space in the administrative area for essential department equipment such as photocopiers, scanners, and a fax machine, and for

assembling large projects, surveys, etc.
- Storage space: Due to American Psychological Association ethical standards, the psychology department is required to store all research records for the past five years in a secure storage area. **A** couple of small rooms will be required to store these records, the records from the participant pool, the assessment instruments required for both classes and research, and the results from testing using these instruments.

4) Labs: (research wing of psychology department)

Needs: Lab space should be adjacent to/connected to the psychology department general offices for access by faculty and students for training and research. These labs will be shared by the entire department and will be open to anyone by reservation for any/all research purposes. Ideally, these spaces will be near the graduate students to promote multi-purpose use of the spaces. (For example, there will be offices for graduate students, but students who are dedicated to one grant would move into a faculty member's personal lab, freeing that office space for another graduate student). With the development of the program we anticipant heavy demand for these spaces (i.e. we expect two-thirds of the faculty will play an active role in mentoring of about 80 PhD students, nearly 100 MA students (who will be afforded **an** opportunity to be involved in research) and nearly 100 undergraduate students. In addition, we anticipate the presence of **8** visiting faculty and post-docs in an average year—all of whom will be heavily engaged in research

Heavy usage is expected for:
- 2 large rooms (classroom size spaces for mass testing and theater) with chairs and video capability. The purpose of the large lab rooms is for:
  a) running large groups of participants (mass testing of undergraduate students for credit in introductory psychology classes)
  b) training in clinical testing and interviewing in a large group setting
  c) meetings and larger research colloquia – for graduate student educational purposes or for research purposes
  d) instruction
- 3 medium sized rooms – one in the form of a small courtroom, one as a multi-station coding area for use by MA and undergrad RAs and for archives and 2 set up for observational use.
  Purpose: Collecting data , staging experiments, instruction, research group meetings
  These rooms (or some of them) should be attached to observation rooms – so that they can serve as jury deliberation rooms and double as clinical observation rooms. These rooms should be

equipped with videotaping capacity.
- 4 smaller rooms for observation (one or two of which may ultimately be dedicated to infant/child observation) – some with 2-way mirrors, but 2-way mirrors are not required for all small lab rooms.

  Purposes: 1) Data manipulation for sensitive psychological projects must be conducted in a private, secure space. Small group or one-on-one testing cannot be effectively done in large rooms. (For example, if research was being conducted on domestic violence, sexual harassment, or other such sensitive topic, phone calls of victim participants would need to be returned in a private area (to ensure maintenance of confidentiality) that is separate from the office of the professor (in order to allow for other activities to be conducted in the professor's office, such as meetings with students and office hours.) 2) Clinical training of doctoral students.

- Multimedia/video tape editing room:

  Purpose: Video editing and stimulus preparation. This space should be a room large enough to house video taping and editing equipment and computers.

- Storage space

  Primary purpose is data storage: Published data need to be stored with the first author for a minimum of 5 years prior to destruction according to APA and IRB standards - including graduate students' data. Ethical and confidentiality limitations do not allow for psychological data to be stored in any shared access room. Therefore, it must have its own secure, separate space.

- Masters student research room

5) Doctoral program spaces:

Needs: A separate area that is identified with the doctoral program in forensic psychology. Administration of the program and space for the graduate students should be located together.

a) Office spaces:
- Suite of offices (privacy and program unity) with a common space in the center (secretary, office assistant, research assistants, etc. – to do administrative work for the doctoral program)
- Offices for the graduate students themselves - large spaces for 3 students per office. Doctoral students will be required to be on campus most days for many hours. This is a full time program, and these students will be in the department for clinical training, they will be working on research grants, and they will be teaching. For all of these reasons, they will require office space, which we estimate as approximately 20 large offices for 60 students and carrels for another 20 students, with offices equipped

with personal computers and high speed internet access. These 20 offices comprise a portion of the adjunct/graduate student offices discussed above in the "Faculty space" section. However, because the graduate students who are sharing these offices will likely all be in the office at the same time, these 20 offices need to be large enough to accommodate them, unlike the remaining 7 of the 22 adjunct offices, in which only one or two adjuncts are likely be working at a time

- Visiting/guest office for consortium professors from the Graduate Center and other campuses who will be working with the graduate students – possibly to be shared with some adjuncts (discussed above in the "Faculty spaces" section).

b) **Graduate Student Lounge**

c) **Interview rooms:**
Rooms with two-way mirrors are essential to doctoral education in a clinically-based forensic psychology program.
Purpose: Clinical training, interviewing, and research

d) **Seminar room:**
A seminar room dedicated to the doctoral program is required to serve as a meeting place for the graduate students and faculty and as a venue for seminars for graduate students.
This space could be part of the suite of offices discussed above, which would provide space for social functions. (Can this be 1 of the medium-sized rooms?)

e) **Research rooms:**
At least 2 research rooms should be dedicated to the doctoral program

6) **Clinic:**

Needs: **A** space should be constructed which could be used as a psychological clinic. The establishment of a clinic that is staffed by the doctoral students where they will be trained may be an essential element of the APA accreditation of the doctoral program.

Clinic space should include:
- Confidential entry/exit – such as an outer door that is unmarked, leading into the reception area.
- Reception area - with seating for clients and a space for a receptionist
- 6??? private rooms of varying size to accommodate child therapy, group therapy, couples therapy, and adult assessment. 3 of the rooms should have 2-way mirrors to facilitate clinical training of doctoral students and to permit the observation of clients.

7) **Mock Courtroom:**

(This is a request for University space that does not have to be housed within the Psychology Department):

General Purposes (related to psychology):
> Training for grad students (masters and doctoral)
> Training in presenting evaluations to the court (ex: custody evaluations, competency evaluations, etc.)

Research Purposes:
> Realistic setting for research on any type of courtroom
>> Expert testimony, jury decision making
> Live experimental research on any courtroom procedure incl. jury decision making
> Videotaping mock trials
> Running studies – with rooms for videotaping

Multipurpose utility of proposed mock courtroom and jury room spaces (in addition to research, training, and teaching capacity):
> Invite speakers
>> Professional space for conferences and/or invited lectures
> Multi purpose large classroom for specific lectures pertaining to law
> Invite courts (NY Supreme, *NY* appellate courts, etc.)

Suggested dimensional elements:
> Seating capacity in gallery: 100
> Jury box with at least 12 seats – preferably 16
> Judges bench – large enough to accommodate at least 3 adults (for mock appellate court or Supreme Court)
> Doors to at least 2 jury rooms – on either side of jury box
> Enough space for **2** large tables facing judge's bench for lawyers
> Witness box
> Other witness-sized box – for a court reporter, clerk, etc.

Smaller Mock Courtrooms:

> Purposes: Smaller mock courtrooms could serve as jury rooms, judge's chambers, or multipurpose observation rooms. Examples of activities these rooms could be used for are observed jury deliberations, clinical therapy training/testing, observational research involving clinical training/testing, and other observational research.

> Suggested dimensional elements:
>> Conference table w/ chairs
>> Videotaping and sound equipment
>> Ideally – some smaller rooms would be small courtrooms – with a

judge's bench, **jury** box with seating for 12, and two attorney's tables (limited gallery seating required)

INSTRUCTIONAL SPACE RESOURCE COMMITTEE

Need for a Black Box Laboratoy Theater

For educational, aesthetic, pragmatic, and economic reasons, John Jay has long-needed a flexible black-box laboratory theater for student productions, speech events, moot court proceedings, courtroom simulations for psychological research, guest lectures, film screenings, musical performances, etc. Such events are attended by virtually thousands of our students each year. At present, we do not have an appropriate space to facilitate this diverse array of College activities. **As** the College has maximized the income-generating potential of the 650-seat John Jay Theatre, it has become less and less feasible for internal users to gain access to it. A smaller facility reserved exclusively for College events will accommodate the currently unmet needs of the departments of *Art,* Music, and Philosophy; Law and Police Science; Psychology; and Speech, Theater, and Media Studies, as well as myriad other academic and student groups.

Department of Speech, Theater, & Media Studies

Due to the priority given to outside renters, Speech and Theater Department productions are allotted only a one-week period in the John Jay Theater each semester. Rehearsal space prior to that week must be patched together by a cumbersome, inefficient, and fmstrating process of appealing to the Registrar's Office, Buildings and Grounds, Student Activities, and individual departments. During the seven days that we are actually in the Theater, we must load in the set, hang and focus lights, hold complicated technical and dress rehearsals, and offer the college community at least five performances.

Rehearsals and performances under such a tight timeframe are not only artistically unsatisfactory but can be hazardous to neophyte performers. Beginners must get accustomed to moving around on a set, sometimes in blackout, as it evolves over a three-day period. Rather than participating in a rational and productive creative process, the student company and faculty director are caught in a frenzy of last-minute adjustments. Adding to the burden is the problem of other users bumping the department out of those minimal hours for last-minute public meetings, press conferences, or other events, even when we have been booked in the space months in advance and publicity for our event is already distributed.

In addition to its theatrical productions, the Department also presents Speech Contests, Debate Society public debates, simulated courtroom proceedings, play readings, and film screenings. We are also planning to expand our offerings in media to include video and film production. A modestly equipped black box theater with flexible-configuration seating will be a great venue for these activities. The Department is open to various design scenarios for the laboratory theater and happy to work with other College users to find the most mutually advantageous scheme.

Department of Law and Police Science

The Department of Law and Police Science requires a moot courtroom for training students planning careers in law enforcement or going on to law school. The advantage of a black-box laboratory is that it can be configured in so as to simulate a

courtroom environment with a raised bench for a three-judge panel, jury seating and witness stand with tables and chairs appropriate for use by defense and prosecution counsel, and seating for audience observers of the proceedings.

Department of Psychology

Research in forensic psychology also requires a mock courtroom setting for laboratory experiments. The department anticipates the need to use the mock courtroom during both the regular academic year for course-related activities and the summer months when students and faculty are more available to pursue research projects. Their physical requirements for the space are almost identical to those for Law and Police Science's moot court.

Art, Music, and Philosophy Department

There is currently no small performance venue for musical presentations at the College. The availability of a black-box theater will enable the Department to add student perfonnaiices to their curriculum and bring professional artists to the college as well.

Student Clubs: *John Jay Theatrical Players, Dance Club, Voices United*

Performance-oriented student groups now present their performances in classrooms, lecture halls, and the multi-purpose room, none of which are appropriately configured or technically equipped to facilitate these projects. **A** black-box theater will be advantageous these groups because it requires minimal scenic or lighting effects to create a professional-quality environment for student performances.

Operation and Oversight

Because the black box will be in high demand by a variety of College users, we propose that a Board of Directors be established to oversee scheduling and usage. The Board, consisting of representatives from the major user departments, will accept applications to use the theater and will be responsible for balancing competing interests and making sure that all appropriate College users have access to and work respectfully in the black box.

Field School for Rapid Ethnographic Assessment

Co-Principal Investigators
>   Ric Curtis, Chair, Department of Anthropology, John Jay College, CUNY
>   Kirk Dombrowski, Assistant Professor, John Jay College, CUNY

Introduction

This proposal seeks funding for the creation of a Field School at John Jay College of Criminal Justice, CUNY, that will specialize in the development and teaching of urban policy-based, Rapid Ethnographic Assessment. It will be, as far as we can ascertain, the only Field School of that kind in the United States. The field school will be held for seven weeks each summer on the campus of John Jay College, and in the surrounding environs of New York City. The purpose of the school will be to train undergraduate students in the methods of Rapid Ethnographic Assessment research, and simultaneously to develop, refine and evaluate those methods (which remain relatively new and largely untested). The field school will be run by the two principal investigators and open to 12-20 undergraduate students from John Jay College, other CUNY colleges, and undergraduate students from outside of City University. Successful participants in the field school will receive *6* college credits from the City University of New York, and a certification of completion from the field school itself.

Rapid Assessment

Rapid Assessment methodologies have emerged over the last several years, most often in response to crisis situations, and they have been successfully applied around the world to address a wide range of issues, such as poor sanitation, suicide, malaria, epilepsy, diarrhea, HIV/AIDS and substance abuse. Compressing the ordinary time required for ethnographic and qualitative research into several months, Rapid Assessment approaches combine methods and techniques drawn from diverse fields, including epidemiology, ethnography, marketing, survey and polling research, and follow-up/evaluation research, into a singular effort that addresses social problems in timely fashion with flexibility and nuance. The information generated by Rapid Assessment projects has been used to analyze and devise practical interventions that are socially, culturally, politically, and economically appropriate for a specific community. An additional benefit of these projects is that they build local capacities to respond to social and health crises and they offer practical means to evaluate and provide a direct measure of previously employed interventions.

There are several important features, besides timeliness, that distinguish Rapid Assessment from other strategies. One strength is the breadth of research methods involved. There are five primary data collection strategies employed in the REA research process: 1) direct observation, 2) cultural expert interviews, 3) focus groups, 4) rapid assessment surveys, and 5) geo-mapping. Yet the key advantage of this combination of methodologies is that a continuous process of data analysis takes place in tandem with ongoing data collection. As such the reliability, validity, and scope of the information collected by any one of these strategies can be double and triple-checked in a process called "triangulation." Emerging findings from one research track are used to immediately inform and alter the strategies being pursued by others in an ongoing feedback

loop that can merge qualitative and quantitative techniques. Thus, for example, the continuous feedback between focus groups, rapid surveys, and culture expert interviews helps to strengthen the sorts of data produced by any and all of these, and together may help focus other research strategies, such as direct observation, on unanticipated issues early in the research process.

Another feature that distinguishes Rapid Assessment is that it typically requires the active participation of the local communities in which the research is being conducted to help guide the research process, provide knowledge about local situations, and devise interventions that are built from the ground-up rather than imposed from the top-down by "outside" experts. This, as most ethnographers realize early on in any research endeavor, is among the most critical research elements. By focusing on issues raised by communities themselves, Rapid Assessment projects often receive immediate assistance and facilitation by the communities in which they work. This helps shorten the length of time required to do conventional sorts of qualitative research without (we think) seriously jeopardizing the quality of the data produced.

A final advantage to Rapid Ethnographic Assessment techniques is that a multi-pronged research endeavor necessitates a research team, rather than a single researcher (as is so often the case in ethnographic research). In requiring researchers to work together—to act as advisors to those involved in other branches of research on the same project; and in turn to accept and integrate the findings of those others in ongoing fashion as well—Rapid Ethnographic Assessment encourages communication and cooperation among researchers, strengthening the overall quality of any one researcher's experience and work. Undergraduates introduced to this process (at a relatively early point in their scientific careers) will feel far more at ease with the idea of collective inquiry than has been the standard in the past.

Anthropology at John Jay College of Criminal Justice

John Jay College of Criminal Justice has become a premier institution for research and teaching on policies related to criminal justice and related social problems. **A** recent turnover in the anthropology department (through retirement and new hiring) has resulted in a diverse faculty that is actively engaged in policy oriented research. Our nine member anthropology department is composed entirely of cultural anthropologists, eight of whom were hired in the last six years. Over the Summer of 2003, several members of our department will conduct a Rapid Assessment project in partnership with the Brooklyn District Attorney's Office. The project, directed by Ric Curtis, involves the coordinated effort of more than a dozen professors from 5 different academic departments at John Jay and several graduate students who are examining shootings and homicides in two police precincts in Brooklyn.

John Jay's graduate program in Criminal Justice Administration is rated among the top in the country, with a curriculum that places high emphasis on policy planning and evaluation. The CJA program has expressed much interest in the possibility of coordinating work between a Rapid Assessment field school and the Policy Analysis track within their program. In short, the possibilities for synergistic cooperation between a policy oriented field school and other policy center activities at the college are great.

In addition, undergraduate students at John Jay are enrolled in a host of policy-oriented, social problem based majors such as Criminology, Deviant Behavior and Social Control, Criminal Justice Management, and Forensic Psychology. Strong research faculty in each of these areas *(CUNY* Doctoral programs in Criminal Justice and Forensic Psychology are both located at John Jay) ensures that students at John Jay receive high quality instruction in applied, policy-oriented social science research. Field school training in ethnographic and qualitative research methods will afford these students research experience in empirically-based fieldwork, complementing the sorts of research training they already receive in the classroom. In return, the field school will draw from a wide body of interested students who intend to pursue policy-based, civil service and research careers.

Co-PI Ric Curtis has been engaged in ethnographic and qualitative research in New York City since 1979, when he was an ethnographer at the Vera Institute of Justice examining the problem of "employment and crime among high risk youth" (Sullivan 1989). In the late 1980s, he was co-author of a study that evaluated the effectiveness of New York City's Tactical Narcotics Team. During the 1990s, while at the National Development and Research Institutes, Inc. (NDRI), he participated in several large studies of injecting drug users and HIV risk networks, and conducted survey and ethnographic research on risk behaviors among young adults in a neighborhood with high rates of HIV and other sexually transmitted infections. As a consultant to the Midtown Community Court in the mid-1990s, he helped evaluate the effectiveness of the court by conducting ethnographic research on changing street-level conditions and their impact on misdemeanor offenders in midtown Manhattan. At John Jay College (1996-01), he was the Director of the NIDA-funded "Heroin in the 21st Century" project, a 5-year ethnographic study of heroin users and distributors in New York City. He was also the Principal Investigator (1999-01) of the NIJ-funded "Lower East Side Trafficking" project, a 2-year study examining the developmental trajectories and interactions between markets for different illegal drugs. In the summer of 2000, he conducted a rapid assessment of the AIDS crisis in Newark, New Jersey for the US Surgeon General's Office.

Co-PI Kirk Dombrowski's doctoral field work also centered on social problems (alcohol and suicide) in rural Alaska, and he has taught research methods for the Department of Anthropology in the doctoral program at the CUNY Graduate School.

Together, Curtis and Dombrowski and other members of the Anthropology Department at John Jay have been engaged in training residency students at Wykoff Heights Medical Center in the methods of community based research. Over the last two years, weekly classes with first, second, and third year residents have resulted in more than a dozen community based research projects in neighborhoods in Brooklyn that surround Wykoff Heights Medical Center. This instruction and these projects are ongoing.

Design of the Field School

The design of the field school will take 12-20 students through seven weeks of Rapid Assessment Research and Analysis, based around a single social issue, problem, or policy. All of the students will work on the same problem. The schedule will be arranged to conform with

the summer session offered by John Jay College (to facilitate the scheduling of resources and administration) — seven weeks long, three days per week, 5-6 hours each day.

The school will consist of a combination of classroom instruction and active fieldwork, in varying proportion as the school progresses from research design, through data collection, and into analysis. The greatest amount of fieldwork will, obviously, take place during the data collection phase, while the greatest amount of classroom work will take place in the planning and analysis stages. Yet, as mentioned above, because one of the most significant advantages to Rapid Assessment methodologies is the feedback that takes place while the research remains ongoing, analysis of data (and thus significant classroom time) will continue throughout the data collection phase. And because much of the analysis will take place in ongoing fashion, active data collection will continue almost all the way through the analysis and write-up phase.

All of the students will together receive instruction in the basic methods of Rapid Assessment. Yet almost from the beginning, each student will be assigned to a supervised "field team" with a small group of other students. Teams will be organized along tasks, with one team each for geo-mapping, survey research, in-depth interviewing, focus group research, and direct observation. Each team will pursue a field research assignment for approximately two weeks of data collection. Initial analysis of the data collected will take place within each field team, and results will be shared at a bi-weekly "feedback and redirection" meeting. During the feedback portion of the meeting, each team will present the data they collected and the analysis performed. Following the feedback section of the meeting, the research direction of each group will be rethought and reoriented according to findings of all of the field teams. Students will then be reassigned to a different field team, and the cycle will *start* over. Three such cycles will expose students to a variety of data collection techniques, and to the collective nature of the Rapid Assessment process. The final week of the school will be dedicated to collecting and composing a final report on the topic/problem/issue around which the school was organized for the year.

Research questions/problems will be derived by the Co-PI's, in consultation with members of the Public Management Faculty and with civic leaders around New York City. Each year a single problem will be chosen, and a basic research strategy developed by the Co-PI's, in anticipation of the seven weeks of research/analysis. All efforts will be made to choose problems that are both safe and relevant, accessible and interesting. In addition, an automatic restudy component will be built into the planning of the school, such that once every four years, a problem from a previous year will be reinvestigated to ascertain what has changed, and to evaluate the accuracy of the previous assessment. During re-study years, the Assessment problems will, in effect, be to assess the methodology that was employed in the past. This sort of feedback aims to use the Rapid Assessment methodology to correct itself. In this way, it is felt that the field school can become more than simply a vehicle for the teaching of Rapid Assessment, but a crucible for testing and development of the methodology itself.

Mathematics Department Facilities Request   *2/24/03*

Mathematics Department Facilities Request

(Note: Computing equipment specifications are subject to revisions as technology advance and hardware costs decline.)

A. Offices

Space Allocation:
- One office for the Chairperson;
- One office for the department and staff;
- One office per fulltime faculty member;
- One office per four part time faculty members;
- One conference room of sufficient size to accommodate the entire Mathematic faculty;
- One room for mailboxes and duplicating equipment;

Special Requirements:

- Every office should have an Internet connection;
- Every office should have a blackboard;

Computing Equipment: Every office should be equipped with a computer having, at the very least, a Pentium IV processor, 512 MB RAM, 60 GB hard drive, CD-RW drive, DVD-ROM drive, the Windows & Linux Operating Systems, a C++ complier, Maple, MatLab, and Microsoft Office.

Network Environment: The Mathematics Department should be equipped with a high-speed network (1 Gbps) that provides Departmental offices and computer labs access to the Department's grant funded research computing facilities (i.e., computational Computer Cluster and Database Computer Cluster). In addition, all Department computers should be able to print to a high capacity networked laser jet printer.

B. Faculty Research/Laboratory Space

Purpose: To house specialized computing facilities such as a network of (local) Parallel processors.

Request: One faculty facility per four fulltime faculty offices.

Size: 300 sq. ft. (each)

Power: Two (2) separate 120v 60 cycle lines.

C. Seminar Room

Request: A seminar room having Internet connections, podium, and video monitor projection equipment.

D. Traditional Classrooms (for Mathematics instruction)

Request: The Mathematics Department requests that there be ten (10) traditional classrooms equipped for mathematics instruction.

Rational: Blackboard use and the integration of technology in mathematics instruction is intense thereby necessitating specially configured classrooms. Currently, North Hall has five such classroom and the need for these specialized facilities far exceeds resources available.

Specifications:
• Blackboards: Two tracks each containing three moveable blackboard panels with track lighting.
• Podium: Lectern with Internet connection and video monitor projection equipment capable of displaying a laptop's monitor.

E. Studio Classrooms (for college use)

Request: The Mathematics Department requests that there be twelve (12) studio Classrooms equipped for interactive instruction. These classrooms are to be a College resource available to the entire faculty.

Seating Capacity: 44

Rational: These state of the art classrooms would enable the faculty to deliver Interactive instruction in those disciplines where it is suitable. Today, more than Ever before, the typical student has been nourished in an electronic multimedia Environment. Not only does the studio classroom provide a familiar learning context but it also is representative of the contemporary workplace which is suffused with technology and requires teamwork. Skills acquired in such surroundings will be readily transferred from the classroom to the realm of application. Furthermore, in contrast to the traditional classroom, the interactive capability will permit closer faculty supervision of students during class meetings thereby increasing the efficiency of instruction and the use of class time.

Format: Each studio classroom should have six terraced levels configured in a semicircle. The instructor's podium would be situated at the center. Student seats would be affixed to the first, third and fifth levels whereas computing facilities for every group of four students (the ideal team size) would be located

on the second, fourth and sixth levels. Each student seat would have its own individual Internet connection port.

Computing Equipment: The computing clusters for the teams of four (4) students should, at the very minimum, each have a Pentium IV processor, 512 MB RAM, 60 GByte hard drive, DC-RW drive, DVD-ROM drive, Windows & Linux Operating Systems, C++ compiler, Maple, MatLab, and Microsoft Office. Similar specifications apply to the instructor's podium. In addition, the lectern should also have video monitor projection equipment capable of displaying a laptop's monitor.

Local Network Requirements: The students' computing clusters should be networked to the instructor's podium. The instructor would have the capability of unilaterally intervening during any student team's work session either to provide assistance or to display work in progress via the projection monitor for the rest of the class. In addition, the instructor could use the network capability to interactively assign short exercises during the exploration of new concepts.

F. Student Laboratories

Request: Four (4) laboratories three (3) of which are for undergraduate use and One (1) is for graduate use.

Size: 1,000 sq. ft.

Configuration:
• Undergraduate: 50 work stations each.
• Graduate: 30 work stations and a facility for hardware experimentation.

Computing Equipment: Four individual (LAN) servers are required to support each of the laboratories.

G. Mathematics Resource Center

Request: A room similar to the existing facility whose primary purpose is for Tutoring undergraduate students.

Size: 750 sq. ft.

Furniture: Tables, chairs, and several blackboards.

Computing Equipment: A wireless internet connection to support portable labtop technology.

A Report Of the Space and Facility Needs of the Law and Police Science Department

Planning Recommendations for Stage II Construction at John Jay College

As part of the planning for Stage II, the building of added facilities for John Jay College, the chair of the Law and Police Science Department assigned to a faculty committee the task of producing a report detailing the Department's hopes and needs for the new space. This report, which follows, is not intended to discuss purely "departmental space," but also to consider the varied spatial and resource issues that impact on the Department's success in fulfilling its teaching and scholarly functions. This report, therefore, covers four areas: the classroom, faculty offices, special facilities, and infrastructure.

A. Classroom Recommendations

Our classroom recommendations are aimed at facilitating both the learning and teaching endeavor by structuring the rooms so as to promote communication, supply sufficient workspace, and encourage focused attention. Classroom structure, of course, must reflect the nature and purpose of the course the room houses. We need, therefore, an ample supply of large classrooms, small classrooms, and seminar rooms. Our recommended configurations for each differ.

1. **Large Classrooms** — Our institutional commitment to training in critical analysis demands an environment that encourages interactive dialogue between faculty and students as well as among students themselves. This is not fostered by rooms shaped as rectangles that distance many students from their instructor, make eye contact difficult, and interfere with the ability of students to see and hear each other. We recommend, instead, two differing formats for large classrooms, each able to accommodate 40-45 students.

The first format would place seating along a curve, in the shape of a horseshoe, bringing the edges of the student seating pattern closer to the instructor, allowing students to hear and see each other better, and, potentially, allowing the faculty member to approach students from the open center of the horseshoe. Seating rows should be terraced so as to further enhance sight lines. Seats should be fixed behind large curved workbenches, supplying each student with a work area at least 30" wide, offering sufficient space for an open textbook and a notebook or writing pad. The front facing of the workbenches should have a space for placing a nameplate before each student, further facilitating a dialogue between student and teacher. Such plates would be supplied by the College and carried by students.

The second format would allow for greater flexibility, thereby encouraging experimentation. Classrooms should be square, with seats and desks moveable on a flat surface, thereby allowing for a range of configurations. Despite this opportunity for a variety of structures, each student must still be supplied with ample workspace, enough for an open book and note-taking materials.

The front of each large room should be equipped with blackboards or whiteboards, no less then 16 feet in width, a large projection screen and a table and chair for faculty use. "Smart lecterns" should be supplied with built in computer monitors and keyboards, allowing large screen electronic projection of computer screens, documents, and VCR and PowerPoint presentations.

2. Small Classrooms — Teaching in smaller classrooms also is enhanced by experimentation. Consequently, these rooms, accommodating 30 students, should be configured as a smaller version of the second format described above and equipped similarly.

3. **Seminar Rooms** — Seminars normally act as capstone courses, geared toward more experienced and knowledgeable students. The class setting is more conversational and egalitarian, with students often focused more upon independent research and less upon exam taking. We recommend that such classrooms be supplied with a large table, around which students and teachers can seat themselves. spread out their work, and discuss matters in a more informal face-to-face manner. The table should be square, with seven seats on each side.

Beyond such configurations, our remaining classroom recommendations are aimed at providing a setting that promotes focused attention on the learning enterprise and that reduces distractions.

The classroom environment can greatly affect a student's ability to concentrate on the work presented. **A** stuffy or too hot room may lead to drowsiness; a too cold room may also deflect a student's concentration. Attention, therefore, must be paid to providing each classroom with an adequate air flow and assuring that the temperature is kept within a range that optimizes attention to task. It should be well lighted with large easy to open windows. Walls and doors should be soundproofed, to minimize distracting noises from hallways and neighboring classrooms. Doors should be constructed to open and close silently and to remain open when desirable, with a glass panel enabling those in the hallway to know when a class is in session. They should be placed at the back of the classroom, so reducing any interference caused by the entry of a late arriving student. Clocks should be hung in the rear of the room, allowing their use by faculty who must limit their class to a specified time period, without affording students with a continuous alternative focus for their attention. Coat hooks should be provided on a side wall, thus preserving work and seating space for their intended use even during winter months. Experience shows that students, fearing theft, do not use coat hooks placed at the back of the room.

We strongly believe that these recommendations, both great and small, will enhance the learning experience by creating an environment more conducive to dialogue and critical exchange and less subject to those many factors that often distract both students and faculty from their educational mission.

B. Faculty Offices

Our recommendations for faculty offices in the new building are guided by four interconnected goals. They are designed to facilitate faculty research and writing, provide for student advisement, encourage faculty interaction and increase interdepartmental communication.

1, The offices should be sufficiently large, at least 14' by 14', to facilitate faculty research and writing. Each should include a large well-lighted workspace, one with enough room to accommodate a computer, printer and spread out work materials. **A** table-sized surface with an overhead lamp might suffice. To support their ongoing research and teaching duties, faculty members should be supplied with a minimum of five bookcases and two file cabinets, affording at least 87.5 linear feet of book shelving and 18 feet of filing cabinet space. Walls and doors should be soundproofed to minimize distracting noises from hallways and neighboring offices. To provide for the necessary growth in full time faculty, provision must be made for 35 individual faculty offices as well as space for 48 adjuncts. Because adjuncts share working space, one full time faculty office should be set aside for their use when meeting with students.

2. Offices should provide a commodious environment to advise and tutor students. Consequently, they should contain a separate area for student advisement, with sufficient room for a desk and at least three chairs so that the students and faculty can work in comfort. Each office should be equipped with easy-to-open windows, individual temperature controls and, minimally, four electrical outlets on each wall. Additionally, they should be supplied with two coat hooks and a pin board.

3. Offices should be clustered in a manner that will encourage faculty interaction and collegiality. Presently, most adjuncts are located away from the department. Placing adjunct faculty together with full time faculty will increase a sense of community for all. One means to accomplish this end would be to locate full time faculty offices on both sides of a large open area with the adjuncts located in the space within, This space could be divided into cubicles by office separators. Each cubicle would be furnished with a desk, computer, and bookcase with seven shelves, as well as separate full-length locker spaces, locked desk drawers, and locked file cabinet drawers for four people. To maximize the opportunities for faculty interaction, both faculty offices and adjunct facilities should be configured around a common area furnished with tables and chairs.

4. Department offices should be located in close proximity to other academic departments, especially those of sociology and government, and the PhD program. This will help reduce the

sense of estrangement that exists between the Law and Police Science faculty and those of other departments. It will also provide, an opportunity for greater cross-fertilization in research and teaching.

We believe that the above recommendations will enhance the ability of the Law and Police Science faculty to accomplish its goals of teaching, advising, research, and writing.

C. Special Facilities

John Jay College has a distinctive mission and a unique student body, and the Department of Law and Police Science must be responsive to both. Many of our students, while exhibiting high aspirations, come fi-om backgrounds of relative economic deprivation and poor educational preparation. Many will enter fields of public service, and all deserve to be properly prepared to reach their career goals. Our faculty, on the other hand, constitutes perhaps the greatest concentration of criminal justice researchers in the country, and this too needs to be nurtured. To fulfill the needs of this dual mission better, a variety of special facilities are recommended.

1. Conference Room. The department needs a conference room that it can call its own to foster and facilitate the scholarly exchange of ideas. It should be large enough for departmental meetings, with an outside view to enhance the facility. The room should contain a large (divisible) central table, ample comfortable chairs (enough for a second tier), some armchairs, coffee tables, many bookshelves, a display cabinet, and a small kitchen alcove. It should have silent doors and quiet ventilation. It should also house one networked electronic lectern. When not in use for conferences and the delivery of papers, it would be available to faculty for socialization and relaxation. Departmental mailboxes should be located in an attached vestibule with boxes large enough to accommodate book mailings from publishers. This conjunction of mail collection and conference/social room will encourage intra-departmental interchange. (A faculty member collecting his/her mail may also make a cup of tea/coffee and chat with colleagues.).

2. Moot Court. Since many of our students have legal aspirations, we should help prepare them for the world to which they aspire by providing them with relatively realistic representations of that world. **A** moot court room should be constructed, and then scheduled for use as is the current L&PS Computer Laboratory. It should also be set up to function as a screening room and for video-conferencing. In off-hours, it can be used for private study. It should include a raised bench sufficient for a three-judge panel, jury and witness boxes, tables and chairs appropriate for use by defense and prosecution counsel, and seating for 45 students. Also supplied should be a projection screen and tripod for the display of evidence.

3. Storage Room. The Department should have a secured storage room, of about 150 square feet, near the Chair's office. This room, containing shelving and storage cabinets shall be used for the warehousing of such items as departmental archives, excess supplies, and boxes for faculty on leave.

4. Adjunct/Graduate/Faculty Technology Room. Although most faculty members have their own computers/printers, the many adjuncts share too few such facilities. Although the College already has a graduate computer room, its facilities are severely overburdened. Furthermore, because of scheduling, the L&PS computer classroom is often unavailable. The department should have a separate resource room that graduate students and adjuncts can use, at their convenience, for email, web research, printing, etc. Based on current use, about six workstations would be presently sufficient, but the room should be large enough to include desk space, shelving, a lockable filing cabinet, several comfortable chairs, and the possibility for additional workstations as demand increases. Thus, we should envisage a room approximately 20' **x** 20', containing ten carrels along two walls, six of which are networked, a long desk against a third wall containing the door, and a shelvingifiling cabinet on the fourth wall.

5. Resource Room. **A** secure and accessible room is needed for the housing of fax and photocopy machines, as well as day-to-day supplies. To assure access to these facilities when secretarial staff is not available, each faculty member should have a key. This room should also contain a desk with a networked computer containing word processing programs and a printer.

6. **Institute for Criminal Justice Ethics.** The Institute, which formerly was housed in the Department, has been given very adequate, but inconvenient: facilities in the BMW Building. It would be preferable for the suite that the Institute currently has in the BMW Building be replicated in the new space and incorporated into the Department's facilities. The space should be comprised of a Director's office (approximately 15' x 12'), an assistant's office (approximately 12' x 12;), a large workroom (approximately 20' x 12'), and carrels for visiting scholars. All offices must be networked; each should have one wall of shelving and a set of filing cabinets. An additional bank of filing cabinets should be provided for the Institute archives. The workroom should house the Institute library, a photocopier, storage space and a large central worktable. The journal-preparation workroom (as in the BMW Building) could also be used for other journals produced within the Department (e.g. Crime and Justice Research and Police Quarterly).

7. **Computer Classroom.** The current Computer Classroom was trimmed to fit into an existing space. The increasing use of computer facilities for teaching and research makes it crucial that this facility be expanded in the new site. Both students and faculty need access to this facility's specialized software and databases. The Computer Classroom should be a minimum of forty feet wide and thirty feet deep thereby accommodating three rows of 6' x 30" tables, each holding two computer workstations. The front of the classroom requires a teacher's station, two regular printers and one over-sized map printer, two storage cabinets, white boards and an eight-foot-wide pull-down screen. Additionally, an electronic lectern and proxima (projection system) should be placed in the rear of the classroom and coat hooks on one side wall. For security reasons, a six-foot-wide window should be in the wall separating the computer classroom from the hallway.

8. **Administrative/Secretarial Office.** This office should be located adjacent to those of the Chair and Deputy Chair and near the entrance to the departmental area. It should be approximately 400 square feet in size, large enough to accommodate the departmental secretary and other assistants. It should consist of three or four standard L-shaped desks with lockable cabinets, at least three with networked computers, a fax machine, additional chairs (for visitors), two sets of filing cabinets, and shelving. The office should have a large glass panel through which people entering the Department and staff may see each other. The panel should be fined with a blind so that privacy can be secured during legitimate breaks.

9. **Restrooms.** A pair of faculty restrooms should be incorporated into the departmental suite.

10. **Criminal Justice and Security Museum.** Because of its distinctive mission and the public interest that that mission engenders, the College should have, in addition to its rotating exhibitions, a permanent collection of criminal justice-related items open to the public. To avoid security problems, the museum should be located near a building entrance, possibly adjacent to the library.

D. Infrastructure

The infrastructure of classrooms, faculty offices and departmental facilities needs to be capable of supporting teaching, advisement, research, and scholarly production in a collaborative global electronic environment. Much of a faculty member's time in the office is spent working with students and other faculty, either in person or through telecommunications. A faculty member's research and scholarly output, also, increasingly require access to extensive telecommunication resources. Consequently, we make the following recommendations.

1. **Classrooms.** All classrooms should be "smart classrooms." Each should have at least one computer access connection, a proxinia or similar projection system for projecting an image from a computer screen to the front of the classroom, a pull-down screen, and whatever else is necessary to simultaneously use the same classroom as a point of origin for distance learning.

In addition to the Law and Police Science Department's Computer Classroom and Security Computer Lab, at least two more classrooms should be equipped with computer connections for forty students, with suitable tables or fixed desks so that students can bring their personal computers to class and connect to the software and database resources of the College.

2. Faculty Offices. All electrical outlets should have four plug-ins rather than two, and those likely to be used for electronic hook-ups should have built-in surge controls. At least one set of outlets should be placed on each wall.

Each faculty office should be supplied with two (dual) computer hook-ups so that faculty can simultaneously work with both a fixed and a portable computer. The dual hookup also has the advantage of allowing a faculty member to work side by side with another or a student. Each hookup should have a separate IPO, thus assuring no difficulties in both getting on line at the same time.

Any infrastructure necessary for wireless communications should be built into the plans. The explosive growth of wireless computing necessitates such readiness, but such rapid developments also makes it necessary to defer specifications until plans are in final stages.

3. **Department Infrastructure.** Given its size, the Department needs 100 IPO's in addition to those supplied to classrooms and labs. A Department server also is required.

The Department Conference Room needs to be a "smart" Conference Room, enabling groups of faculty to work with students and scholars globally.

The Department's Computer Classroom, Security Computer Lab and Conference Room need dedicated lines. The ability to hold a class in these facilities should not depend on the level of computer usage elsewhere in the College at the time when the class meets.

E. Addendum

In preparation for this report, several faculty toured the new building at Baruch College, hoping to learn from the Baruch experience what to seek and to avoid. Many of those lessons are incorporated into the material above. A few more dos and don'ts are listed below.

1. The College's lighting system should be simple and unified. Baruch has been plagued by its variety of separate wiring arrangements and diverse types of lighting.

2. Classrooms should **not** have intensified lighting in the front. Such lighting tends to blind the instructor.

3. Electronic components which are subject to theft and vandalism, such as computers with valuable boards and VCRs, should be secured in utility rooms (perhaps built into the classrooms), and connected by wiring or wireless technology to electronic lecterns, rather than being built into the lecterns themselves. Lecterns would still require control panels, keyboards and monitors.

4. Classroom doors should be capable of being left ajar. Automatic closing devices have proven undesirable in Baruch's new building.

5. Doors separating different areas of the building, such as classroom from office areas, should have clear glass panels, thereby reducing accidents and providing greater security.

6. Elevators should be placed near the building entrance, on street level, in banks close to each other or with separate controls for separate banks. They should stop at all floors and be entered and exited on the same side.

7. Centrally located escalators, wide enough to accommodate the large crowds that move between classes, should connect floors with classrooms to each other and to the lobby.

The above report is a product of a yearlong process of investigation, consultation, and discussion by and among the faculty of the Law and Police Science Department. It expresses the accumulated experience of the faculty, many of whom have taught at the College for many years. It also reflects the faculty's shared belief that the new facilities must serve to further the College's teaching and scholarly mission, while epitomizing, through brick and mortar, the school's increased public profile and reputation. We in the faculty stand ready to assist those responsible for the design of Stage II in working to realize this vision.

THE LLOYD SEALY LIBRARY
SPACE REQUIREMENTS/ PHASE II'

The present Library space was occupied in the summer of 1988. It was planned for a student population of 7,0000 FTEs and a smaller collection of materials than at present. Phase II was long time in the planning so that all Library shelving was in use at first occupancy. In the intervening fifteen years, the Sealy librarians have done a good job in moving collections about and stashing them here and there, but by now the stack space can only come at the expense of student seating. *Sorry* to say that some shelving expedients have been physically damaging to the book collection and should not continue. Additional stack space is urgently needed to catch up, for ordinary expansion, and also to support a growing curriculum which includes a new Master's and Doctoral program that College has committed to.

The student body is now 25% larger than the Library was planned for. Our hardworking urban students need not only resources for their research, but a place to study, particularly for group study. The pedagogy of the College has turned increasingly towards group study, and yet John Jay spaces for group study are very, very minimal. (**A** quick comparison with what's available on our sister campuses makes this abundantly clear.) At some periods of the academic year, all Library seating is completely in use at John Jay and students sit on the floor to get their work done.

Of particular concern is the Library Archives. The lack of archival space has always been inadequate to the materials that need to be safely housed, with the result that valuable and fragile materials sit out in the open with everything else and are subject to damage and theft. The lack of space and failure of opportunity for careful conservation also discourages potential donors – politicians, criminal justice commissions, practitioners, authors – from donating papers and other materials that would increase the renown, esteem, and primary research capabilities of the College. For lack of space and funding, the Library's archive has never functioned as an acknowledged repository of College materials -- to the detriment of the institutional memory of the College.

A major student complaint of the Library has been the lack of an after-hours space that could be open all night if necessary. With a small addition of space and a few changes to existing space, a late-night area could be created and made available to ease student burdens during their crisis study times.

In common with the rest of the College, the Library is now well below the standard for space set by the University's space allocation model. If there were no Library space in Phase 111, the Library would be further behind, behind not only its peer Cuny libaries, but behind the percentage of space allocation of other units of John Jay.

Prepared for the John Jay Faculty Senate Meeting   4/30/03

Lloyd Sealy Library
John Jay College
The Library in Phase II

General Considerations

- The Lloyd Sealy Library, presently at 86,000 sq.ft., requires an additional 86,000 sq. ft. for reasonable expansion. (See attached *Library Standards,* References, and at http://www.ala.orp/acrl/guides)

- Phase II library space should be contiguous with Phase I space for aesthetics and management.

- A library consultant was essential to Phase I planning and is highly desirable for Phase II planning. Vice Chancellor Macari discussed Phase II at the John Jay Faculty Senate on 10/8/2002 and said:
    > Among the many consultants hued is an educational consultant – this is a firm that specializes in classrooms, in educational buildings, and has library expertise, and if that expertise in not sufficient, we'll ask them **to** hue someone who is truly expert on libraries.

- Since basic library functions will probably remain "on the 10th Ave. side," the library entrance should remain on that side. Consideration should be given making access to the elevator conform to **ADA** regulations and to increasing functionality by having a library entrance near the Academic Computing Center.

- Modularity and possible future reconfiguration of all library spaces should be paramount in planning.

- Acoustics are important. There should be no big open spaces where sound can travel easily.

- All new space should allow for both wired and wireless connections to the Internet.

Specific Requirements

- Additional rooms are needed to accommodate computer operations: (1) equipment room for servers with extra electrical power and extra AC, (2) workroom for computer staff, also with extra electric, extra AC, and extra network connections, (3) storage room for spare computer parts.

- The placement of additional library shelving, now in dire need, has to be carefully thought out because the floor had to be reinforced in that area.

- A separable twenty-four hour space, adequate for fifty students, should be created for study and wordprocessing after regular library hours.

- Present student study space was planned for an FTE of 6-7,000. The present FTE is 9500; increases have been on the order of 6-10% each year. Additional general seating and study areas are necessary.

- An additional ten group study rooms are needed to accommodate the college's increasing use of this pedagogical method.

- A climate controlled Special Collections and Manuscripts Suite should quadruple the present minuscule space in order to accommodate this fast-growing and prestigious part of the College.

- An Exhibit Space and Gallery is desirable in order to display Special Collections material that bring the College notice.

- Additional staff offices are urgently required.

- There should be an electronically equipped classroom, including teleconferencing, with seating for forty-four, -- which more closely approximates the usual class size -- in addition to the present library classroom seating twenty-four.

- An additional smaller classroom/ seminar room could be designated primarily for graduate classes which now often meet in the Library Conference Room.

- A fully equipped multimedia room – DVD, video, cable, etc. – should replace the present ad hoc arrangements for small group viewing and discussion on materials on class Reserves.

Selected References

Leighton, Philip D. & Weber, David C. (2000). *Planning academic and research library buildings.* (3d ed.) American Library Association. 887p.

The standard library reference. Sometimes known by the first editor's name, Metcalf. John Jay Stacks Location Z 679.5 .L45 2000

Edwards, Heather M. (1990). *University Library Building Planning.* Metuchen, NJ: Scarecrow Press. 137p.

Additional References

Architectural Issue: Library Buildings 2002. (2002, Dec.) *Library Journal, 127*, p.42*f.*

Facility Focus [on] Libraries: Modem Designs Anticipate the Future. (2000, Mar.) *College Planning and Management, 3*, p.38*f.*

Kenney, Brian. Brooklyn College's New Library Is All In 'The Program'. *Library Journal, 127*, pp. 67-68.

Room to Grow: Showcasing New Facilities. (2001, Apr.) *American Libraries, 32*, pp.44-59.

$62 Million Renovation **and** Expansion for Brooklyn College: A Bigger, Modern Library. (1999, June 13) *The New York Times*, Sec. 11, p.1.

University Libraries and Scholarly Communication: A Study Prepared for the Andrew W. Mellon Foundation by Anthony M. Cummings, et al. (1992). Washington, DC: Association of Research Libraries. 205p. Also at **http://www.lib.virginia.edu/mellon**

Counseling Department

John Jay College of Criminal Justice

Memo

To: Phase 11 Planning Committee Members

From: Dr. **Robert** C. De Lucia, Professor and Director of Counseling

Date: March 11, 2001

Re: Counseling Department needs in Phase II

The Department of Counseling represents the hub of college student information, guidance and psycho-educational support. The Department has a unique and comprehensive mission in that faculty counselors have both reaching and counseling functions designed to promote student integration, retention and college success. Each year, Faculty Counselors offer over 40 course sections, with its base line bridge course CSL-112 (Personal Development and College Experience) registered for by most entering freshmen. This comprehensive course remains the only three credit freshmen course of its kind within the CUNY system.

The department also provides the opportunity for students to minor in Counseling by offering a compliment of specialized advanced counseling courses. The Department also provides several training/internship programs. The department' six credit undergraduate peer counseling program is the most comprehensive of its kind within CUNY. Approximately 17 student paraprofessional are trained within this program, and as part of this training process, provide counseling services to the college community. In addition Peer Counselors, the department trains and supervises approximately 14 Sophomore Peer Mentors who are paid to provide academic advisement to the sophomore class. Working along side our undergraduate student counselors are 10 Masters/Ph.D. students who the department also trains and supervises. Each of the graduate trainees provide up to 15 hours of counseling work for the department in exchange for the clinical training. The department is also supported by part time faculty counselors and instructors. The central issue is the lack of available space to house the many part time professionals and paraprofessionals who work within the department.

Faculty Counselors provide a range of individual and group counseling services from those that provide general academic/career advisement to the more complex interventions involving handling psychological emergencies and crisis situations. Counseling Faculty remains on campus 30-35 hours per week, are available through the summer and provide office hours on two evenings.

During the 2002-2003 academic year and astonishing "ten thousand" students availed themselves to one or more of the wide array of departmental programs/services provided by approximately 10 full-time faculty, 15 part time teaching/counseling faculty and as many as 30 paraprofessionals

1

(undergraduate/graduate interns). Several active programs and liaison offices fall under the department's supervisory responsibility They include:

1. The Women's Center
2. Project SMART
3. Academic Advising Lab
4. sophomore Peer Mentors
5. Peer Counseling Training
6. College Course Fair
7. Graduate Internship Program
8. Mandatory Probation Counseling
9. Associate's Degree Counseling Program

The Need for Space.

Phase II presents an important opportunity to alleviate a challenging problem which is the inadequate and insufficient space available to the department to administer these important services. Currently there are **no** offices for adjunct instructors and only ONE ofice to be shared among part time non teaching counselors. Although the department facilitates the most extensive graduate counselor training program in CUNY 10 graduate students much share two large offices and our 30 undergraduate student paraprofessionals must share two large spaces. Needless to say, these paraprofessionals provide much needed support to the department charged with the important responsibility of providing academic and personal counseling services to the nearly 12,000 John Jay **Students.** Because of the space problem senior *staff* have been forced to share their offices with part timers and paraprofessionals.

The one small office/reception area (Counseling Information Office) allocated to the department is acutely insufficient. There is no separate mail/copy room leaving barely enough room in this office to walk. Most importantly, there is no confidential seating area for students while waiting to *see* a counselor forcing students to sit in the hall areas while emotionally upset. As a result of limited space, several of the department programs/offices (Women's Center/Project SMART/peer mentoring) were forced to take less than adequate space outside the counseling area. *As* a consequence, students have become increasing confused and faculty frustrated by an arrangement which prevents effective articulation.

In addition to the much needed increase in office space for department staff, is the pressing need for several adjoining conference, meeting, or training areas. Currently the department facilitates mandatory counseling programs and workshops which require the faculty Counselors to meet with students in large and small groups on a weekly basis. Space large enough to meet with 50-75 students is essential and adequate adjoining conference space for the case conf'erencing, workshop presentation and the training and supervision of its large part time and paraprofessional *staff* must be included in phase II plans.

Below a specific description of minimum department space needs and does not take into account additional staff/faculty:

1. **General Location and Layout of Department,**

The Department of Counseling should be located in a convenient and accessible area. However, the placement of the department must be kept separate from other busy student activity offices and classrooms given its unique need for a confidential and quiet space from which to work with complex and personal student problems. All administrative offices that report to and work in tandem with the department (Women's Center, Project SMART offices, Peer Mentoring/Counseling) and other shared conference/seminars spaces must be located in adjoining spaces on the same floor. Working side by side the Vice President for Student Services, who is the Chair of the department is considered essential to support the daily work of the unit.

2. **Department Counseling Information Office.**

This office represents the **first area** of contact with students seeking help. The front office must be in a central location to the department and clearly visible to students. The office should include enough space to host **a** large waiting area for students who have made appointments to see a counselor. The office should contain two work spaces (desks and computers) for the Coordinator of the Counseling Information Office and **a** college assistant.

3. **Faculty Offices.**

   10 Senior Faculty Offices (windows/built in bookshelves/computers/Internet/SIMS access)
    3 offices for part time Counselors (non teaching adjuncts)
    3 offices for part time adjuncts (shared space among eight adjuncts)
    3 offices for Graduate Interns (Masters/Ph.D. interns in training)
    4 offices for undergraduate student paraprofessionals

TOTAL: 23 offices (Currently 15)

4. **Conference/Seminar office spaces**

  a. One large seminar room to facilitate workshops for 60-100 students.
  b. One medium conference room for weekly department meetings/case conferencing
   (25-30 students)

Total 2 Rooms (currently there are 0)
* Each of these spaces should contain high speed Internet connections, and overhead projection system for presentations/blackboard and video/cable ready.

5. **Specialized Observation Lab/Training Room**

The department is making **a** special request for an observation lab space with audio equipment that will allow faculty to observe/listen to counseling interns with clients. Commonly referred to **as** a "one way mirror" (with audio access) will provide the opportunity for supervisors to observe in situ. The purpose of such a space is not only for observation but to enhance training so that supervisors can offer interventions in process. The observation lab requires two adjacent rooms separated by **a** specially constructed wall (with one way mirror) for observation.

Total 3 Office (Currently 0)

6. **Specialized Departmental Program/Offices**

Each of the following programs report to and are supervised **by** the Department of Counseling. Each maintains a Director, a small staff and requires space specific to its needs.

Women's Center
a. Office for Director
b. Two offices for individual counseling
Total 3 (currently 2)

Project SMART
a. Office for Director
b. Two offices for individual counseling
Total needed 3 (currently 2)

Peer Mentoring Room
a. One large office with designated individualized semi-private areas for counseling
b. Office for director
Total 2 needed (currently 1)

Peer Counseling Program
a. Two large offices
Total 2 needed (currentlyl)

Associate Degree Program
a. Two Offices for two staff counselors
Total 2 needed (currently one)

● **Page4**