1. Approval of Minutes for March 24, 2015. Proposed minutes are attached.
2. Recommendations to Guide Space Allocation. Please see attached notes for this item (“space discussion framework”). The emphasis here will be on adjunct space and research space, but there are other issues as well.
3. Update on Strategic Plan, John Jay 2020. Following the second round of comments and a Town Hall meeting, the proposed strategic goals have gone to the College Council. The goals, rationale, and narratives are attached.


**1. Approval of Minutes from March 24, 2015.** Minutes were approved as proposed.

**2. Recommendations to Guide Space Allocation.** Jim explained that prior to this meeting he met with Ned, Jay, and Chevy to come up an approach to discuss this agenda item. The group came up with four key issues to speak about: adjunct space assignments, research space assignments, preserving computer classrooms, and putting some classroom space to other use. Nevertheless, Jim explained that the committee can discuss other issues concerning space allocation that the members wish to speak about. The committee started to talk about the use of classroom space. Pat said that she had a meeting with Scott Page and Bob Troy, and that there is a need for parameters for the number of classes that need to be taught in Westport. Ned mentioned he has the old policy concerning this issue, and he will circulate it to Jim. Jim explained that converting classroom space is a possibility. He reminded everyone that the purpose today's discussion is to have recommendations to guide the space allocation process. Karen spoke about the two resolutions the Faculty Senate passed regarding space. The first pertained to the location of the academic departments at the College and the second recommended a written policy on space management and prioritization for the College. The conversation shifted to adjunct space assignments. Ned commented that based on prior discussions, he felt there were mixed signals on the possibility of assigning space to adjuncts. Janice suggested that having a way to help adjuncts obtain resources could prevent them from feeling further disadvantaged in regards to space. Other suggestions for allocation of adjunct space assignments included the proposal that adjuncts teaching more than one course should have a higher priority for resources, and that adjuncts should have the ability to meet with students privately. Jane suggested a general space policy that faculty and staff cannot occupy more than one office.

The committee moved on to a discussion of research space. Anthony spoke about the importance of having faculty activity and productivity driving research space allocation, and the need to have faculty offices and research space is close proximity. Tom spoke about two issues concerning research space; first, faculty members often obtain a grant and then approach the College for space to work on the grant, rather than gaining approval first. He also spoke about how lab space is assigned to a person rather than a task which prohibits sharing of research space. Anthony explained that the College is trying to address the former issue by having faculty sign off on the space arrangements for them. Jay wanted to know how the activity level in lab space is currently being monitored. Anthony explained that he does not allocate research space but an activity and productivity statement would guide this process.

Karen made a motion to endorse the following Faculty Senate resolution: “**Resolved, that the Faculty Senate reaffirms its position that all academic departments must be located in either Haaren Hall or in the New Building, including the Department of**
Security, Fire, and Emergency Management.” The motion was seconded. A discussion ensued on where to put SFEM and why it is slated to be put in Westport. The motion passed with a vote of: Y – 7, N – 0, A – 0. A second motion was made to endorse a second Faculty Senate resolution: “Resolved, that it is the position of the Faculty Senate that the College must develop and adopt space management policies and priorities for both the short term and long term, comparable to those maintained by peer institutions and consistent with the mission of our College.” The motion was seconded. A discussion ensued on the usefulness of shaping a comprehensive policy that would guide short term space challenges, but the motion remained intact. The motion passed with a vote of: Y – 6, N – 0, A – 0.

The committee resumed developing recommendations for the short term application of space allocation and returned to the allocation of space for adjunct faculty. Points covered included: all instructors should have space to store their personal belongings, all instructors should have access to phone, computer and network computer, and that multiple smaller spaces are preferable to a few larger spaces. There was a discussion on a consistency rule among departments, but it was decided to leave this out of policy. Then the committee returned to the discussion of allocation of research space as Jane explained that pre-tenured faculty should get priority for research space. Tom brought up the point that faculty mentoring should have an effect on allocation of research space. It was also brought up that space attached to a project of a fixed duration should be relinquished at the end of the project. Jim said he will clean-up the discussion and put the recommendations into a list; he will send out the list of recommendations to the committee via e-mail to be discussed further and possibly ratified. However, it was likely that any formal approval would wait until the meeting on April 16.

3. New Business. Pat gave an update on the State Budget that was recently passed. The new budget leaves a hole in the CUNY budget, and reductions should be expected. Karen asked if the experiential learning component was approved. Pat explained that it was. Jim stated that we are now awaiting CUNY and their response to our request.

4. Update on Strategic Plan, John Jay 2020. Jim explained that the Strategic Plan has seven goals and has been sent to the College Council to be voted on.
Notes for April 2, 2015, meeting of BPC planning subcommittees.

The purpose of the meeting this week is to develop and recommend guidelines that can be applied to the ongoing process of space allocation. I thank Ned, Jay, and Chevy for some very useful preliminary discussion about how to approach this as an agenda item. In looking for an overall goal, we thought it important to seek, as Ned put it, “proportionality in sharing the burden of unmet space needs consistent with college priorities.”

In a cursory review of what other colleges have done with space allocation guidelines, I was impressed with how many have well-developed and carefully articulated general policies; space is clearly contested on campuses everywhere, even those not going through the kind of massive redistribution of space that we now face. We agreed that the development of a comprehensive, written space policy for John Jay would make a lot of sense once we’re beyond the immediate task of finding homes for everyone involved in the current moves.

For the short term, we think that the key issues include

- adjunct space assignments. What are reasonable and fair expectations?
- research space assignments. What are the criteria?
- computer classrooms. The concern is that the space plan may not provide sufficient space for computer-based instruction, given the loss of the labs in North Hall.
- possibly putting some classroom space to other uses. Scott Page suggested that with just a little “tweaking” we would be fine on classrooms, so there is apparently no serious shortage of classrooms. Given that assessment, will it be possible and desirable to use a few classrooms to meet some limited unmet needs?

As part of the upcoming discussion, we thought it would be useful to review the data behind the consultant’s determination (displayed in the CannonDesign presentation at our last meeting) of the space needs or surpluses of academic departments. Assuming that some departments do have “extra” space, we thought it worthwhile to reaffirm the decision to recover that space for units with demonstrable, unmet need.

As we think about recommendations we have to keep in mind that there is a timetable for space allocation independent of our committee actions. Any significant delay will reduce the chances that our recommendations can even be considered, let alone acted on.

How do other colleges handle space allocation?

Looking at what other colleges have done in their own space allocation policies points to the difficult choices that all institutions face. A few features stand out when it comes to specific guidelines:

- Assignment based on proximity. Frequently one finds recommendations that offices be located near facilities that are already assigned (labs, studios, etc.) and that faculty with shared research interests should be located in adjacent areas, but that expectation is often qualified as in the guidelines at the Univ. of Maryland, Baltimore County: “When possible, if units desire to consolidate their space assignments for reasons of academic interaction and administrative
efficiency, contiguous spaces will be provided. However, close proximity cannot be guaranteed depending upon the space and financial resources available at any given time."

- **Assignment based on function.** There is often a set of recommendations based on various types of faculty including full-time, part-time, visiting faculty, research associates, grad students, emeriti, etc. No surprises there.

- **Historical occupancy of a space is not nearly as important as meeting current needs.** As the CCNY guidelines put it:
  
  Although historical uses of space may be considered in planning, current needs will take priority. Consequently all interior and exterior spaces, regardless of their current use, occupants, or the period of time the spaces have been occupied or used by the incumbent, are subject to allocation by these guidelines.

- **Shared space.** Recommendations on when it is permissible or required to share space and how to work out those arrangements. Some schools insist on sharing common spaces like conference rooms.

- **Research space.** This is a very large issue, especially for those institutions where research is expected; the rules can be quite detailed and extensive. For example, Michigan State has the following guideline, among many others:

  Review of research space...for currently appointed faculty will be part of the annual performance appraisal process. The review of space will include:

  - The amount and condition of current space assigned, including square footage, laboratory configuration and safety issues.
  - The number of personnel utilizing the space, including faculty, technicians, graduate students, post-doctoral fellows, etc.
  - Whether space is shared with other faculty and the estimated amount of time the space is used by each faculty member.
  - Record of productivity as outlined [elsewhere].

- **Other excerpts from space assignment policies:**

  **UNC, Charlotte:**

  - Whenever possible and as a means to maximize usage efficiencies, common use spaces...should be shared between departments, especially in areas where units are proximate in their primary space assignments. Similarly, common use space allocated and scheduled by a unit should be made available to other units when not in use.
  - Space that is specifically allocated to a unit on a time-limited basis shall be vacated and returned to the University as unassigned space at the end of any such term.
  - As a general rule, individual faculty members and administrators will not be assigned more than one private office...
  - The quality and functionality of the assigned space is given higher priority than overall square footage of the space.
  - Co-location of programatically-related functions will assume a higher priority than the co-location of non-related functions.
  - Programs that are funded will be given higher space request priority than those that are unfunded or funding-uncertain.

  **Univ. of Washington, Electrical Engineering (out of a 3-page policy):**
- It is acceptable to have meeting space in labs which are shared by faculty.
- It is up to the faculty use efficiently the space they are provided. Significant unused areas of laboratories, even if occupied with furniture and/or equipment, are assignable to faculty who need more space.
- Faculty on leave. Faculty on extended leave away from the UW may not need access to a full office, and in such cases, the office may be re-assigned for other temporary use, in consultation with the faculty.

This week we need to focus on a small number of specialized issues for our recommendations--and parts of the broad policies cited below are informative in that regard--but you may also want to sample these and other university space policies in anticipation of later on developing a comprehensive one for John Jay:

University of Washington, Electrical Engineering:
Michigan State University:
CCNY:
http://www.ccny.cuny.edu/academicaffairs/upload/CCNY-Space-Allocation-Policy.pdf
University of Leicester:
https://www2.le.ac.uk/offices/estates/services/property/office/docs/Space%20Principles.pdf
Middlebury College:
http://www.middlebury.edu/offices/business/facilities/office/spacepol/node/27091
Central Washington University:
http://www.cwu.edu/space-planning/office-space-allocation-guidelines
University of Maryland, Baltimore County:
http://www.umbc.edu/policies/pdfs/GuidelinesForOfficeSpace.pdf
University of California, Santa Barbara, College of Letters & Science:
http://www.college.ucsb.edu/faculty-staff/policies-procedures/space
Washington State University: Voiland College of Engineering and Architecture:
University of Wisconsin - River Falls:
Penn State: College of Education:
http://www.ed.psu.edu/internal/research-office/faculty-resources/research-space-info
Idaho State University:
http://www.isu.edu/facilities/standards/Space-Standards.pdf
UNC, Charlotte:
http://legal.uncc.edu/policies/up-601.4

There are of course many other policies out there; search on “space allocation policies” and you’ll find dozens of university plans.
Strategic Plan Proposal: “John Jay 2020”
Ad Hoc Committee for the Strategic Plan

Rationale. With the conclusion of “JohnJay@50,” it is time to develop a strategic plan to take the College to the year 2020. As a necessary prelude, we constructed a new Mission Statement in the spring of 2014 following a campus-wide “conversation” about the purpose and aspirations of the institution and about the students we wish to serve. Almost immediately, the process began to build a new strategic plan, one that would stand on the broad achievements of “John Jay@50” and the “Critical Choices” agenda but at the same time would move the institution in very particular directions.

As with the development of a new Mission Statement, an Ad Hoc committee coordinated an extensive electronic conversation—and in this case one Town Hall meeting—to consider and then re-consider options for strategic goals. Thanks to extensive comments from individuals and groups, the Ad Hoc Committee was able to reduce the original list to seven goals. We believe the goals satisfy the criteria announced at the beginning of the process, and we believe they are achievable and measurable over the next five years, provided we resource them appropriately. All the goals link explicitly to the Mission Statement.

1. Provide Every Student with the Foundations for Life-Long Success

“The College's liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors.” Mission Statement

The John Jay Mission Statement also recognizes that our students are “passionate about shaping the future,” but to productively engage the future passion must be channeled through a carefully planned program of learning, both in and out of the classroom. The College must position students—one at a time—for life-long learning and professional success along various paths into careers and graduate study. Some elements of that positioning are common to all students, whatever their passions, and some reflect particular interests.

A recent poll conducted by the Chronicle of Higher Education\(^1\) revealed that employers look at job candidates first for internships, followed by employment during college, college major, volunteer experience, and extracurricular activities, in descending order of

importance. At the bottom of the list were relevant coursework, college GPA, and college reputation. The list varies somewhat depending on the industry in question, but the importance of experiential learning stands out across the board for students headed in any direction. As they focus on particular post-graduate pathways, John Jay students must be able to count on a robust program of internships, volunteer work, research, and paid employment, to understand literally how the world works in their chosen field.

It is also true that in every endeavor, John Jay graduates will require practical skills of the kind recommended by the American Association of Universities and Colleges in its “Liberal Education and America’s Promise” (LEAP) program: written and oral communications, critical and creative thinking, teamwork and problem-solving, quantitative thinking, personal/social responsibility, and inquiry and analysis. Some of these skills are part of the General Education program at John Jay, but we must fill the gaps where they exist.

On a personal level, all John Jay students should work toward an understanding of their aspirations and values that ultimately give meaning and direction to life; self-awareness—a fundamental purpose of education—is essential to finding a satisfying fit in a community, in a career, and in the world at large. The arts and humanities have perhaps special contributions to individual growth. While the aim is personal, social interaction is indispensable, as our Mission Statement suggests: “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.” Educating for Justice takes place best in a community of diverse learners, at the intersection of personal and intellectual development.

The College does an excellent job in every aspect of positioning just described. In addition, since 2008 we have added learning communities, first-year seminars, a common intellectual experience through the Justice Core, writing-intensive courses, undergraduate research, and courses and programs that emphasize diversity and/or global learning. However, too many students miss important learning opportunities because they are unaware of them or because they are not presented often enough or prominently enough. This goal aims to embed those opportunities systematically in all academic and extra-curricular programs in order to touch every student. Through a rigorous liberal education, John Jay is committed to graduating students who are positioned for success, professionally and personally, and poised to make a positive difference in the world.

2. **Foster a Supportive Environment for Faculty**

“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.” Mission Statement
In the past decade, the college has prioritized the hiring of faculty, increasing the professoriate from 319 to 402. These new faculty were selected for their promise to advance the college and to realize the aspirations of John Jay @ 50 as an all-baccalaureate institution, dedicated to student success, effective pedagogy, and excellence in research, scholarship, and creative work. Newly hired faculty joined veteran faculty in activities intended to achieve the goals of the Critical Choices agenda and the Master Plan: development of new curriculum; extensive revision of existing curriculum, including a revised general education; honors education; online education; advisement in the majors; undergraduate research and other extra-curricular mentorship of students in experiential learning; and increased grant activity, scholarly productivity, and global engagement. Faculty also assume leadership and service roles that facilitate the forward momentum of change at the college.

As our faculty aspire to national and international prominence in their endeavors, the College has an obligation to increase the resources available for faculty development, support, and recognition. As we look toward the next five years and beyond, it is clear that our success and the achievement of the institutional objectives of John Jay 2020 will depend on the dedication of our faculty to our shared goals. Accordingly, we must make a substantial and sustained investment in the faculty so that they are successful in advancing their careers, teaching and mentoring our students, and pursuing scholarship and creative activities that have the potential to transform the world.

3. **Promote Student Access Through Scholarships**

“We foster an inclusive and diverse community drawn from our city, our country, and the world.”

Mission Statement

An important tool in building the student mix we seek is scholarship aid. The College distributes nearly $1 million in scholarships and fellowships at the present time, but most of it goes to continuing students. Our ability to offer merit scholarships will be key to attracting freshmen, transfers, and graduate students with the academic backgrounds to match our increasing expectations for credit accumulation and timely graduation, intellectual engagement, independent and faculty-guided research, and experiential learning both on and off-campus. At the same time, maintaining a diverse student body is of paramount importance.
4. **Extend the Reach of the John Jay Education Through John Jay Online**

“Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.” Mission Statement

In the course of a generation, online learning has opened a universe of knowledge to learners across the globe, revolutionizing educational access and profoundly altering how teaching and learning take place. By the end of the decade, half of all college instruction in the world will be delivered online. Today’s college students—predominately a mix of traditional age students, young adults and working professionals---were born into the digital age. They thrive on technologically-assisted learning and benefit from the flexibility and intellectual excitement that web-based instruction and digital learning environments can provide. Because they came of age during the technological revolution, when the nature of work and the concept of a career were also transformed, they need to become true lifelong learners, adept at using the tools and opportunities of the internet for learning, credentialing and continuing education over the full course of their professional lives.

John Jay College currently offers about 2% of instruction online, a level well below what our students want and need to succeed. To catch-up with the digital age, provide our current students with the learning opportunities they seek, and expand access in the global age—a principle that undergirds our justice-focused mission—we need to advance our work in online programming. By accelerating the pace of our effort and aligning it with our mission, we can educate our students and transport our college into the future of teaching and learning. We can bring the world’s rich diversity into the classroom and provide our students with the educational experiences they need to launch and further their careers in our global world.
5. **Enhance John Jay’s Identity as an Hispanic-Serving Institution**

“We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce.” Mission Statement

Hispanics comprise 42% of the student population at John Jay College, giving it the largest Hispanic student population of any four-year college in the Northeast. As a federally designated Hispanic-Serving Institution, John Jay is eligible for federal funding, and the College will continue to take advantage of that revenue stream, but more importantly the College will build its identity as a Hispanic-Serving Institution through its comprehensive support of access and success for Latino students and thereby strengthen its commitment to diversity for the benefit of all students.

6. **Develop Health-Related Academic Programs and Comprehensive Pre-Health Advisement**

“The College's liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors.” Mission Statement

John Jay will leverage its faculty and facilities in the natural sciences to develop health-related programs of study and to build a comprehensive pre-health advisement program, goals which can powerfully support the broader goal (Number 1 above) of life-long success for students. Pre-professional study in healthcare, public health, and related fields is attractive to many of the most academically talented students entering college today, and career prospects are strong for the foreseeable future. A credible, visible initiative in healthcare would open new opportunities to recruit students who would otherwise not consider John Jay, and it would encourage strategic partnerships with organizations and agencies across the city and region. Moreover, as an Hispanic-Serving Institution, John Jay’s development of professionals in the healthcare and public health areas would honor our Mission Statement’s commitment to “increasing diversity in the workforce.”
An “education for justice” aligns naturally with a consideration of healthcare issues, given the fact of often scarce and always costly public resources distributed inequitably across the population. In 2010 the Agency for Healthcare Research and Quality (part of Health and Human Services) carefully documented the healthcare disparities in America through its “National Healthcare Disparities Report” with respect to certain services, race, income, and other populations (rural/urban). In global terms the disparities are larger, and as John Jay redefines and extends its international reach, the opportunities to include health and healthcare within our justice mission are more obvious than ever. Even criminal justice harbors important healthcare issues, from health in prison populations to the causes of crime rooted in mental and physical health. There are as well many regulatory and compliance health issues subject to judicial review, especially in environmental health and policy. Healthcare and justice are inseparable.

7. Global Citizenship for John Jay and for our Students

“Through their studies our students prepare for...global citizenship...” Mission Statement.

The College is deeply engaged in activities around the world, and on campus the world at large is our focus in many ways. We annually host scholars from other countries, and our foreign students number about 180. The College has 27 active international agreements with partner academic institutions. Our biennial international conferences typically host over 200 participants from more than 30 countries. Every academic department has at least one faculty member engaged in international scholarly work. Our student body comes from families where more than 100 languages are spoken. We have experienced enormous growth in our global connections, but we have often taken opportunities where they appeared instead of selectively harnessing global engagement to our mission.

Thus we are remaking John Jay as a global institution, and fortunately we have a roadmap to do so in the report from the Ad Hoc Committee on International Programs that lays out a number of far-reaching recommendations, the first of which is to develop a vision for global education at John Jay. Beyond the vision the College will develop infrastructure for planning and for student support.
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(Does not include count of full-time staff who are also adjuncts)