1. Approval of Minutes for January 29, 2015. Proposed minutes are attached.
2. Budget Update.
3. Space Project Update.
4. Middle States Progress Report Draft. Draft report is attached for discussion. Note that it will need to be updated near the end of the month regarding the outcome of the financial meeting with CUNY and the space consultant’s report. It is in general still very much a draft. The appendices to the report are itemized at the end, but the documents themselves are not there, though members of this committee should be familiar with them.
Joint Meeting: SPS – FPS
Minutes
March 5, 2015

Present: Jane Bowers, James Llana (SPS Chair), Robert Pignatello (FPS Chair), Schevaletta Alford, Ricardo Anzaldúa, Ned Benton, Kinya Chandler, Sandrine Dikambi, Janice Dunham, Mark Flower, Jay Hamilton, Karen Kaplowitz, Pat Ketterer by phone, Tom Kucharski, Anthony Marcus, Virginia Moreno, Robert Troy, Alison Orlando (Recorder)

1. Approval of Minutes from January 29, 2015. Minutes were approved as proposed.

2. Budget Update. Rob opened with an update on the Feb. 25 meeting with CUNY where we asked for financial assistance. The lead strategy for the meeting was to portray to CUNY that John Jay had taken as many actions as it could to remedy the current financial situation and to indicate that any further action would have severe consequences for the College. Rob described the meeting as positive and constructive, although no concrete promises were made for assistance. The University seemed to understand how the College came into the current financial situation, and that growing our way out of it with enrollment is not an option. It was felt that the University has an interest in supporting John Jay’s evolution into a senior college. They are behind decisions that support the process such as raising admission standards, ending conditional admits, and there was a real interest in the proposed graduate programs as well. The University was also understanding about circumstances that will impact the College’s financial situation in the future such as a possible collective bargaining agreement and an anticipated enrollment drop. In sum, there was a willingness to help from the University, and we believe that CUNY will take action to help us. We are now in the process of following up with Matt Sapienza.

3. Space Project Update. Rob reported that the space planning consultants are close to completing their report and it is expected that they will attend the SPS-FPS meeting on March 24th. The University is eager for the College to vacate North Hall so it can be sold. As of now, the work in Haaren Hall is progressing but it is unlikely that the project will be completed by the end of June. The move from North Hall to Haaren Hall will now take place over a period of time, as areas of Haaren Hall are completed. We anticipate no new rental space from the University so we will have to work with existing space to house the programs now in North Hall. Rob explained that he thinks the report will recommend the following for the immediate future: sharing space in academic programs that are “oversized,” not allocating individual office space to adjuncts, and efficiently using the renovated space in Westport, which will be completed in the fall. One of the biggest concerns with vacating North Hall was to find space for the Registrar and Financial Aid. Space has been located for the back office functions in the BMW building. The committee followed with several questions and comments. Ned advocated putting out guidelines or policy statements about adjunct space allocation. Ned also commented that adjunct offices are not always interchangeable for faculty offices because of their size and contract terms. Anthony brought up the possibility of repurposing poorly used space in the New Building. Rob stated that they will look at this issue more seriously than they did before. Tom brought up concerns about research space. Pat explained that everyone who has research space in North Hall will be accommodated elsewhere. Karen asked if we will still be required to vacate North Hall by the end of June. Rob explained that it is contingent on Haaren Hall being ready and this might not happen until the end of December. Kim stated
the importance of sending a message to the college community updating them and keeping them informed on the move.

4. **Middle States Progress Report Draft.** Jim reported that Middle States requested a progress report due on April 1st. Middle States asked that the College address the following issues in the report: the mission statement, further implementation of the strategic planning process with the planning and budgeting process, and having a sufficient number of full-time faculty. Jim presented a draft to the committee and asked for feedback. Ned raised the question, if information is missing due to time constraints and it not being ready on time, how will it be dealt with? Jim responded that if Middle States is interested in this information they will ask for it. Jim also brought up the point that it is more about the process then the outcomes. The key processes are planning and budgeting meetings along with looking at data and making recommendations based upon this process. Virginia questioned the absence of planning and budgeting based on student learning outcomes. Jim responded that Departments do make decisions based on student learning, but at the College level we have not done so. In response to a question, Virginia gave General Education as an example of student learning that should have planning and budget consequences.
Progress Report to the
Middle States Commission on Higher Education
from

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
New York, New York 10019

Jeremy Travis, President
James Llana, Associate Provost for Institutional Effectiveness
Accreditation Liaison Officer

April 1, 2015

Subject of the Follow-Up Report:
To request a progress report, due April 1, 2015, documenting evidence of (1) a mission statement that clearly defines the institution’s purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish (Standard 1); (2) further implementation of an integrated strategic planning process linked to budgeting and resource allocation (Standard 2); and (3) sufficient numbers of appropriately prepared and qualified faculty with roles and responsibilities clearly defined (Standard 10).

Date of the Evaluation: April 21-24, 2013
Introduction  [“To orient readers who may be unfamiliar with the institution or the situation at hand, provide a few paragraphs that offer a very brief overview of the institution and relevant background or context on the issues or topics that will be addressed in the report. Also note in this section any relevant changes or developments at the institution, such as changes in institutional leadership or major changes in curriculum, enrollment, or institutional financial health.”]

John Jay College of Criminal Justice, part of the City University of New York (CUNY), was established in 1965 for educating police officers and, shortly thereafter, other in-service personnel from the Fire Department and Department of Corrections. Initially a small, specialized college, John Jay grew quickly as a general liberal arts college after the CUNY decision to implement in 1970 an open admissions policy for undergraduates across the university. Today 13,000 undergraduates and nearly 2,000 graduate students pursue a range of liberal arts and professional degrees at John Jay.

While still offering some signature programs designed to prepare students for criminal justice and public service agencies, the College has adopted a much broader approach to the issue of justice—captured by the motto “Educating for Justice”—which addresses the large, timeless questions of fairness, equality, and the rule of law, framed as they are by the broad liberal arts tradition. The new approach was made explicit in 2006 with two key decisions: to resume development of baccalaureate liberal arts degrees and to have only baccalaureate admissions, beginning in fall 2010. The result was new baccalaureate degrees in English, Gender Studies, Global History, Philosophy, Law and Society, Anthropology, Latin American and Latina/o Studies, and Sociology; others are under development.

Along with the new degrees came a need for many more faculty. Initially the University supported the required hiring with additional funding, but as the recession took hold it proved impossible to make sustained progress with the ambitious faculty targets. The special help from the University that John Jay received at the beginning gave way prematurely to business as usual in tough financial times, and planning for more full-time faculty has proved difficult since then. Engaging sufficient full-time faculty to reduce our reliance on adjuncts, along with the general planning and budgeting process that supports this goal, are two of the topics of this Progress Report.

The third topic is also connected to the changes at the College just described, namely the shift that placed criminal justice within a broader understanding of justice. John Jay is now a liberal arts college with an emphasis on “educating for justice.” As the consequent changes in admissions and curriculum occurred, there was no reconsideration of the Mission Statement, even as a new Master Plan was developed for 2010-2014. The College gave itself the Self-Study recommendation to look at the Mission Statement in light of the institutional transformation, and the Middle States Commission echoed the thought in the request for a Progress Letter.

Progress to Date and Current Status  [“For each of the matters addressed in the report, provide a substantive summary, discussion, and analysis of actions that have been taken or implemented and the institution’s current status. If appropriate, provide specific details on next steps to be taken to sustain compliance.”]
New Mission Statement. Prior to the development of a new Strategic Plan for 2015-2020, it was important to review the Mission Statement since the adoption of “Educating for Justice” had effectively become the shorthand for what many regarded as the new mission of the College. Moreover, at least 20 years had passed without any serious review of the statement.

In February, 2014, the Ad Hoc Mission Statement Review Committee sent a letter (Appendix 1) to the campus community soliciting ideas on the existing statement and for a new one. The letter outlined a process that would unfold over the course of the spring semester with website postings of two successive drafts and comment periods for responses from the campus community. To get the conversation going, the Ad Hoc Committee circulated the first draft. A wiki was one means for supporting the campus conversation around the mission, and the committee also accepted comments directly by email. At the conclusion of the process the College Council (John Jay’s governance body) approved on [date] a new Mission Statement (original statement is Appendix 2) shaped by suggestions from individuals and groups over the course of a semester:

John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College’s liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.

Our students are eager to engage in original research and experiential learning, excited to study in one of the world’s most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.

The new statement reflects the important changes of the previous ten years or so. Justice is now multi-dimensional, not just criminal justice. John Jay is a liberal arts institution with professional programs. We want to serve students with a passion for justice and for making a difference in the world through action and service informed by original research and experiential learning. At the same time, we want to provide the means for social mobility to our many students who belong to the first generation in their families to attend college. It is a
statement that describes for the foreseeable future our purpose, our values, and whom we expect to serve.

**Further implementation of an integrated strategic planning process linked to budgeting and resource allocation.**

**Annual Financial Plan.** The College has continued to integrate planning and budgeting along the lines spelled out in the Self-Study. The activities that led to the adoption of our annual financial plan—displayed on page 14 of the Self-Study (Appendix 3)—have continued to define the rhythm of the planning/budgeting cycle at John Jay, which normally begins in February and continues into August or September. Performance data of various kinds (student surveys, Master Plan Report Card, the Year-End Report of the University’s Performance Management Process (PMP), and, most importantly, enrollment data) comes into the planning subcommittees of the Budget and Planning Committee. The Office of the Budget presents updates and proposals for the financial plan throughout the spring, and the Vice Presidents sometimes review their plans (see samples, Appendices 4 and 5) for the upcoming year with the subcommittees. In the summer, after we see the allocation from CUNY, the subcommittee makes a recommendation to the Budget and Planning Committee. Discussion at the BPC, which includes every academic department chair, leads to a vote on a recommendation to the President. Committee recommendations for the Fiscal Years 2014 and 2015 are included as Appendices 6 and 7. See Appendix 8 for the President’s response to the 2014 recommendations. Minutes for planning committee meetings are available on the public budgeting and planning website at [http://www.jjay.cuny.edu/budget-and-planning](http://www.jjay.cuny.edu/budget-and-planning).

**Performance Management Process (PMP).** We described in the Self-Study the important role of the PMP, which anchors much of our institutional planning, assessment, and related budgeting. The University made significant changes to the PMP beginning with the 2014-15 year. Many of the metrics were removed, leaving only about a dozen key ones. However, there was a new requirement for three to five additional metrics put forward by the colleges themselves, which are intended to focus on areas that require campus attention. In spring 2014, the Budget and Planning Committee made recommendations concerning those goals, and they were adopted in their entirety by the College (Appendix 9). A number of them specifically address planning and budgeting with a sense of urgency stemming from the difficulty of balancing the budget for FY2013-14. Thus, we aim this year to minimize mid-year budget cuts and to develop a plan to better align expenses and revenues for next year. In addition, the BPC recommended several steps for revenue generation and student retention: support for the new online programs and development of additional ones; increasing enrollment in summer and winter sessions, both for revenue enhancement and student momentum; increasing the proportion of graduate students and decreasing the freshman population; and fostering student-faculty engagement.

Expenditures followed those planning recommendations in the form of the following actions:

- Hired a Director of Special Sessions to promote enrollment and work with faculty on summer/winter offerings
- Provided funding to support new marketing, faculty development, instructional technology, new programs, and student support services, all for John Jay Online, the distance education program
- Hired a new Director of Marketing to support, among other things, graduate student recruitment; create additional scholarships for graduate students; support development of brochures for all graduate programs; recruit better prepared freshmen to reduce costs for initial summer remediation and to enhance retention
- Continued student-faculty funding to support out-of-class activities

Space planning has been a large issue in the last year. With the completion of our new building in 2011, plans called for giving up the building (North Hall) it was intended to replace. It became clear that such a shift was all but impossible because the College had grown considerably since the new building was planned a dozen years earlier. Space planning at John Jay is complicated by the fact that we are in mid-town Manhattan where space, if it exists at all, is very expensive, and by the fact that the CUNY central administration effectively manages our space, from securing funds for new building to renting office and classroom space. We saw the need for consulting help to make sure all the many space planning pieces fit together. Upon the recommendation of the planning subcommittee of BPC, we hired a consultant and budgeted for it ($140,000) [confirm this]. The final report came out in [fill in outcome and budget implications when we know].

Strategic Planning. The College is currently constructing a new Strategic Plan for 2015-2020, and funding will be a challenge. To help construct the plan, we conducted a campus-wide conversation between November and March, and in the process we stressed the virtue of relatively limited ambitions. We are aware that attempting too much will mean that little of anything will be accomplished, and we have resisted pressure from many quarters for more comprehensive goals. As the campus converged on a set of six goals, we developed rough price-tags for each one, both in terms of dollars and human attention. Moreover, we have begun to consider a major review of all programs on campus with the aim of assigning priorities and using reallocations to fund strategic initiatives and other critical needs. The Ad Hoc Committee for the Strategic Plan consulted with the Budget and Planning Committee, and its subcommittees. [update in late March]

Figure 1.  

Current Situation. The integrated planning/budgeting process has worked fairly well, but an overestimation of anticipated enrollment and revenue for 2012-13 created the potential for a large deficit, especially in the out years. We have now corrected our vision of the enrollment potential. In light
of enrollment trends and because of a deliberate decision to reduce the number of freshmen, we have lowered dramatically the enrollment expectations going forward, as shown in Figure 1. We now face the challenge of re-establishing financial equilibrium at a new level, driven by lower revenues for the next several years.

We made mid-year cuts to address the deficits for FY2013 and 2014, and we will have to do the same for this year, but it became clear that with new challenges ahead—like the State’s apparent decision not to fund costs of a new collective bargaining agreement for CUNY—we needed to enlist the help of CUNY. [update when we see what CUNY will do]

**Faculty Numbers.** Increasing the number of full-time faculty has been a priority each year since the College embarked on its plans to become a “Senior College” in the CUNY system, which meant in part that we would expand greatly the number of liberal arts degree programs. The withdrawal of CUNY financial support after some robust early funding—due to the recession—slowed the hiring dramatically, and since that point the College has struggled to build faculty numbers consistently, although it is a perennial high-priority goal. Hiring new faculty is thus a chapter in the story of budgeting and planning.

**Commitments to Hire Full-Time Faculty**

By 2013, the year of the decennial review, many new faculty had been hired to meet the challenge of becoming a senior college with a larger array of liberal arts baccalaureate degrees, but we did not reach the original target of covering 50% of undergraduate FTE’s with full-time faculty. In 2010, we were at 37.1% and near the low end for CUNY Senior Colleges, and although we have a dedicated and loyal cadre of adjunct faculty we very much wanted to rely less on them for the usual reasons: they are not obligated to work with students outside of class, to serve on committees, or to participate in Departmental activities generally.

At the time of the Middle States Team visit, the full-time faculty numbered 414, down from a high of 431 in 2009. It was against that decline and in light of expectations for higher enrollment that we expressed concern in the Self Study for the speedy resumption of full-time faculty hiring; indeed, our stated target in 2013 was 50 new full-time faculty over the next three years. Thus, our commitment to faculty hiring continued in fiscal years 2014 and 2015, as evidenced by recommendations from the Budget and Planning Committee. With very little room for new spending, the following recommendation was adopted in August, 2013:

“The College will recruit and appoint 14 or 15 full-time faculty for fall, 2014 with an overall salary limitation of $1,134,000.”

About a year later, in September, 2014, the Budget and Planning Committee offered the following conditional recommendation in the face of what had become a difficult budget situation:

“The College should fund up to 14 faculty replacement lines once the College has reached its savings goal.”
Financial Challenges to Hiring Commitments

The 14 new faculty slated for fall, 2014, were hired, but the College was not able to replace all the faculty who left in 2013-14 so we experienced a net loss of faculty. While the College met the FTE enrollment target in fall 2013, for several reasons we fell well short of the revenue target for the whole year, and for the following two years, setting up the need for mid-year cuts to avoid a deficit at year end. Enrollment failed to match even reduced expectations in FY2015, but we will probably manage to add one line (net) for fall 2015. (See Figure 3 [at end] for enrollment trends, in terms of planned and actual.)

The financial future is uncertain, but we [refer to outcome of meeting with CUNY in terms of where we stand going forward].

Progress

Despite our inability to hit the hiring targets, we can point to some incremental progress. By fall 2014, the faculty roster had increased to 415, compared with 391 three years earlier, a 6% increase. See Figure 2.

The silver lining in the cloud of missed enrollment targets is progress in the student/faculty ratio, which stood at 17.6 in FY2011. In the following year, as the full-time faculty increased, the ratio fell to just .3 points above the Senior College Average of 15.2. Given the FTE declines anticipated above (Figure 1 above), the ratio should not change or it may well improve over the next few years before enrollment returns to 2015 levels, sometime after 2019.

Figure 2. [subject to updated information]

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time Faculty</th>
<th>Enrollment (AAFTE)</th>
<th>Student/Faculty Ratio (PMP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>391</td>
<td>FY2012 - 11,159</td>
<td>17.6 (2011-2012)</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>412</td>
<td>FY2013 - 11,378</td>
<td>15.5 (2012-2013)</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>421</td>
<td>FY2014 - 11,390</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>415</td>
<td>FY2015 - 11,258</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>416</td>
<td>FY2016 - 11,103</td>
<td>N/A</td>
</tr>
<tr>
<td>Projected</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the issue of full-time faculty coverage of undergraduate instructional FTE’s, John Jay has ranked next to last among CUNY Senior Colleges over the past several years, but there was an improvement in the coverage between the 2011-12 and 2012-13 academic years, from 33.9% to 35.8%. The gap between John Jay and the Senior College Average narrowed to 6 percentage points from 8.4 points in the same time period.

While John Jay compares unfavorably with most other Senior Colleges, it is not because our faculty teach less. John Jay full-time faculty spend the same number of hours in the classroom as their Senior College colleagues, and the student/faculty ratio is very close to the average. A reasonable conclusion is that the other colleges achieve their higher ratio by putting more students in front of full-time faculty in the form of larger classes. This strategy has its own
drawbacks, especially for students who may get lost in large classes, and we are not inclined to expand the number of large lecture sections at John Jay. In the Self-Study we discussed the decreases in average class size that took place in the 2011-2012 academic year.

With declining enrollments, the case for increased hiring of full-time faculty is less urgent than it once was, although we will aggressively take opportunities where we find them to increase the full-time faculty coverage rate. Our Academic Plan calls for reallocation to staff new initiatives, such as health-related programs, and to augment faculty selectively in high-need areas.

In the final analysis, we certainly have a sufficient number of qualified faculty to sustain and develop our academic programs. We would always like to have more, of course, and when our financial position permits, we will make progress at a faster rate.

Figure 3.

Appendices
1. Letter to campus on Mission Review (2/25/14)
2. Old Mission Statement.
3. Page 14 (Table 2.1) of Self Study
4. Troy sps/fps powerpoint presentation
5. Cook-Francis sps/fps powerpoint presentation
6. BPC Financial Plan Recommendations to President for FY2014
7. BPC Financial Plan Recommendations to President for FY2015
8. President’s Response to 2014 Financial Plan Recommendations
9. BPC Recommendations on 2014-2015 PMP Campus-Specific Goals and Targets