

Strategic Planning Subcommittee
Meeting Agenda
October 15, 2020
11:00am-12:00pm – Zoom (details are below and in the calendar invite)

1. Approval of minutes for the September 16, 2020 meeting
2. Update on the strategic plan including AASHE STARS, curriculum framework, finance and administration and campus climate survey (*see attached*)
3. Update and input on multi-year course scheduling- Brian Cortijo (*see attached*)*
4. Brief middle states update – Ned Benton
5. New Business

* Brian Cortijo sends these comments in advance:

Our report from the summer indicated 5 areas that the task group believed were vital to the success of a multi-year schedule cycle: Timing, Classification, Insulation, Continuing Assessment, and Growth. Those findings appear in the report we delivered, which is again attached for the subcommittee's review.

There is significant groundwork that needs to be done on the academic side of the house prior to implementing any multi-year scheduling plan. In addition to the necessary buy-in from departments, programs, and academic administration (up to and including the Provost) to move away from the sort of rolled-over schedules the college has used for many years, the Classification portion of the report needs to be completed well before we can hope to begin putting this new paradigm in place.

Before putting this plan before the administration, however, or even to the BPC, SPS needs to assess its level of agreement with the group's findings and refine the recommendations and terminology therein. This has yet to happen. Here are the key issues we would like the SPS to consider:

- Does the subcommittee agree that the three-year cycle is ideal?
- Who would SPS recommend coordinate and oversee the Classification process, which is likely to require significant guidance and feedback before completed?
- What information is needed to make sure that both decision makers and stakeholders have the necessary data to Insulate the schedule? From whom should that data be coming?
- Should the Continuing Assessment and Growth areas remain distinct, as the subgroup recommended? Or are these items that can be folded into one another?
- While a scheduling cycle institutes a new process, are there policy implications that SPS should be ready to address, or new policies to put forward?

**Strategic Planning Subcommittee
Minutes
October 15, 2020**

Present: Yi Li (*Chair*), Allison Pease (*Designated Chair*), Ric Anzaldua, Ned Benton, Brian Cortijo, Warren Eller, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Catherine Mulder, Dyanna Pooley, Jessica Rosario, Monika Son and Alison Orlando (*recorder*)

Guests: Hungde Chan, Rulisa Galloway-Perry, Alena Ryjov, and Rodger Szajngarten

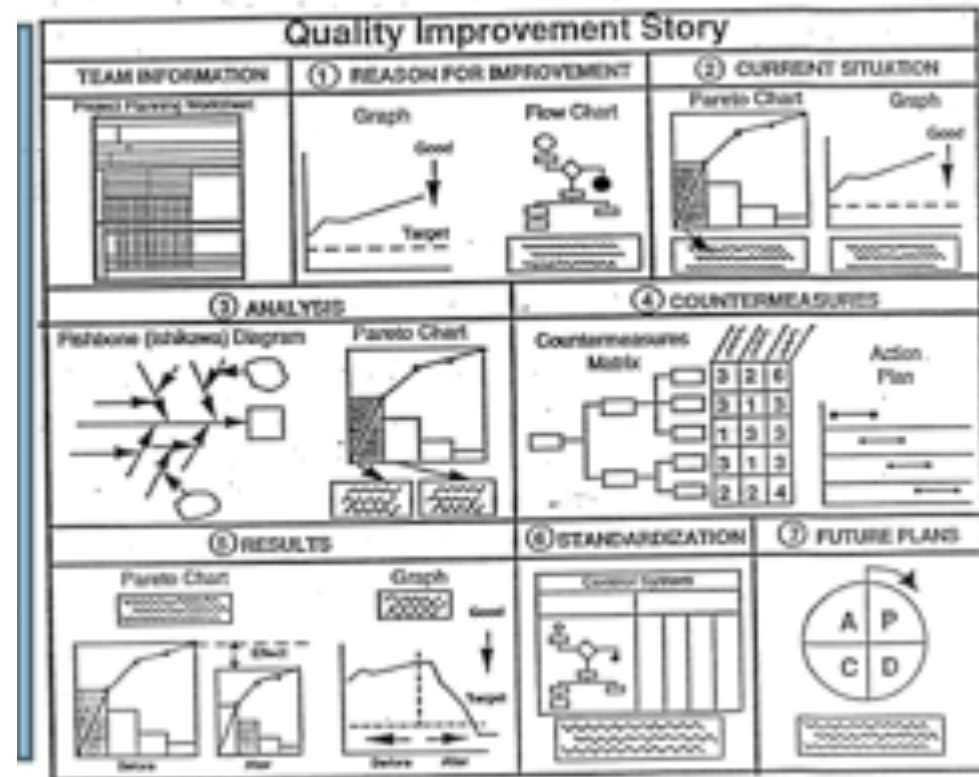
1. **Approval of minutes from September 16, 2020.** The minutes were approved as proposed.
2. **Update on the strategic plan including AASHE STARS, curriculum framework, finance and administration, and campus climate survey.** Allison P. gave an update on the strategic plan. She spoke about several initiatives at the college that address various goals and objectives within the plan. She first gave an update on the objective to “implement a comprehensive sustainability program” (Goal 4, Objective B). She explained that Lindsey Kayman is working on an inventory of the college and once this has been completed the college will submit for our initial rating with AASHE STARS. She then spoke about the objective to “develop a shared framework across the faculty that informs a culturally affirming inclusive pedagogy and curriculum design” (Goal 3, Objective E). She said that she has been working with Dean Byrne on this and that there are currently 40 faculty working on new courses and course revisions across the curriculum. She then moved on to speak about the objective to “create and sustain a culture of equity, diversity and inclusion” (Goal 3, Objective A). She explained that the college is currently working on creating a new campus climate survey which they are aiming to launch in the spring. Mark F. then gave a brief update and described the Lean 6 Sigma Methodology which Finance & Administration will be using to address the KPI’s within the Strategic Plan.
3. **Update and input on multi-year course scheduling.** Brian C. explained that the workgroup formed in the SPS-FPS on multi-year scheduling recommends a three-year course scheduling plan. However, he felt that it is important to have feedback from the SPS and other stakeholders on items such as the course classification process. Ned B. felt that a three-year schedule would be helpful for scheduling purpose, but he had two concerns. The first being that the college should scan the technology horizon at the CUNY to ensure that the university is also working on a similar process. His other concern is that a course classification process would make it harder to make the schedule. Yi L. spoke about the advantages of a multi-year scheduling process and felt that the college could launch a three-year schedule on a parallel system that would allow us to make adjustments as needed. He added that implementing a multi-year schedule would be a collaboration between the Registrar’s Office, Provost’s Office, Undergraduate Studies, Graduate Studies, Enrollment Management and the Budgeting Office. Yi L. committed to help with the multi-year schedule; he added that we need a concrete timetable and plan to begin. There was then a discussion on the advantages and disadvantages of including course classifications on the multi-year schedule. Allison P. then looked over the questions Brian C. presented to the committee in advance and asked the committee to address two of his questions. The first of question the committee addressed was “Does the subcommittee agree that the three-year cycle is ideal?” Allison P. asked for a vote on the recommendation of a three-year cycle. There was a vote, and it was passed unanimously. The second question the committee addressed was “While a scheduling cycle institutes a new process, are there policy implications that SPS should be ready to address, or new policies to put forward?” There was a discussion on this topic. Ned B. said it would be useful to describe the scheduling system in a 2-3-page summary, and that this would help decide who is a

stakeholder and how the scheduling process will fit into other types of processes. Allison P. added that she felt that at this time the Provost, the Registrar and those central to this process should take this conversation out of the committee. However, they are welcome to come back to the SPS for the committee weigh-in throughout the process. Yi L. said he will have a discussion with the Registrar about multi-year scheduling and he will report back to the committee on the progress.

4. **Brief middle states update.** Ned B. gave an update that the Steering Committee Co-Chairs (Allison Pease, Ned Benton and Jim Cauthen) among others at the college have been attending the Middle States Self-Study Institute. He explained that the next step in the reaccreditation process is the creation of a self-study design, which will be shared with the SPS. He also explained that some decisions have been made regarding Middle States including that the site visit will occur in spring 2023 and that we will have a standard based self-study. He said that the process is ongoing, and the committee will continue to be updated.
5. **New Business.** There was no new business.

Finance & Administration Efforts To Meet Strategic Goals

- F&A will be utilizing Lean 6 Sigma Methodology to address many of the KPI's associated with the Strategic Plan. For example, HR will be focusing on insuring that all Adjuncts and Temp Service Staff are paid on time. Using the QI Story as the process for implementing corrective actions to address this issue.



Adapted from the concept of the QI Story, originally named by Mr. Jigawa, president of Kurokawa, for the purpose of teaching improvement activities. Professor Jigawa and others expanded the procedure to include its use as a guide for solving a problem.

Rationale: A three-year cycle falls between the two-year program length for many graduate programs and the four-year undergraduate program length. It allows programs to leverage the three-year appointments of some adjuncts, alongside full-time faculty, to best assess coverage of needed courses. The three-year cycle is also consistent with the recommendation of the last group to study this question, in 2009.

Next Steps: Conversations with department chairs, program directors, and administrative leadership about an implementation plan, opinions about the recommended cycle.

2. Classification: Critical to the development of any extended planning cycle is an understanding of what courses we currently offer, and how those courses can be categorized both broadly and within programs. This classification will assist stakeholders and decision makers in determining how many sections (both within departments and college-wide) of a given category of course should be offered.

The group's recommended classifications are as follows:

Major/Program Core: Courses offered by the department that fulfill core requirements for a major or degree offered by that department.

Major/Program Elective: Courses offered by the department that fulfill core requirements for a major or degree offered by that department.

Minor/Certificate: Courses offered by the department that fulfill core requirements for a minor or certificate offered by that department.

General Education: Courses offered by the department that fall into the various Required Core, Flexible Core, and College Option (includes courses in other categories)

Freshman Offerings: Courses offered by the department that are specifically intended for incoming freshman students (includes courses in other categories, especially first-year seminar courses)

Cross-Department: Courses offered by the department that enhance or fall into the required or elective courses of a major or degree offered by another department

Common Substitutes: Courses offered by the department that may be considered electives at first glance, but are commonly substituted to fulfill major or other requirements

Elective: Courses offered by the department that are true electives

These classifications should be aided by the regular program review process. They can also help in calculating other factors such as full-time faculty coverage, variance in the schedule, and areas for growth or adjustment.

In a certain sense, this classification is even more important than the timing of the process. Classification of courses allows schedulers and academic leadership to make data-informed decisions about the actual needs presented by the schedule, and how to best meet those needs with the resources available.

Next Steps: Universalize the definitions following conversations with academic leadership. Later steps will include classification at the department level and submission to Undergraduate and Graduate deans for final categorization.

3. **Insulation:** There are a number of factors that exert external pressures on the academic schedule that constrain offerings. Some of these can be predicted, and others can't, but identifying what they are—and pushing for the tools to mitigate some of those factors—would both help and be helped by a multi-year schedule.

The **college budget**, as assigned by CUNY (and ultimately, New York State) is insufficient to meet the needs of an institution of John Jay's size.

The **varying numbers of admitted freshmen** mean that the college has difficulty predicting how many freshman offerings will be needed in each fall term. Having a firm target number will help make those offerings more certain and knowing exactly how many freshmen we can accommodate will aid in helping Admissions know how many students to take.

The hard truth is that there is a **lack of sufficient, appropriate academic space** at the college, which means we are often faced with denying programs the ability to run courses at times they might prefer. This applies to both regular classrooms and to computer labs, both of which are utilized at or near maximum capacity during the prime hours and days of the college.

The lack of **full-time faculty coverage** in some programs and departments means that some programs lack the necessary specialization or expertise to offer all of the courses that they might otherwise like, causing offerings to be spread out over time, or some courses not to be run because a qualified instructor is not available.

The **schedule roll-over process** creates a system in which departments perpetually inhabit periods even when the courses listed there do not run efficiently.

Faculty preference can occasionally create bottlenecks for scheduling, including course timing, specific offerings needed by departments, and coverage for graduate over undergraduate courses.

4. **Continuing Assessment:** Although planning is crucial, it is vital that the college's course offerings continue to be evaluated at least annually to determine whether projections were incorrect, additional capacity is needed, and adjustments can be made in order to meet changing, college-wide needs.

The regular program review process provides additional data that may inform the multi-year schedule mid-cycle. Graduation and admission rates within the program, transfers from the CUNY Justice Academy, pass rates for bottleneck and gateway courses, and other data points may be used to determine whether the proposed three-year schedule should be modified.

Course Seating Efficiency: With guidance from the Deans, schedulers should continually identify areas of potential efficiency at the course level (sections of a given course), in-department category (courses that fulfill the same requirement offered by a program), and college-wide category (sections offered college-wide fulfilling a given general education field).

A “Waiting List” of courses that have additional need but cannot be run due to other constraints (faculty or room availability), but may be made available if efficiencies or course cancellations allow, should be created.

5. **Growth:** A multi-year planning cycle allows the college to determine how best to meet its anticipated needs, and to adjust capacity from areas of stagnation or attrition to areas of growth or expansion. It also allows the college to identify in advance critical deficiencies that might better be addressed before they become detrimental to the health of a program.

Shifting limited resources (in particular, “prime time” scheduling slots) from programs that have shown definitive attrition or departments that have been asked to draw back their schedules to programs that are already operating at high efficiencies and have the potential for growth.

Expanding course offerings in ways that have not been considered but show potential, including weekend class cohorts and synchronous online course offerings.

Planned assignment of full-time faculty (in terms of both new lines and course assignments) to programs that will have the greatest need.

Conclusions

There is still a great deal of work that needs to be done to prepare for planning on this scale, by chairs, program directors, deans, and other personnel.

We believe that a three-year scheduling plan, submitted to the academic deans in advance of scheduling the first semester of the cycle for review and recommendation to the Provost, is the best plan for the multi-year planning of courses. This will give the college a clear picture of how many sections will be offered, how many students in a given program, major, or admit year can be properly accommodated, and where additional growth or adjustment is needed. It also provides a means to project faculty coverage over time, departments where resources are best allocated in the short term, and to predict the long-term health of each program and the college as a whole.

Note that nothing in this plan relates to the actual scheduling of individual courses in terms of days of the week, times of day, instruction mode; this is an initial proposal for macro-level assessment of the schedule as a whole. Questions regarding the semester-by-semester scheduling of individual courses will still remain to be answered once this plan is implemented.

Additional Thoughts

There is continuing concern regarding two factors that skew the academic schedule: overtallies and last-minute additions. Overtallies can tend to draw enrollment away from sections that need the students to run, or to skew seat efficiency numbers overall for multiple-section courses. Last-minute additions often direct students away from existing courses which may meet the same academic need. Any long-term scheduling plan should take both of these factors into account.