

Faculty Senate Minutes #145

John Jay College of Criminal Justice

October 22, 1996

3:15 PM

Room 630T

Present (27): Yahya Affinnih, Michael Blitz, Dorothy Brace, Effie Cochran, Elizabeth Crespo, Edward Davenport, Jane Davenport, John Donaruma, Janice Dunham, P.J. Gibson, Elisabeth Gitter, Andrew Golub, Amy Green, Lou Guinta, Karen Kaplowitz, Andrew Karmen, Kwando Kinshasa, Sondra Lanzzone, Gavin Lewis, Tom Litwack, Barry Luby, Ellen Marson, Daniel Pinello, Frederik Rusch, Carmen Solis, Agnes Wieschenberg, Daniel Yalisove

Absent (11): Kojo Dei, Arlene Geiger, Edward Green, James Malone, Robert McCrie, Mary Ann McClure, Jill Norgren, Adina Schwartz, William Stahl, Davidson Umeh, Maurice Vodounon

Guest: Ned Benton (Chair, Budget Planning Committee)

Agenda

1. Announcements from the chair
2. Approval of Minutes #144 of the October 9 meeting
3. Discussion of the October 23 College Council agenda
4. Resolution of appreciation for Professor Pat O'Hara, coordinator of the CJ Education Conference
5. Budget Report: Invited Guest: Professor Ned Benton
6. Proposed resolution: Resolved, That the Faculty Senate requests that the Office of the Provost implement its announced schedule of student evaluations of faculty by conducting the evaluation during the Fall 1996 semester
7. Proposed resolution: Resolved, That the Faculty Senate requests that the Dean of Registration conduct an audit of "permission of instructor" waivers of prerequisites
8. Proposed resolution: Resolved, That the Faculty Senate recommends that the terminal operators at registration and at late registration be compensated adjunct faculty
9. Proposed resolution: Resolved, That the Senate, in light of the data revealed in the prerequisite enforcement audit, requests that the academic departments review prerequisites

1. Announcements from the chair [Attachment A]

More than 150 faculty attended the Friday, September 27, faculty retreat. There was tremendous energy, and of the 73 anonymous evaluation forms handed in, 34 rated the event as excellent, 33 rated it as good, 5 rated it as fair, and 1 as poor.

Almost everyone characterized the small group discussions as excellent (the only criticism was that there was insufficient time for the discussions) but most were critical of the final plenary session. Many faculty later noted that the difference between the small group discussions and the plenary experience is analogous to students' experiences when doing small group (also known as student based) learning as compared to lecture style classes.

The nine small group sessions were devoted to the following four topics: managing problems in the classroom: defining course goals and promoting academic success: teaching controversial or provocative material; class size, resource issues, and pedagogy. The discussion leaders were provided with recommended discussion questions and exercises designed for each topic. Most of the comments on the anonymous evaluations praised the very fact of the event, commenting that it provided a much needed and appreciated opportunity for faculty to talk together about teaching. A faculty retreat for the spring is being planned by the same planning group: Ned Benton, Robert Crozier, Karen Kaplowitz, James Malone, Jerry Markowitz, Harold Sullivan, Basil Wilson, and Roger Witherspoon.

CUNY has asked the NYPD to report to CUNY Central the names of any and all CUNY employees who are arrested for any reason. A copy of the NYPD interim order dated March 26, 1996, states that the names of all CUNY employees who are arrested are to be reported to Director of CUNY Security Jose Eliques. The question was raised as to whether this is an appropriate request by CUNY of the NYPD. The issue of the rights of those engaged in peaceful protest of cuts to CUNY's budget, for example, was raised. The point was made that many CUNY employees are also CUNY students and concern was expressed about possible repercussions to them. Several Senators offered to check the NYPD Patrol Guide and other sources. The UFS Executive Committee is concerned about this policy and is reviewing it.

The out of control rodent problem in North Hall was raised. President Kaplowitz reported having had a very good conversation with Vice President John Smith earlier in the day about the fact that the rodent infestation was throughout North Hall and that the children's center and cafeteria are in that building and that droppings (which can trigger asthma attacks) have been reported on desks in faculty offices on every floor of North Hall. VP Smith had replied that until receiving a written memorandum from Professor Pat Licklider (English) a few days earlier he had not known there was any problem and even then had thought it was limited to the area of Professor Licklider's office. Many senators said they had contacted Buildings & Grounds and that, therefore, B&G knew. President Kaplowitz said that is why she is raising this here (as she has been requested to do by many faculty, both senators and non-senators): she said we need to report all issues in writing and in an organized way. She said B&G presumably did not inform VP Smith of the problem and that only VP Smith can authorize additional expenditures. She said henceforth we should communicate all problems in writing and inform each other: one way is to send a copy of memos to the Senate.

Senator Gavin Lewis noted that another CUNY college recently had a serious rodent problem. Senators Janice Dunham and Betsy Gitter said the problem was at Hostos and that the Department of Health had been called. Senator Dorothy Bracey agreed that we need to put all communications in writing and we need to keep each other informed whenever something is happening that our colleagues should know about but she added that we really should not have to tell a vice president about a rodent problem.

President Kaplowitz reported that the new CUNY Trustees are very actively engaged in their work. One trustee, Robert Price, stated at the public meeting of the Board of Trustees in September that he is on the Board of Trustees to downsize CUNY, to close colleges, and that CUNY should comprise no more than 14 colleges.

The Senate-created ad hoc committee on day/night courses unanimously agreed upon a number of recommendations which have been transmitted to the Provost [Attachment A].

The latest enrollment data were provided by Chancellor W. Ann Reynolds at the meeting of the Council of Faculty Governance Leaders on September 20 [Attachment B].

The Senate's Computing Committee also includes Professor Ira Bloomgarden, whose name was omitted from the Senate Minutes #143.

2. Approval of Minutes #144 of the October 9 meeting

By a motion duly made and seconded, Minutes #144 of the October 9, 1996, meeting were approved.

3. Discussion of the October 23 Collese Council asenda  
[Attachment C]

At the direction of the Senate last month, an agenda item was submitted requesting a report on enrollment plans and space needs. This item is on the October 23 Council agenda [Attachment C].

4. Resolution of appreciation for Professor Pat O'Hara, coordinator of the Criminal Justice Education Conference

Professor O'Hara's work and the conference were praised. The resolution was approved by unanimous vote.

5. Budget Report: Invited Guest: Professor Ned Benton  
[Attachment D1-D4]

President Kaplowitz welcomed Professor Ned Benton, chair of John Jay's Budget Planning Committee. Before asking Professor Benton to report about his analysis of the budget, she reported that the University Faculty Senate Budget Committee met last week with Vice Chancellor for Budget Richard Rothbard, Budget Director Ernesto Malave, and Howard Galin, who is responsible for the Instructional Staffing Model (ISM). President Kaplowitz reported that she and Professor Benton attended the three-hour meeting, which was largely devoted to information about the recalculation of the ISM.

President Kaplowitz explained that under the new application of the ISM, the level of the courses that we offer no longer determines whether upper division and lower division teacher/student ratios are the basis for budgeting but rather that the number of credits that students in courses have completed is now the determining factor as to which courses are upper division and lower division. At John Jay, the Fall 1995 Teaching Load Report projected us to have:

Lower Division FTEs:	5,113
Upper Division FTEs:	2,305
Graduate FTEs:	374

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TOTAL FTEs: 7,792

Thus, of a total of 7,792 FTEs, 5,113 FTEs are lower division (the students have completed fewer than 60 credits): in other words, 66% of our FTEs are lower division. At issue, she said, is the fact that we are a senior level college and yet two-thirds of our FTEs are lower division. When Chancellor Reynolds was at our Senate in May, she said the faculty should deal with the imbalance between the number of lower division and upper division students and these data make clear what she was alluding to.

Senator Litwack asked whether we have comparable data for the other colleges? President Kaplowitz said that the chair of the UFS budget committee has asked Vice Chancellor Rothbard to provide the committee with this data for all the colleges: although many members of the committee have this data about their own college, not all colleges are represented on this very small committee.

Professor Ned Benton (Public Management), chair of the Budget Planning Committee, said the University needs to have a continuing commitment to Base Level Equity such a commitment does not seem to be explicitly reflected in the new budget request. He has submitted written testimony to the Board of Trustees about the Board's need to have a continuing commitment to Base Level Equity. Also, Professor Benton said, John Jay needs to have the University make a push for capital funding for our new building. This project, both money for land acquisition and for design, has been given a very low priority in the new budget. President Kaplowitz noted that John Jay's Phase II is only priority #9 of the 27 projects on the list of priorities set by the Chancellor's Office: the request for design money for Phase II is listed only after capital project requests for Brooklyn, CCNY, Baruch, Queens, and four University-wide projects. She distributed copies of CUNY's capital asking budget. On the other hand, she said, John Jay's Phase II is included in the Five-Year Capital Plan presented to the Board's Fiscal Affairs Committee last week: the planned completion date for Phase II is given as 2000/2001.

Professor Benton circulated draft versions of budget charts he has just developed: he explained that he needs additional information before the charts are really complete and so he has designated the graphs as "draft." He explained that the first chart, "Base Level Equity and Adjunct Allocations: 1995/96 and 1996/97" [Attachment D-1], illustrates a fundamental problem with the allocation of the funds and a fundamental unfairness to John Jay. He noted that finally this year John Jay received Base Level Equity in a significant amount: the first column shows the amount of Base Level Equity funding that each campus received and, he said, it is clear that John Jay received the most Base Level Equity funding (because we are the most fiscally disadvantaged of the senior colleges). The second column, which in John Jay's case goes down, shows the net funding for adjuncts. There are several factors in the net funding for adjuncts: the reconfiguration of the ISM is one factor; another is the change in the amount of funding for one FTE adjunct from \$22,000 to \$16,000 (in other words, the amount of money we get for every seven adjunct-taught

sections is \$6,000 less than it used to be). The effect of changing this formula is that it cancels out the positive impact of Base Level Equity and in some cases reverses the impact of Base Level Equity. The third bar is the combined effect of Base Level Equity and the net change in the adjunct funding formula. This third bar shows we did come out a little ahead and, in fact, there are some colleges, such as Baruch, that did not get much Base Level Equity funds and that lost funds because of the new adjunct funding formula.

Senator Tom Litwack, referring to the latest enrollment data [Attachment B], noted that Professor Benton's chart shows that Lehman received the most increase in adjunct funds even though Lehman had a drop in its student enrollment. Similarly, City received an increase in adjunct funds even though City also had an enrollment decrease. This could only have occurred, he noted, if the change in the application of the Instructional Staffing Model (ISM) made a big difference as to where adjunct funds were directed. Professor Benton concurred. Senator Litwack said we do not have a good argument about the change in the adjunct funding formula because all that 80th Street did was to allocate the exact amount of money that it actually costs a college to hire adjuncts. Professor Benton said he would disagree in that the change in the adjunct formula was arbitrary and was made without consultation.

Senator Litwack agreed, saying that we could argue that as long as Base Level Equity is not fully implemented, and is instead being phased in over a period of time, the change in the adjunct funding formula should not have been fully implemented all at once and should certainly not have been done right away when the colleges that are the most disadvantaged are the ones that are harmed by the change. Professor Benton agreed: he noted that between Base Level Equity, ISM, and the adjunct funding formula, the older campuses came out ahead in terms of the allocation of funds and the poor campuses, such as John Jay, did not do well even though we are seen as having received Base Level Equity.

Senator Amy Green questioned how it is possible for a college to lose students and yet receive more adjunct funds. Professor Benton said that this is exactly Senator Litwack's point -- that this is possible only because of the change in the application of the ISM: Lehman and City were scored in such a way that many of their courses have turned out to be the expensive courses (in terms of courses with low student/faculty ratios) and, as a result, those colleges need more faculty for those courses and, thus, received an increase in their adjunct budget. Senator Litwack said the change in the adjunct funding formula would reduce the adjunct budget for every college and, therefore, the fact that some colleges had an increase in adjunct funding (despite enrollment decreases) means that it is the change in the application of the ISM that is responsible.

It was suggested that John Jay may be fiscally harmed by the application of the ISM because our students take so many lower level courses (most of our core comprises 100-level and 200-level courses). President Kaplowitz said the new method of applying the ISM is based entirely on the level of the students enrolled at a college and not on the level of the courses they are enrolled in.

Explaining the second graph, "Enrollment (FTE)" [Attachment D-2], Professor Benton said that colleges which grew were not being rewarded for doing so. President Kaplowitz drew the Senate's attention to the latest enrollment figures which show

that John Jay's enrollment increased by 5.3% (headcount) and by 8.1% (FTEs) while the FTEs and headcount of other colleges decreased, in some cases dramatically [see Attachment B]. Senator Benton said his point to Vice Chancellor Rothbard is that CUNY's budget projects an increase in student enrollment but the enrollment at some colleges is falling and, therefore, at colleges where enrollment is growing, 80th Street should support the consequences of that enrollment growth. If a college grows, it must be funded in a way that mitigates the effect of that growth. But it seems that a college is not rewarded for enrollment growth and yet when a college's enrollment falls, its enrollment decrease is mitigated in terms of its budget, he said.

Senator Litwack said Professor Benton's charts are very helpful, as always, but the question is still what should our strategy be: would we do better to seek more funds from CUNY or should we reduce our enrollment. Senator Litwack said given the current environment he thinks it is highly unlikely that CUNY will do what we all agree it should do, which is to fund us properly, not just in terms of faculty but in terms of all funding. He said he does not think we will get the funding from CUNY and that, therefore, we should reduce our student enrollment. Why, he asked, are we taking in more students than we are budgeted for? He added that if Base Level Equity is fully implemented, the number of our faculty will keep pace with the number of students we enroll: that is what Base Level Equity is. But, he noted there is no formula for non-faculty personnel. He said he questions whether we will ever be able to get CUNY to give us Base Level Equity for non-faculty personnel and, if that is true, perhaps we should reduce the number of our students.

Senator Guinta said he would like to understand, given this information, why the administration keeps enrolling more and more and more students into a building which is not growing. Professor Benton said that we do get more revenue for growing and we would lose significant amounts of revenue if we did not grow. But, he said, what Professor Litwack is asking is whether the incentives for growth have sufficiently changed so that the benefits for growth that existed during the past five years no longer exist and whether CUNY is giving a fiscal signal to its campuses not to grow. Professor Benton said that is a valid question and is the premise behind his own question to Vice Chancellor Rothbard in which he suggested that Vice Chancellor Rothbard and Chancellor Reynolds have to make it worthwhile to colleges to grow or colleges are going to not grow. President Kaplowitz noted that the Senate placed on the agenda of tomorrow's College Council meeting the issue of enrollment growth and space, safety, and disruptions to teaching and learning, and that we should raise these questions when discussing these issues at the Council. Also, she, Professor Benton, and Professor Harold Sullivan are scheduled to meet with President Lynch to talk about the budget.

Professor Benton discussed the last two charts, which he characterized as "works in progress"; the charts are accurate in terms of what they show but, he explained, he needs to include more variables. The third chart, "Net Operating Funds Per FTE, FY 95-96" [Attachment D-3], takes the money 80th Street allocated to us last year (at a certain point during the year) and then takes the amount of money that the students paid to the bursar's office. It shows the difference between the amount of money the students contribute with the amount of money the students receive in terms of the budget allocation to their college. It can be thought of, he said, as a kind of shopper's model for CUNY. He added that he

will be receiving more refined data for this chart but that the chart shows actual revenue collection. He said at John Jay the allocation is approximately \$320 more than what each student at John Jay pays for tuition as compared, for example, to City, where the allocation is approximately \$2700 more than what each student at City pays for tuition, a factor of 8.5. He noted that City's students may be getting more in terms of campus infrastructure or additional janitors but that, nonetheless, this is a way of explaining the Base Level Equity situation in a compelling way.

Explaining the fourth chart, "Senior College Allocations" [Attachment D-4], Professor Benton noted that John Jay students pay the highest ratio of their college's expenses when compared to the ratio paid by the students who attend other CUNY colleges: 90% at John Jay compared to 58% at City, Lehman, and Brooklyn.

President Kaplowitz and Professor Benton explained that the University has a target of a 2.5% enrollment increase for each year: this is CUNY's Master Plan approved five years ago by the CUNY Board. If the University meets its enrollment target, then colleges that exceed their enrollment target are permitted to keep its tuition overcollection. At John Jay we have been able to do that and we have saved that money in order to be able to make mandated budget cuts and thus we have avoided having to retrench personnel or to dramatically raise class size. But this coming year, CUNY expects to be unable to meet its enrollment target and if that happens, colleges that overenroll will have to spend its overcollection rather than roll it over. Professor Benton said that in the past John Jay has attempted to get through the year spending as little of our overcollection money (known as CUTRA money because of the name of the fund the money is in): it is our rainy day fund. Last year, for example, we were able to get through the year without spending the money in our CUTRA account.

But this year, Professor Benton noted, because we received Base Level Equity money but simultaneously had our adjunct budget cut, the net change in our budget is such that we can't have the Base Level Equity money unless we spend it. The good news is that we will be hiring 14 faculty (we received 14 Base Level Equity lines). But the question is, since we will have to spend money on these 14 lines, what are we going to cut? We really are down to the bare bones in the rest of the college. The plan is to spend our CUTRA money this year. But if there is a mid-year cut and if next year CUNY is given a bad budget (which is possible because it is not an election year and it's the last year of the tax cut), we will be going into next year without having our savings account to get us through. The plan is to hire some faculty on substitute lines and then to later recruit for tenure-track positions. But, Professor Benton said, the situation does create a certain fiscal instability different than existed before.

Professor Benton was applauded for his analysis and for his charts and was invited to return.

6. Proposed resolution: Resolved. That the Faculty Senate requests that the Office of the Provost implement its announced schedule of student evaluations of faculty by conducting the evaluation during the Fall 1996 semester

The announced policy at John Jay has been to alternate fall and spring semesters for the student evaluation of faculty so that

faculty could be evaluated on different courses each year. By this arrangement, the evaluation should take place this semester, but it has just been learned that it will not be administered this semester. The proposed resolution asks the Provost to administer the evaluation this fall. Senator Litwack said in the past it had been very important to the faculty to have the evaluation rotate each year between fall and spring semesters and that he strongly supports the motion which passed unanimously.

Senator Litwack moved a second resolution whereby the Chair of the PSC Chapter be also informed of the Senate's position, not by copying the letter addressed to the Provost to the Chapter Chair but by means of a separate and directly written communication to the Chapter Chair. The motion carried unanimously.

7. Proposed resolution: Resolved, That the Faculty Senate requests that the Dean of Registration conduct an audit of "permission of instructor" waivers of prerequisites

The proposed resolution is to further understand the issue, in the context of the audit of prerequisite enforcement about which Dr. Peter Barnett, Executive Director of Computer Information Systems, reported at the Senate's last meeting. That audit revealed that of the courses offered this semester that have prerequisites, 55% of those courses featured the permission waiver override. The resolution was approved by unanimous vote.

8. Proposed resolution: Resolved, That the Faculty Senate recommends and urges that the terminal operators at registration and at late registration be compensated adjunct faculty and that they check and enforce course prerequisites

This proposal was suggested at the last Senate meeting, in the context of the audit of prerequisite enforcement that Dr. Peter Barnett prepared at the Senate's request. The Senate tabled the proposal pending the requested waiver audit (agenda item #7).

9. Proposed resolution: Resolved, That the Faculty Senate, in light of the information revealed in the prerequisite enforcement audit, requests that academic departments review their prerequisites

Senator Blitz recommended that this resolution be tabled in light of the decision to first request an audit of permission waivers (agenda item #7). The motion to table carried.

By a motion duly made, the meeting was adjourned at 5:00 PM.

Respectfully submitted,

Edward Davenport  
Amy Green

Recording Secretaries



ATTACHMENT A



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

*The City University of New York*

445 West 59th Street, New York, N.Y. 10019

212 237-8000

October 17, 1996

To: Provost Basil Wilson

From: Ad Hoc Committee on Day/Night Courses:  
Karen Kaplowitz, Faculty Senate  
Robert McCrie, Faculty Senate  
Jill Norgren, Faculty Senate  
T. Kenneth Moran, Council of Chairs  
Harold Sullivan, Council of Chairs  
Jack Zlotnick, Council of Chairs  
Frank Marousek, Dean of Admissions

Dear Provost Wilson,

We have been authorized by the Senate, by the Council of Chairs, and by the Office of Admissions and Registration to develop proposals with regard to day/night courses.

We and those we represent are concerned that there are insufficient day/night sections, that in-service and others who need day/night courses may not be attending John Jay because of the paucity of day/night courses, and that there is an inherent unfairness when some faculty regularly teach day/night schedules while other faculty almost invariably if not invariably teach only in the day or only in the evening.

Therefore, we recommend the following policies and procedures, for your consideration and implementation:

- 1) We recommend that you require every department chair (when submitting the next semester's course schedule to you) to report the number of day/night courses his or her department will be offering and that the number of day/night sections be designated according to the number of 2/7, 3/8, and 4/9 sections, since we do not consider 2/7 schedules to be sufficient for in-service students. We further recommend that an analysis of these reports be transmitted to the Faculty Senate, to the Council of Chairs, and to the Dean for Admissions and Registration each semester.
- 2) We recommend that it be policy that all courses in majors be offered at least once each year as day/night sections.
- 3) We recommend that it be policy that a substantial proportion of all core courses that are offered in multiple sections be offered as day/night sections.

We look forward to hearing from you. Thank you.

ence. Dance. Earth Science. Economics. Energy and Environmental Studies. English. English Language Arts. English Literature. Film Production. French. Geography. Geology. German. Greek. Health Education. Hebrew. History. Italian. Jewish Social Studies. Latin. Latin American and Caribbean Studies. Mathematics. Media Studies. Music. Philosophy. Physical Education. Physics. Political Science. Psychology. Religion. Romance Languages. Russian. Sociology. Sociology and Social Research. Spanish. Special Honors Curriculum. Statistics. Theater. Theater and Film. Urban Studies. Women's Studies.

**Pre-Professional Advisement and Preparation** (see p. 2) for Dentistry, Engineering, Law, Medicine, Veterinary Medicine.

**Nursing:** Nursing. R.N. Pathway.

**Teacher Education:** Elementary. Secondary.

**Special Programs:** Students may earn academic credit through career-oriented In-Service Learning Internships in a variety of majors including Nursing, Health Sciences, Humanities, and Education. Special Honors

curriculum allows superior students to design an individualized program of study suited to their needs and interests. Special Internship and Research Programs: Education for Public Service, In-Service Learning Internships, Internship in N.Y.C. Government. Minority Access to Research Careers (MARC), Minority Biomedical Research Support (MBRS). Quality Urban Elementary School Teacher Program (QUEST). "B.A./M.A. Programs in Anthropology, Biology/Environmental and Occupational Health Science, Biopharmacology, Economics, English, History, Mathematics, Music, and Physics." B.A./M.S. Program in Sociology and Social Research.\*

For additional information, contact the Office of Admissions, (212) 772-4490.

\*Students should transfer with a minimal amount of credits.

<sup>1</sup> Student may complete the first two years of course work toward an engineering curriculum as a liberal arts major.



## John Jay College of Criminal Justice

John Jay College has established itself as the outstanding college of criminal justice in the United States.

These major fields of career concentration are available to you: Computer Information Systems, Criminology, Criminal Justice, Public Administration, Forensic Science, Police Studies, Security Management, Deviant Behavior and Social Control, Corrections, Forensic Psychology, Legal Studies, Fire Science, and Fire Service Administration, together with a broad spectrum of courses in the liberal arts. John Jay students prepare for public service or law enforcement careers as well as for law school or graduate school.

Programs at the college lead to two-year associate's degrees, four-year bachelor's degrees, and, for graduate students, master's degrees in arts, science, and public administration. A Ph.D. program in Criminal Justice is also offered at John Jay through the City University's Graduate School.

At John Jay you will be part of an exceptional student body: recent high school graduates and a large number of other students who currently hold positions in police departments, fire fighting organizations, corrections, security, probation and parole, and other units of government.

Like all John Jay students, you will enjoy the convenience of a uniquely flexible schedule that allows you to attend identical daytime or evening classes with the same professor.

These are some of the unique qualities that have made John Jay successful according to former Attorney General Ramsey Clark, "the pre-eminent college of criminal justice in the United States."

### Programs:

**Four-Year:** Computer Information Systems. Correctional Studies. Criminal Justice. Criminal Justice Administration and Planning. Criminology. Deviant Behavior and Social Control. Fire Science. Fire Service Administration. Forensic Psychology.

Forensic Science. Government. Judicial Studies. Legal Studies. Police Studies. Public Administration. Security Management.

**Two-Year:** Correction Administration. Police Science. Security Management.

**Liberal Arts and Sciences:** All degree programs incorporate specialized courses with the traditional courses in the Liberal Arts and Sciences.

**Special Programs:** Certificate program in Dispute Resolution (special guidelines available through the admissions office). Cumculum in Alcohol Studies and Research. Four-year B.A./M.A. in Criminal Justice and Forensic Psychology; B.A./M.P.A. in Public Administration. Thematic Studies. Satellite Program—John Jay offers courses at the U.S. Military Academy at West Point.

For additional information, contact the Office of Admissions, (212) JOHN JAY.

## Kingsborough Community College

Kingsborough Community College, an ultra-modern campus located on 67 acres and surrounded by the waters of Sheepshead Bay, Jamaica Bay and the Atlantic Ocean, offers an outstanding two-year education

Table 2. Total Headcount Enrollment\*

	Enrollment		Percentage Change:	
	Fall 1996	Fall 1995	Fall 1996	Fall 1995
	Preliminary**	Budgeted***	Revised**	Actual
<b>Senior Colleges</b>				
Baruch	15,557	15,806	-1.6	0.8
Brooklyn	15,701	16,280	-3.6	-3.6
City	12,717	15,497	-17.9	-10.2
Hunter	18,787	18,494	1.6	2.9
John Jay	10,560	10,025	5.3	5.3
Lehman	9,747	10,494	-7.1	1.5
Medgar Evers	5,238	5,573	-6.0	0.9
New York City Technical	11,016	10,999	0.2	8.5
Queens	16,835	17,263	-2.5	-3.9
Staten Island	12,348	12,845	-3.9	1.2
York	6,325	7,006	-9.7	-2.5
Graduate School	3,891	4,008	-2.9	-4.5
Law School	459	451	1.8	0.0
<b>Total Senior Colleges</b>	<b>139,181</b>	<b>144,741</b>	<b>-3.9</b>	<b>-0.5</b>
<b>Community Colleges</b>				
borough of Manhattan	16,450	17,297	-4.9	0.7
Ironx	7,950	8,693	-8.5	-5.0
Westchester	4,700	5,266	-10.7	-2.2
Yonkers	14,623	15,600	-6.3	0.5
LaGuardia	11,100	10,832	2.5	3.8
Queensborough	10,651	12,500	-14.8	-5.2
<b>Total Community Colleges</b>	<b>65,474</b>	<b>70,188</b>	<b>-7.7</b>	<b>-0.8</b>
<b>TOTAL UNIVERSITY</b>	<b>204,655</b>	<b>214,929</b>	<b>-4.8</b>	<b>-0.6</b>

\*\* Reported by college within one week following the first day of classes. Kingsborough includes Winter module. LaGuardia includes Fall I and Fall II courses.

\*\*\* Budgeted projections represent the colleges' revised enrollment targets.

\*\*\*\* Fall 1995 enrollment includes 605 senior citizens auditing courses at Hunter, 127 at Lehman, and 411 at Queens. Senior citizens not included in Fall 1996 preliminary or budgeted figures.

Table 7. Total Full-time Equivalent (FTE) Student Enrollment\*

	Enrollment		Percentage Change:	
	Fall 1996	Fall 1995	Fall 1996	Fall 1995
	Preliminary**	Budgeted***	Budgeted	Actual
<b>Senior Colleges</b>				
SUNY	11,329	11,500	-1.5	-2.3
Brooklyn	10,991	11,112	-2.0	-1.1
City	8,649	9,940	-19.9	-13.0
Hunter	12,836	12,130	-0.2	5.8
John Jay	8,292	7,668	8.1	8.1
Lehman	6,418	6,864	-6.5	0.9
Medgar Evers	3,700	4,014	-7.8	1.6
New York City Technical	8,411	8,278	1.6	8.7
Queens	11,557	12,172	-5.1	-4.6
State Island	8,439	8,711	-3.2	0.9
York	4,763	5,297	-10.1	-2.0
Graduate School	3,067	3,050	0.6	-2.8
Law School	570	590	-3.4	-3.7
	<b>99,022</b>	<b>103,017</b>	<b>-3.9</b>	<b>-0.2</b>
<b>Community Colleges</b>				
Borough of Manhattan	12,173	12,242	-0.6	1.9
Bronx	6,519	6,940	-5.2	-6.1
Hostos	5,018	5,357	-6.3	-0.4
Kingsborough	11,296	11,793	-4.2	6.6
LaGuardia	9,768	9,333	4.2	4.7
Queensborough	7,875	8,293	-5.0	0.5
	<b>52,649</b>	<b>53,942</b>	<b>-2.4</b>	<b>1.9</b>
<b>TOTAL UNIVERSITY</b>	<b>151,671</b>	<b>156,959</b>	<b>-3.4</b>	<b>0.5</b>

\*Includes students enrolled in Regular and Special Programs. Kingsborough includes Winter module. LaGuardia includes Fall I and Fall II semesters. Full-time graduate students are enrolled for 12 or more credits.

\*\*Reported by college within one week following the first day of classes.

\*\*\*Budgeted projections represent the colleges' revised enrollment targets.

Table 14A. Graduate Headcount Enrollment - Degree\*

	Enrollment		Percentage Change:	
	Fall 1996	Fall 1995	Fall 1996 Preliminary	Compared With
	Preliminary**	Actual	Actual	Actual
Baruch	2,360	2,308	2.3	
Brooklyn	2,611	2,704	-3.4	
City	2,806	2,526	11.1	
Hunter	3,198	3,406	-6.1	
John Jay	861	721	19.4	
Lehman	1,100	1,069	2.9	
Queens	3,080	2,828	8.9	
Staten Island	1,026	1,105	-7.1	
Graduate School	3,742	3,880	-3.6	
Law School	452	457	-1.1	
<b>TOTAL GRADUATE</b>	<b>21,236</b>	<b>21,004</b>	<b>1.1</b>	

\*Budgeted projections not available.

\*\* Reported by college within one week following the first day of classes.

ATTACHMENT C



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

*The City University of New York*  
445 West 59th Street, New York, N.Y. 10019  
212 237-8000

October 10, 1996

TO:           The College Council  
FROM:         The Faculty Senate

The Faculty Senate last month voted unanimously to request that the October 23, 1996, meeting of the College Council include as an agenda item a report, either oral or written (or both), by the John Jay College administration about the growth in student enrollment and the projected future growth with relationship to the current and future space needs of the College. The request is that this report include both the College's immediate plans and long-range plans as to how the space, safety, and health needs of the students, staff, and faculty will be met and protected.

Over the past 10 years, John Jay's enrollment has increased by 70%. This is testimony, indeed, to the attractiveness of John Jay and of its programs to the students of not only New York City but of regions beyond the City and we are proud of our record and of the continued vitality and viability of our educational enterprise.

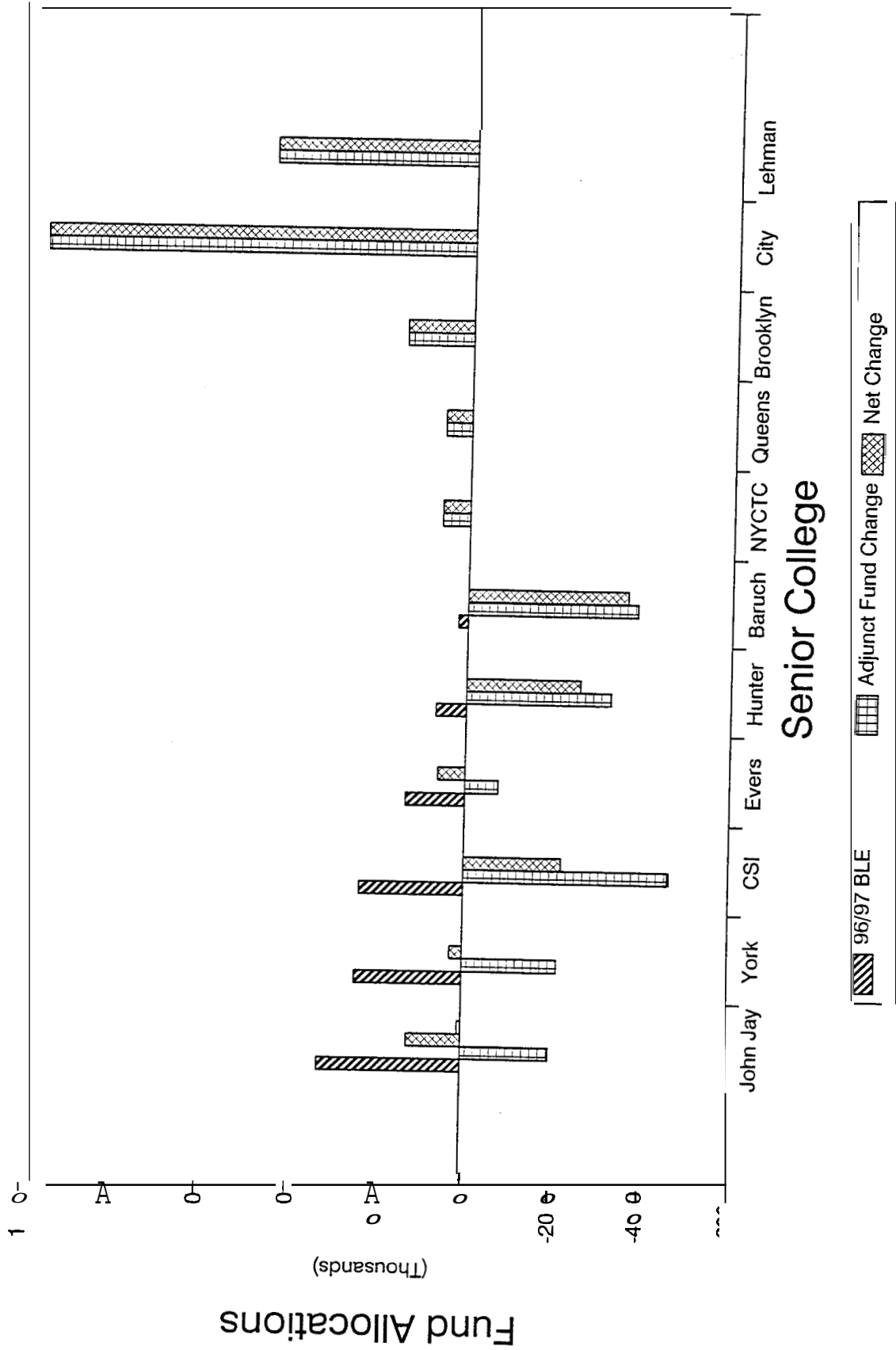
But the physical space for classrooms, faculty offices, student clubs, the library, support services, lounges, meeting areas, eating spaces, toilet facilities, and stairwells has not increased in the past 22 years. Two years ago, it was determined that John Jay had only 49 percent of the physical space it then needed for its student enrollment and academic programs. Since then our enrollment has increased even further.

The Senate is concerned not only about the safety and well being of all members of the John Jay community and of visitors and guests but is also concerned about the impact of the overcrowded conditions on the classroom activity and on other aspects of the activities of teaching and learning. Crowded elevators and stairwells as well as overcrowded and inadequate numbers of toilet facilities, for example, lead to late arrivals to class which is extremely disruptive. That is only one of many resulting situations that can be cited.

Thus the Faculty Senate requests that the October 23 College Council meeting include an oral or written report (or a report that is both oral and written) by the College administration and a discussion about this issue. As a community working and deliberating together we can no doubt develop ideas, plans, and solutions that will be of benefit to us all.

# BL and Adjunct Allocations 1995/96 and 1996/97

*draft  
Blender  
10/17/96*

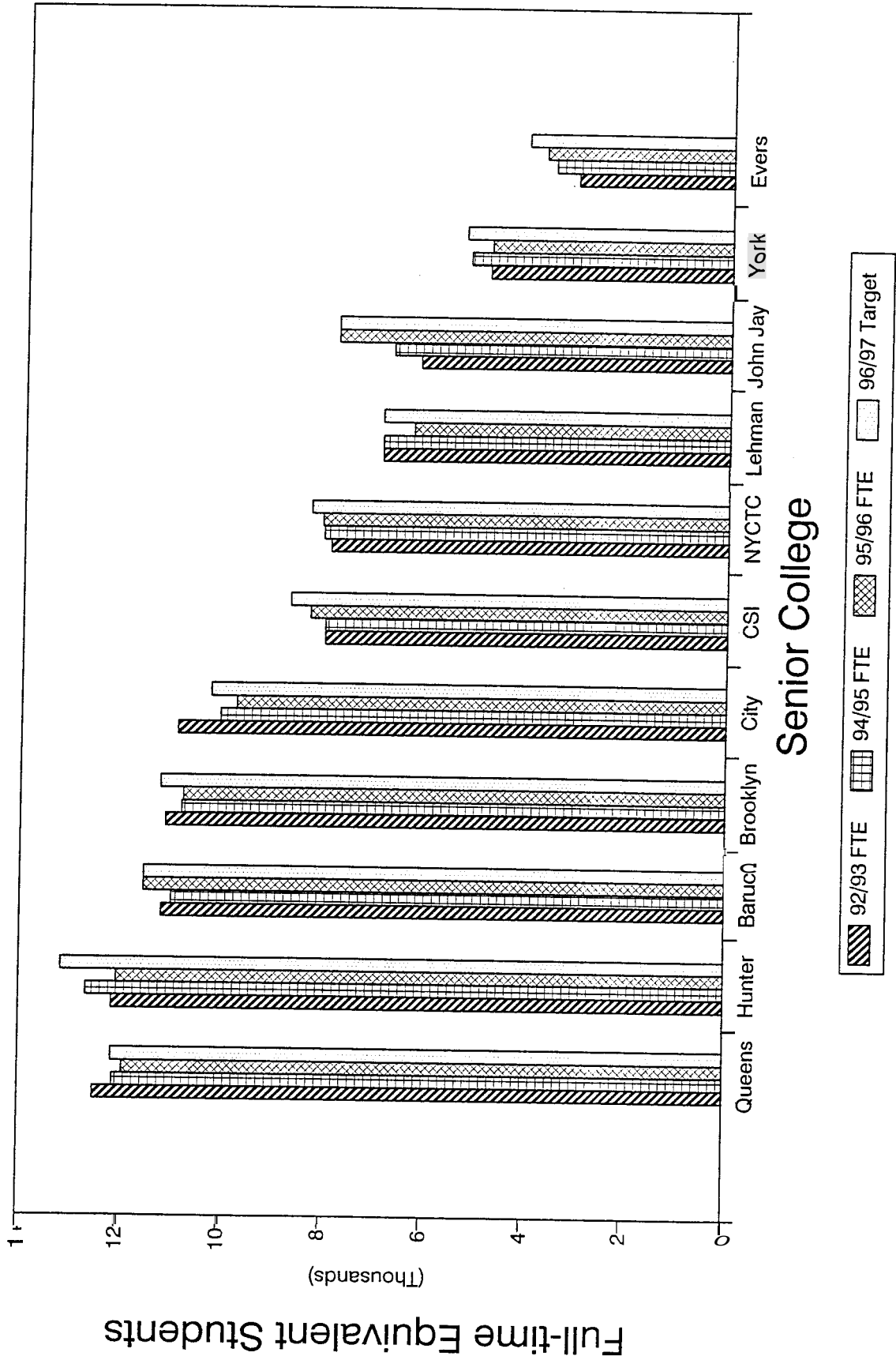


Please note: This chart is based on preliminary data. Additional data will be incorporated into a forthcoming version.

# Enrollment (FTE)

92/3 94/5 95/6 96/7(e)

*draft*  
*Lehman*  
*10/17/96*

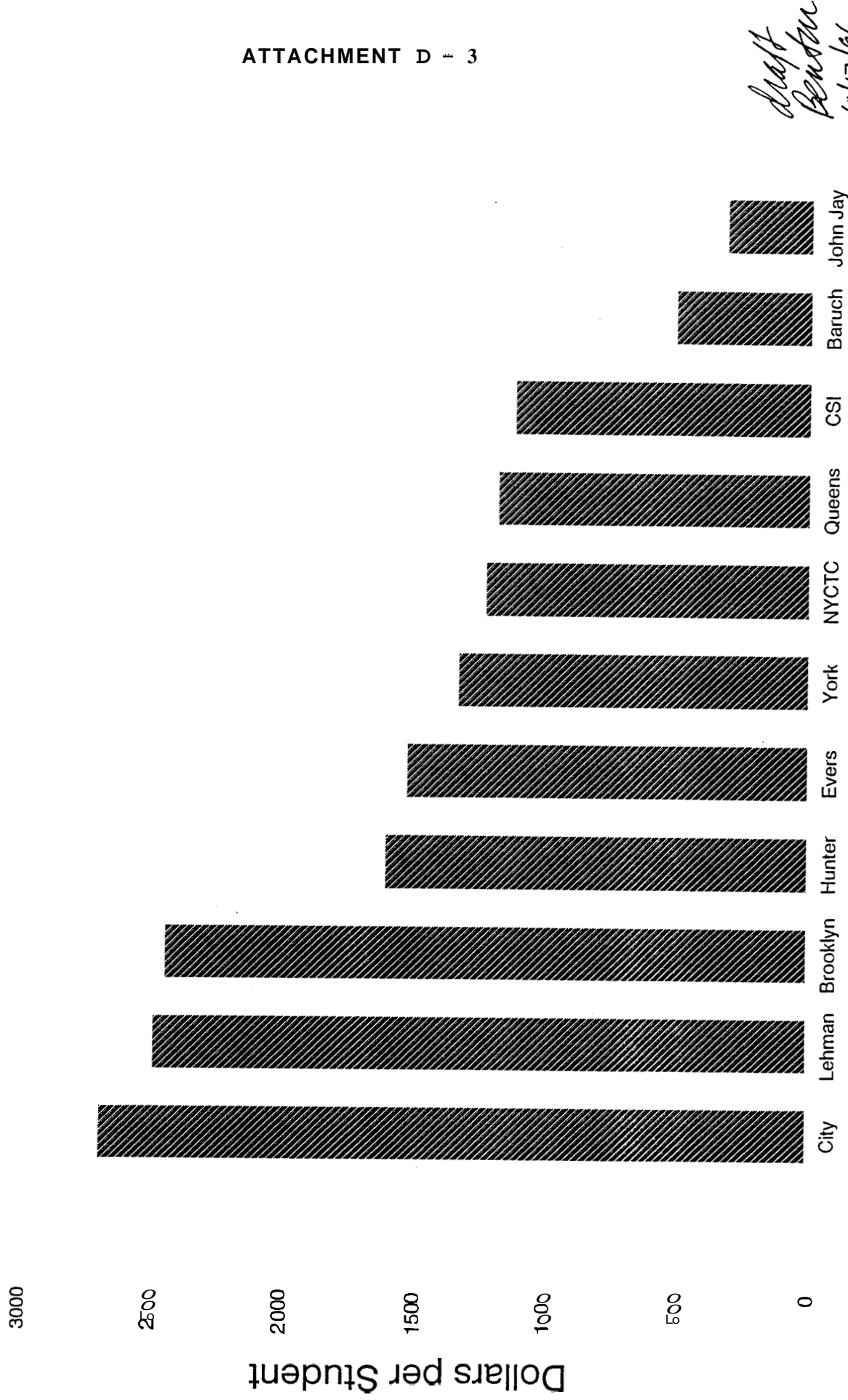


Please note: This chart is based on preliminary data. Additional data will be incorporated into a forthcoming version.



# Net Operating Funds Per FTE, FY 95-96

Net of Tuition, Fees, and Student Aid



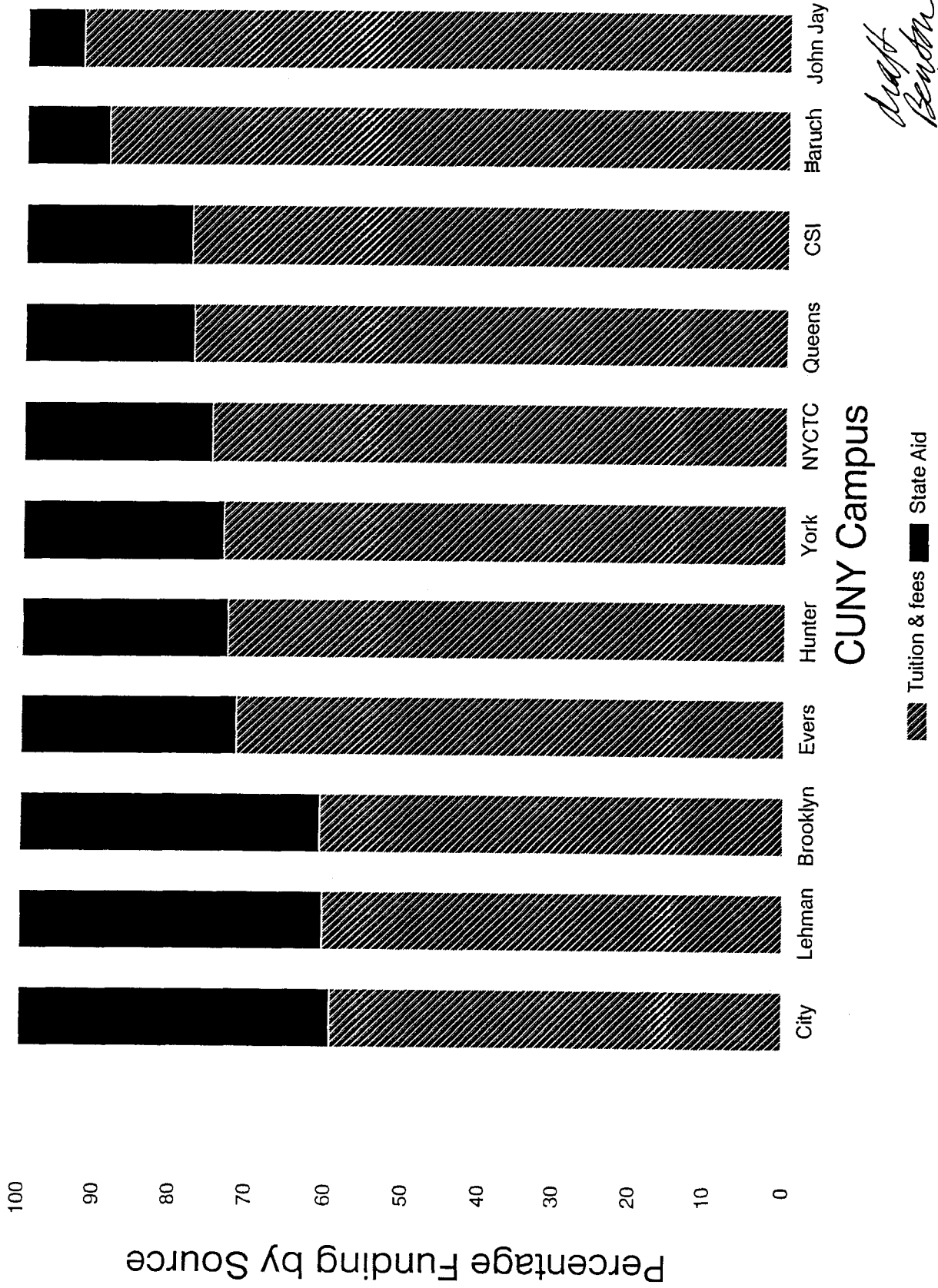
*draft  
Benita  
10/17/96*

**CUNY Campus**

Please note: This chart is based on preliminary data. Additional data will be incorporated into a forthcoming version.

# Senior College Allocations, 95/96

## Percent Funding by Source



*Draft  
Benton  
10/17/96*

se note: This chart is based on preliminary data. Additional data will be incorporated into a forthcoming version.