

**Joint Meeting: SPS – FPS  
Minutes  
April 23, 2014**

**Present:** Jane Bowers, James Llana (*SPS Chair*), Robert Pignatello (*FPS Chair*), Ricardo Anzaldua, Ned Benton, Janice Dunham, Mark Flower, Jay Hamilton, Karen Kaplowitz, Patricia Ketterer, Thomas Kucharski, Carina Quintian, Robert Troy, Fritz Umbach, Mariani Mewengkang (*Recorder*)

**Guest:** Lynette Cook-Francis, (*Vice President for Student Affairs*)

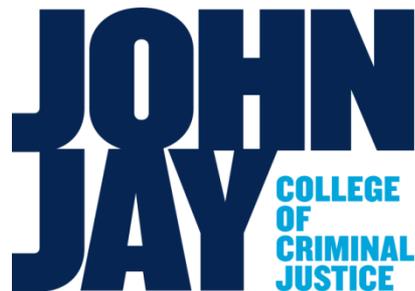
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1. **Approval of Minutes for April 1, 2014.** Minutes were approved as proposed.
2. **Budget Update.** There was no new information regarding the budget. A revised report will be done in the first week of May. The Business Office is currently working with the Provost's Office to discuss faculty vacancies.
3. **Space Consultant Update.** Interviews were done for two of the prequalified vendors. One was selected and we are in the final stages of negotiation. The vendor selected works with Scott Paige and has worked on the New Building as well. We may also consider bringing in a "Vertical Transportation Expert" in place of a "Technology Expert" to help us deal with our "vertical circulation challenges" due to limited elevator programming. Data is still being collected to give to the vendor. A checklist was distributed to the committee to inform us of the types of information the vendor will need, and who will be responsible for gathering that information. An electronic version of the checklist will be distributed to the committee. The hope is that there will be six-month turnaround time after work commences.
4. **VP Planning/Budget Report and Conversation.** VP Cook-Francis of Student Affairs gave a presentation detailing her budget priorities (attached). She explained the functions, structure, goals, and values of Student Affairs and concluded by making the case for three new positions with a total cost of \$160,000. She explained that she was basically satisfied with the current functioning and structure of the Division but looking at the same time to make some important improvements and hence the requests for additional positions in several key areas.
5. **PMP Campus Metrics.** The college will need to come up with three to five campus-specific goals for the 2014-15 PMP Goals and Targets. Though general suggestions have been made, we need to focus on more specific ones. We must also think about what actions we need to take to help us reach our goals. The metrics we create should be more focused on short-term goals rather than long-term goals. It was suggested that we have a goal to balance expenditures and revenue. In order to do this we need to develop a process where we do not overestimate revenue. Another metric suggested was to "even out enrollment in the majors." Some suggestions designed to help us accomplish this metric included:
  - Holding workshops about majors to bring attention to the college's other offerings
  - Have "undeclared" as a major choice for incoming freshmen
  - Not allowing students to declare a major until sophomore yearAnother suggestion made was to increase the number of participants in "faculty/student engagement." We should also come up with "outcome" metrics there. The committee will continue to discuss PMP metrics via email. There will also be a meeting to focus solely on the PMP metrics.
6. **New Business.** Karen distributed a letter to the committee which was sent to President Travis on behalf of the Faculty Senate. The letter discusses the Faculty Senate's concerns regarding the teaching load. Karen will propose this item for an upcoming agenda.

# **Division of Student Affairs**

## **Budget Planning**

### **Fiscal Year 2013-14**



# Supporting Student Success

## Reducing Barriers

- **Academic preparation**
- **Complex family situations**
- **Lack of cultural capital**
- **Financial**
- **Wellness challenges**
- **Physical and cognitive disabilities**



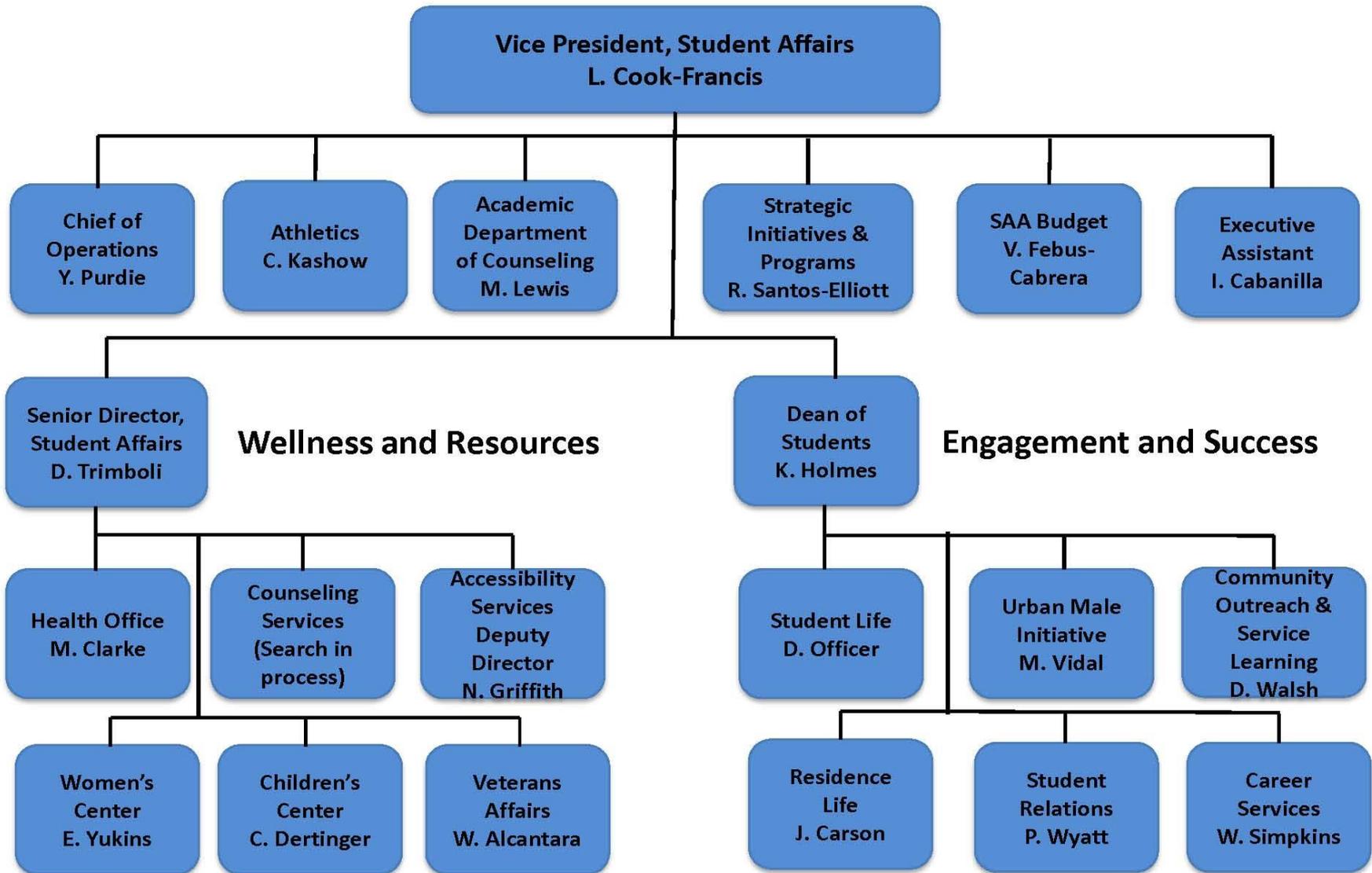
## Increasing engagement

- **Out-of-the class experiences**
- **Involvement/Spirit/Community Building**
- **Leadership**
- **Travel**
- **Residential Living**
- **Campus-related work**
- **Internships**
- **Service**
- **Peer mentoring**
- **Setting and upholding community standards**



# Student Affairs

## Table of Organization as of January 1, 2014



# Division of Student Affairs Funding Sources FY' 13-14

**JJC  
Foundation**  
4%

**College  
Depository**  
1%

**College  
Assistants**  
7%

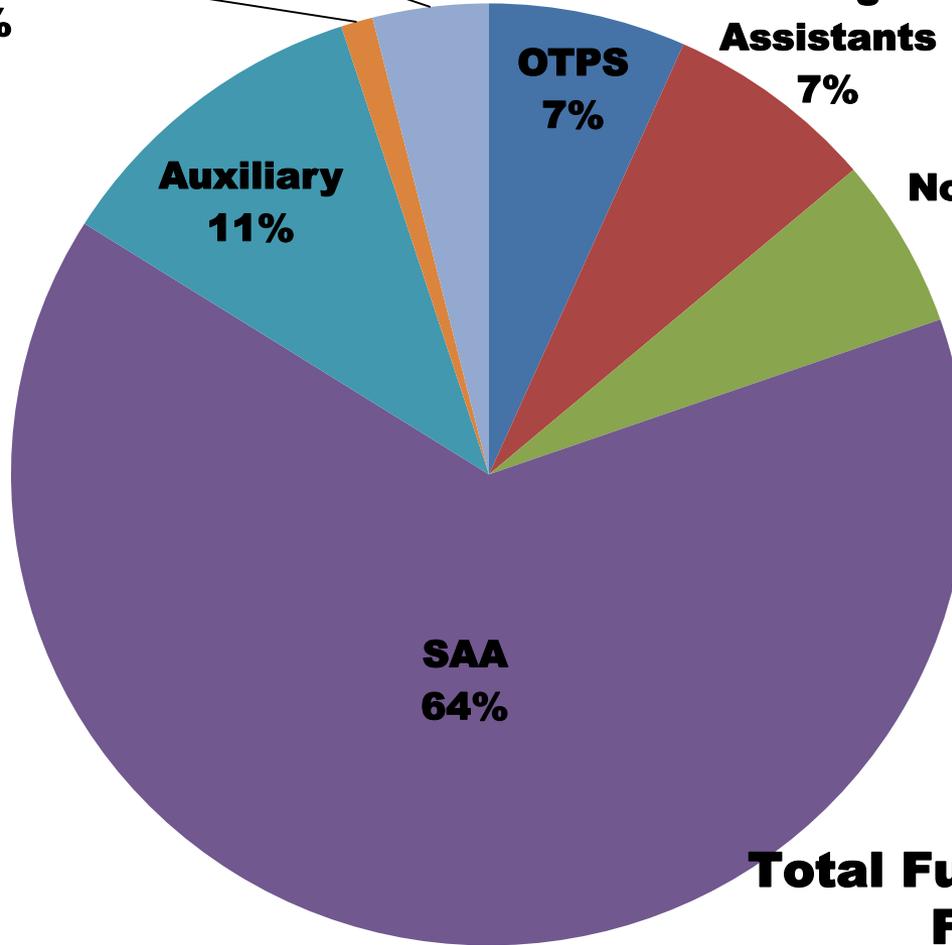
**OTPS**  
7%

**Non-Teaching  
Adjuncts**  
6%

**Auxiliary**  
11%

**SAA**  
64%

**Total Funding Sources  
FY'13-14  
\$4,266,374**



# **Spending Smart**

- **Repurposing of vacancies**
- **Contract development**
- **Partnerships with CUNY Central**
- **Making best use of professional development opportunities**
- **Entrepreneurial Activities**
- **Leveraging of Student Fee money**

# **Some uses of Student Fee money**

- **Athletics**
- **Child Care Center**
- **Additional funding for many units**
- **Game Room**
- **Travel Fund**
- **Faculty/Student Engagement Fund**
- **Psychiatrist in the Counseling Center**
- **New Student Convocation**
- **PROVE Interns for vets**
- **Concerts**
- **New Student Handbook**
- **Play-by-play announcer at athletics events**
- **Women's Center College Assistant**

**Vision:** A national leader in promoting student success on a diverse, urban campus, we put students first in all we do to engage 100 percent of our community in the collegiate experience.

**Mission:** To empower students to meet their academic goals while leading engaged, socially responsible lives.

**Values:**

**Collaboration-Entrepreneurship-Expertise-Risk Taking-  
Team Playing-Learning and Teaching-Jumping at  
opportunities-Believing in our students**

# Investing in **Student Success** -- 2014 onward

- **Training and development for staff**
- ***Sharpened* programming to reduce barriers to success – Single Stop, Student Support Services, Food Pantry, Welfare Work-Study program**
- ***Sharpened* programming to increase engagement – spirit building, signature John Jay experience**
- ***Sharpened* infrastructure -- smart technologies for assessment, communication, community building; smart staffing - Communications Coordinator, BIT Coordinator, full-time nurse, internships**

# **Funding requests for 2014**

**Behavioral Intervention Team (BIT) Coordinator - \$50K**

**Academic and Compliance Education Specialist (ACE) in Athletics - \$60K**

**Single Stop coordinator – \$50K with matching funds from VC Sanchez**

**Total: \$160K**

April 28, 2014

Dear Associate Provost Llana and Senior Vice President Pignatello,

I write on behalf of the Faculty Senate to request that the following FY15 budget request be placed on the agenda of the May 6, 2014, meeting of the FPS for action by that body:

- \$240,000 allocation for Year Two of a Faculty Workload Mitigation Program

Explanation: At its meeting of April 24, 2014, the Faculty Senate adopted the following statement by unanimous vote:

The Faculty Senate congratulates and thanks Provost Bowers for implementing a workload mitigation program this year. To do so, Provost Bowers and the College Administration allocated \$120,000, which was derived from funds obtained by not filling two full-time faculty lines. Workload mitigation has been identified as the top priority of the John Jay faculty and of the Faculty Senate, which represents it.

The Faculty Senate accordingly calls upon the John Jay Administration:

- To double that amount for next year – FY15 – so that the second year of the workload mitigation program shall be in the amount of at least \$240,000.
- To allocate yearly incremental increases of at least \$120,000 for the program.
- To derive these monies from unfilled full-time faculty lines unless there are other stable sources of funding for this program.
- To develop the principles and methods of allocating course reductions in consultation with elected faculty leaders of the Faculty Senate and other appropriate elected faculty governance bodies.

As already reported to you, previously, on April 9, 2014, the Faculty Senate adopted the following statement without dissent (30 yes - 0 no -1 abstention):

In a reaffirmation of our faculty-wide campaign for a reduction of the College's 4-3 base teaching load (and, for lecturers, 5-4 base teaching load), the need for which is evidenced by the results of the COACHE survey, we declare that teaching load reduction is our top priority. The current teaching load harms our students' academic success. We hold that resources in the College budget should be directed to mitigating teaching load for our current faculty even if it means not hiring new faculty. We call upon the administration of John Jay to support the faculty's top priority.

The 2012 COACHE Faculty Job Satisfaction Survey "Provost's Report" for our College states: "The key for every faculty member is to strike a balance between institutional expectations for each aspect of work and time and ability to perform that work. Dissatisfaction can occur when faculty members feel expectations are unreasonable, institutional support is lacking, or the distribution of work is inequitable. Time is the common denominator; if faculty do not have time to adequately perform in any of these areas [research, teaching, and service] commensurate with expectations, dissatisfaction can occur and morale and productivity can suffer" (p. 18).

We note that the COACHE Survey results of John Jay's tenured faculty show that 53% of the respondents said that the teaching load at John Jay is one of the "Worst aspects of working at John Jay" but did not make it at all into the "Best aspects of working at John Jay." John Jay's Office of Institutional August 2012 Report analyzing the survey results notes that "Twice as many faculty report dissatisfaction with teaching load than our peer institutions and would negotiate it in their contract if they could. They are also more dissatisfied with time spend to administrative work. They disagree that they are able to balance their time spent on teaching, performing research and in service" (pp. 5-6).

Asked "If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?, 59% of John Jay's tenured faculty identified teaching load (e.g., course release) compared to 25% of peer institutions and 14% of all institutions participating in the survey. As to the statement: "I am able to balance teaching, research, and service activities expected of me," 59% at John Jay disagreed while 41% disagreed at peer institutions and 38% disagreed at all institutions (p 6). [The five peer institutions for this Report, chosen by John Jay Administration, were College of Staten Island/CUNY; Hunter College/CUNY; Queens College/CUNY; Buffalo State College/SUNY; and University of Wisconsin at Parkside.]

It is the Faculty Senate's strongly held belief and experience that the academic success of our students suffers when faculty do not have sufficient time to provide the regular, timely, and meaningful feedback our students need and deserve. When we admit students to our College, we implicitly pledge to them that we will do everything within our power to enable them to succeed academically and personally. This requires giving faculty with the time and the opportunity to provide that feedback to all our students, from those with extraordinary skills and talents to those who are not yet fully prepared for college-level work and life.

Teaching at John Jay is an act of social justice for many of us on the faculty. We treasure our work and our students. We ask the John Jay Administration support us as we support, teach, mentor, motivate, and – we hope – inspire our students.

Sincerely,

*Karen*

Karen Kaplowitz  
President, Faculty Senate