

**Joint Meeting: SPS – FPS
Minutes
March 18, 2014**

Present: James Llana (*SPS Chair*), Ricardo Anzaldua, Ned Benton, Kim Chandler, , Mark Flower, Jay Hamilton, Shereef Hassan, Karen Kaplowitz, Patricia Ketterer, Thomas Kucharski, Robert Troy, Mariani Mewengkang (*Recorder*)

1. **Approval of Minutes from February 6, 2014.** Minutes were approved as proposed.

2. **Budget and Space Update.** Since our last meeting the Mid-Year Budget Report has been updated. Based on the spring enrollment numbers we are 300 - 400 fte below our plan for Spring 2014 which wipes away our revenue over target of \$1 million. We may have savings in other areas that will allow us to end the year with a small surplus but next year (FY 2015) we are looking at no surplus. We will need to look at the funding for faculty in the Compact. There are searches underway and we are committed to hire 14 new faculty members. However, we may need to revisit our plans on backfilling faculty retirements, as well as look at the list of administrative hires, pending hires, and delays. The college is not anticipating an OTPS freeze, and we should also look at ways to increase soft revenues. We are looking at a \$3 million dollar deficit for next year so we need to focus on closing that gap, especially considering that next year's Compact may not be as generous.

There was concern raised about what the college is doing to market and recruit students. We need to look at every opportunity to market. It was mentioned that Anne Lopes is working on initiatives for Graduate recruitment. SPG has increased funding to put into marketing and future marketing endeavors for the Graduate program. John Jay also needs to fix issues related to the Graduate programs such as the GRE issue in the Forensic Psych program, and there are concerns that John Jay is not well received in the Fire Academy.

The committee agreed that there needs to be a systematic review for positions. Every year we end up in the same situation because we have more people than we can afford. But in order to do this we must first think about what we want to achieve academically while operating with the staff we currently have. We should look at the overall operational costs rather than thinking of money in specific categories. We need to think about how cutting staff can negatively impact departments. We also need to think about the things we want to do and where we want to go, while keeping the recommendations from Middle States in mind.

We may need to begin instilling a culture of "no" to the things we cannot do or afford.

Only one person from the College will be on the committee to select the Space Consultant. Work is projected to begin in May. Tom K. brought up the urgent need to move out of North Hall as soon as possible. In the past few months there have been dangerous situations in the NH building and he is concerned about the safety of the building. Ned agreed and asked that entities be moved out of North Hall. Some suggestions included opening up classrooms on the second floor of Haaren Hall, and using conference rooms in the New Building so that classes in NH can be moved to those empty locations. Shereef mentioned the possibility of a backlash from students if their meeting spaces are taken away, but Jim invited members of the committee to draft a resolution, circulate it, and have a vote on April 1.

- 3. Space Information Collection, a Status Report.** Jim told the committee that Ynes Leon conducted a survey in the fall. Of the 26 academic departments, only 6 have not responded. Ynes has been able to get lists of people, maps, and the spaces they occupy. In addition, 6 administrative departments have not responded.. Anthony Carpi has provided information regarding research space. 90% of the research space is used by Science, Psychology, and Anthropology. He will look at the inventory to see what the needs are before the end of the semester. We will invite Anthony to come in for a meeting and discuss his report. Before any real space planning can go on we need to know what the academic plans are. We need to know what the quantitative growth projections are for each department within a range of time. We also need to think about how we will deal with landlocked departments.

The Library has also discussed their space needs especially their need for a Special Collections Room. We will need the assistance of a library consultant to help with figuring out these issues. We will also need to think about the classroom issues and make decisions based on enrollment projections, time of day usage, and integrated planning.

Ned asked if there was any information regarding enrollment trends by sections. Ric said that he would provide Ned with the information he is requesting. Ned also asked to see the maps and information Ynes has. Jim told Ned that he would check with Ynes to see if this information can be shared.

As of yet we still have not heard anything about the CUNY 20/20 capital proposal.

- 4. PMP Discretionary Goals.** (attached) It was mentioned that Faculty Satisfaction should be at the top of list of goals. John Jay has been asked to participate in the COACHE survey so it is important we try and understand what it is that drives faculty satisfaction. How can we improve faculty satisfaction?

Some other goals that were mentioned are:

increasing student success, student learning, and student career success. There should also be goals about student readiness at each level of study.

We should also create goals regarding faculty workload and scholarly activity.

THE CITY UNIVERSITY OF NEW YORK PERFORMANCE MANAGEMENT PROCESS GOALS
2014-15 ACADEMIC YEAR

All colleges will be responsible for making annual progress on the eight university goals (section A), the relevant sector goals (section B), and a set of three to five focus area goals to be determined by the college (section C). Listed beneath each numbered goal in sections A and B are one or more indicators which will serve as the standard measure of progress for that goal. Standard metrics that do not apply to a particular college will be replaced by alternate metrics to be developed by the college in collaboration with the central office. Standard metrics will be prepared by the Central Office of Institutional Research and Assessment (OIRA). Alternate metrics and other college-specific evidence are to be provided by the college.

A. University Goals

- 1. Increase opportunities for students to be taught by full-time faculty¹**
 - a. Percentage of instruction delivered by full-time faculty
 - b. Ratio of Student FTEs to Full-time Faculty
- 2. Increase faculty scholarship and research impact²**
 - a. Number of publications and creative activities (3-year weighted rolling average)
 - b. Number of funded research grants
 - c. Total dollar amount of research grants (3-year weighted rolling average)
- 3. Ensure that students make timely progress toward degree completion**
 - a. Average number of credits (equated credits) earned in one year
 - b. Percentage of students who earn 30 credit (equated credits) per year
 - c. One-year retention rate of first-time freshmen (actual and regression-adjusted)
- 4. Increase graduation rates**
 - a. Four-year graduation rate of first-time freshmen (actual and regression-adjusted)
 - b. Six-year graduation rate of first-time freshmen
- 5. Improve student satisfaction with academic support and student support services**
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with academic and student support services
 - b. Odd years: Student satisfaction with *Academic Advising Effectiveness* and *Campus Support Services* as measured by Noel-Levitz SSI
- 6. Improve student satisfaction with administrative services³**
 - a. Even years: Colleges will report on policies, practices, and activities intended to increase student satisfaction with administrative services
 - b. Odd years: Student satisfaction with *Recruitment and Financial Aid Effectiveness*, *Registration Effectiveness*, and *Service Excellence* as measured by Noel-Levitz SSI
- 7. Increase revenues**
 - a. Voluntary contributions (3-year weighted rolling average)
 - b. Grants and contracts (3-year weighted rolling average)
 - c. Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)
- 8. Use financial resources efficiently and prioritize spending on direct student services**
 - a. Spending on instruction, research, student services as a percentage of tax-levy budget
 - b. Percent of budget in reserve (colleges should target 1-3%)

¹ University Goal 1 does not apply to the Graduate Center, the School of Professional Studies, the Law School, the School of Journalism, or the Macaulay Honors College.

² University Goal 2 does not apply to the Macaulay Honors College.

³ University Goal 6 does not apply to the Macaulay Honors College.

B. Sector Goals

1. Goals for Senior Colleges

1. Increase faculty satisfaction
 - a. COACHE⁴ satisfaction measures (specific measures to be determined)
2. Increase enrollment in master's programs⁵
 - a. Total enrollment in master's programs
 - b. Recruitment for new master's programs (new master's student enrollment)
 - c. One-year retention rate in master's programs

2. Goals for Community Colleges

1. Create more efficient remediation pathways
 - a. Percentage of students fully proficient by the end of the first year (of those initially needing any remediation)
2. Prepare students for transfer to baccalaureate programs
 - a. Percentage of first-time freshmen transferring to any baccalaureate program within 6 years
 - b. Transfer rate of AA/AS graduates to any baccalaureate program
 - c. Mean first-semester GPA of baccalaureate transfers from CUNY community colleges
3. Increase (or maintain high) pass rates on professional licensure exams
 - a. Professional licensure pass rates (Nursing [NCLEX], Occ. Therapy Asst. [NBCO-COTA], Resp. Therapy Asst. [NBRT-CRT/RRT], etc.)

C. College Focus Area Goals

1. Colleges will consult broadly with campus constituencies, including elected faculty representatives, to identify important priority areas for the college not already addressed by the university or sector goals
2. Colleges will articulate three to five goals, each of which should have a stated outcome by year's end for which evidence of progress can be demonstrated (qualitatively or quantitatively)
3. Some suggestions for college focus area goals are shown below as examples. Colleges are *not* required to select from these suggestions.
 - Increase access to online/web-enhanced course offerings
 - Indicator: Number of web-enhanced and/or online sections
 - Indicator: FTE enrollment in web-enhanced and/or online sections
 - Increase opportunities for undergraduates to engage in _____ (faculty directed research, internships, fieldwork, service learning, etc.)
 - Indicator: Number of students engaged in _____ (compared to prior year, and five year trend)
 - Partnerships with area businesses, organizations, programs, etc.
 - Indicator: Number of available openings for student participation in _____
 - Increase the number of STEM graduates
 - Indicator: Number of graduates from STEM programs in the last complete academic year (compared to prior year, and five year trend)
 - Increase summer course-taking as a means for enhancing students' early momentum
 - Indicator: Percentage of freshmen and transfers taking one or more courses the summer after entry
 - Attain, maintain, or improve accreditation status of professional programs
 - Indicator: accreditation of individual programs by end of year (or outcomes demonstrating progress toward attaining accreditation)

⁴ COACHE is the Collaborative on Academic Careers in Higher Education (<http://isites.harvard.edu/icb/icb.do?keyword=coache>), a research unit at the Harvard Graduate School of Education that focuses on improving recruitment, retention, and work/life quality of faculty at four-year institutions. CUNY is exploring the possibility of developing a community college faculty survey with COACHE.

⁵ Sector Goal 2 does not apply to Medgar Evers or NYCCT.