

Faculty Senate Minutes #253

John Jay College of Criminal Justice

November 18, 2003

3:15 PM

Room 630 T

Present (26): Desmond Arias, Marvie Brooks, Orlanda Brugnola, Effie Cochran, Edward Davenport, Michele Galietta, Konstantinos Georgatos, Betsy Gitter, Heath Grant, Amy Green, Norman Groner, Judith Hawkins, Ann Huse, Karen Kaplowitz, Tom Litwack, Evan Mandery, John Matteson, Lorraine Moller, Ellen Sexton, Francis Sheehan, Liliana Soto-Fernandez, Sung Ha Suh, Davidson Umeh, Thalia Vrachopolous, Robin Whitney, Patricia Zapf

Absent (12): Luis Barrios, Peter DeForest, Kirk Dombrowski, Janice Dunham, Joshua Freilich, P. J. Gibson, Barbara Josiah, Max Kadir, Kwando Kinshasa, Chris Knight, Joseph Napoli, Alisse Waterston

Invited Guest: Dean for Registration and Admissions Richard Saulnier

1. Announcements from the chair
2. Approval of Minutes #252 of the November 5, 2003, meeting
3. Election of faculty to the College's ADA/504 Committee
4. Election of a member to the Faculty Senate's Technology Committee
5. Invited guest: Dean for Registration and Admissions Richard Saulnier
6. Discussion about the next steps in the Presidential search process
7. Update on the Course Size and Class Cancellation Policy implementation
8. Discussion of the Proposed CUNY 2004-2008 Master Plan
9. Proposal to authorize the Senate President to testify about JJ's capital needs
10. Discussion about the proposed draft CUNY policy on student plagiarism and cheating
11. Report on the November 11 College Council meeting

1. **Announcements from the chair**

A conference on "The Patriot Act and the University," sponsored by the University Faculty Senate, is taking place November 21. All CUNY faculty are invited. The speakers include Donna Lieberman, executive director of the New York Civil Liberties Union; Ellen Schrecker, professor of history at Yeshiva College and Stern College for Women and author of *Many Are the Crimes: McCarthyism in America*; Joan W. Scott, professor in the School of Social Science, Institute for Advanced Study, Princeton University; Irving Lerch, director of international affairs for the American Physical Society and member of the board of the Committee of Concerned Scientists;

Mitch Freedman, president (2002-3) of the American Library Association; and Allan Wernick, immigration attorney and professor of behavioral and social sciences, Hostos CC. An audio version of the conference will be posted on the UFS website and the proceedings will be published.

2. Approval of Minutes #252 of the November 5,2003, meeting

By a motion made and carried, Minutes #252 of the November 5 meeting were approved.

3. Election of faculty to the College's Americans With Disabilities Act/504 Committee

The College's Americans with Disabilities Act (ADA)/504 Committee is charged with addressing ways to provide and improve accommodation and accessibility for people with disabilities. The ADA/504 Committee comprises 12 faculty, staff, administrators, and students. The Senate elected Senators Orlanda Brugnola, Karen Kaplowitz, and Francis Sheehan to be among the faculty members on the Committee.

4. Election of a member to the Faculty Senate's Technology Committee

The Senate Technology Committee has includes among its members the Chair of the Curriculum Committee's Subcommittee on Educational Technology, who is now Professor Carl Williams. Professors Bonnie Nelson and Lou Guinta, the co-chairs of the Senate's Committee, have asked the Senate to elect Professor Williams to their Committee so that there is a bridge between the two entities. The Senate elected Professor Carl Williams by unanimous vote.

5. Invited guest: Dean for Admissions & Registration Richard Saulnier [Attachment A]

Dean Saulnier was welcomed and thanked for accepting the Senate's invitation. At the Senate's last meeting, the Senate had discussed the 5 pm starting time for the 7th period, an agenda item submitted by Senator Betsy Gitter, and had adopted a statement positing that the starting period is problematic and that, conditional on discussions with and data from the Dean, the Senate wished to consider proposing that 7th period be moved to a later time, to 5:30 or 6 pm. The Senate decided to consult with Dean Saulnier to both ascertain his views and to have data to help the Senate make an informed and workable recommendation.

The starting time is viewed as problematic because 7th period is not as fully utilized as it might be and because many faculty have been reporting that students arrive to their 7th period class late, some quite late; the anecdotal information is that those who work 9-5 jobs might be able to leave their job a few minutes early for classes but not sufficiently early to arrive by 5 pm. And we are perhaps not meeting the needs of the working students who do not want to arrive late to a 5 pm class and yet do not want to wait until 6:25 pm for their first class.

Since Thematic Studies for years has started 7th period at 5:30 and students arrive on time and those classes attract students, Senator Gitter, who teaches in both TSP and in English, submitted this agenda item.

President Kaplowitz explained that she had asked Dean Saulnier if he would also discuss the seat utilization situation, since the Class Size Policy is of great importance to us; also enrollment and what we're planning to do for the Fall semester so we are not quite as overcrowded in the Fall as this semester; and also why we exceeded our 9,500 FTE enrollment of last year, the level at which we had been capped by **CUNY** .

Dean Saulnier distributed a 10-pagereport [Attachment A]. He reported first about utilization of classrooms this semester, because it is the part of his that report most closely relates to the issue of the time that 7th period should start and referred to page 5 of his report, which is where the narrative begins and to page 6, on which is a chart, and to the series of tables that comprise the last three pages of the report, pages 8-10. The table on page 9 shows the classroom utilization this semester: with the exception of 1st and 9th periods, for the most part we are starting to spread across the entire course grid. The table on page 10, the last page, is the percentage of classrooms that is used during each period and compares Fall 2003 with Fall 2002.

Of particular interest are periods 7, 8, and 9, of which 8th period is by far the most heavily used period. But there is not much difference between periods 7 and 9. The average occupancy in the evening periods is on average much lower than during the day periods, as the faculty would expect. The utilization from 7th to 9th periods averages 76% in 40-seat classes, with the highest utilization during the 7th period and dropping down to 75% during the 8th and 9th periods. So students do seem to want to come during the 7th period. We have our greatest utilization during our 8th period, and then the situation drops off dramatically during the 9th period.

Dean Saulnier said he also looked at Thematic Studies usage during the Fall semester because Karen raised the example of TSP with him: TSP has a class that starts at 5:30 pm and ends at 8 pm and has a second class that starts at 8 pm and ends at 10:30 pm. There are 167 students enrolled in both sections for the Fall semester across the periods, not across the days but across the periods. Of those 167 students, 70% were in the 5:30 to 8 pm period. So there is a problem with backfilling TSP and there is also an advantage in the Thematic Studies Program which doesn't exist in the rest of the College because students can earn 6 credits by attending TSP one night. Most TSP students choose to take the 5:30 to 8 pm class; there is a dramatic drop-off in the 8 to 10:30 pm class.

If we moved 7th period from 5 pm to 5:30 pm, students would finish 9th period at 9:35 pm and if we moved 7th period to 6 pm, students would finish 9th period at 10:05 pm. Dean Saulnier noted that the University wants us to spread across the grid, we would be creating a bigger gap during the middle of the day and we would probably have less utilization during 9th period than we do now.

9th period, as the table shows, is very, very light now because there is not a lot of student demand for that period and we have a lot of excess capacity across the entire evening schedule. So changing the beginning time for 7th period would probably lower utilization of the grid because 9th period would probably become even less utilized than it is now. And the gap during the middle of the day would be greater: even though we loaded classes into 6th period with freshmen students in the Fall semester, 6th period is still very low in terms of its utilization level.

Senator Betsy Gitter asked what the relationship is between utilization and student demand;

that is, if we had more offerings would students take more sections. In other words, she asked, do we know what students want. Dean Saulnier said the evening schedule is generally determined by student demand: courses are mounted to meet the demands of the students who attend in the evening. We tend to permit courses in the evening to run with fewer occupied seats than during the day because evening students need to complete their degree programs and they are provided with fewer choices than the day students. Over a period of time our demand for classes has shifted dramatically from the evening to the day, to the point that probably 75% of our population now attends during the day; the demand for day/night classes has virtually dried up because people aren't working rotating shifts anymore, except for the Corrections Department, and yet we still offer those courses.

The easiest way to find out what students actually want is to survey the students and ask them what they want, Dean Saulnier said. The last time the grid was changed, a survey was conducted of the student body asking what is the most convenient time for them to go to class and as a result 7th period was moved from 4:40pm to 5 pm. But the needs of our students have changed since that survey was conducted, which is at least 10 or 12 years ago and probably longer. But without surveying the students we don't know what the needs of the students are. The way the schedule fills up is that 7th and 8th periods fill up and a little bit in the 9th period. 6th period is at a difficult time because students can't get to the campus from work and can't leave after 6th period to get to work. Students are willing to take classes during 1st period but 6th period is a much tougher sell and the utilization during the evening periods is much lower than during the day: in the evening the average is 76%, with the 7th period the highest at 78% and the 8th and 9th being 75%.

Senator Tom Litwack asked whether Dean Saulnier has heard anything from students about the class schedule. Dean Saulnier said he hasn't heard anything, that students don't complain about the 7th period starting time, and he said students probably want to leave the campus as early as possible because many have long trips to get home and our evening students tend to be a working population who have to get up early the next day to go to work. Without asking students, his guess is the later the evening classes end, the lower the utilization will be because students don't want to get home an hour after 10pm.

President Kaplowitz said that even if we were to want to change the class schedule, we would not be able to do so in time for the fall 2004 semester because chairs are already scheduling the fall 2004 classes and faculty have agreed to teach class periods based on the current time schedule. Given that fact, we have time to conduct a survey of students to learn more about their needs and wishes and other relevant issues.

Dean Saulnier said that is a wonderful idea and that we already have the survey done the last time so we wouldn't have to start from scratch. He said if the Senate were to recommend such a survey, then a group of faculty and administrators should work together to review the previous survey and decide if additional questions would be helpful. Surveys are conducted by our Office of Institutional Research, which is headed by Gail Hauss. He said it would be very helpful to know when students want to attend class; maybe they are willing to start earlier in the mornings. He reported having been told that Baruch starts classes at 7:30 am.

Senator Amy Green said our anecdotal evidence is that while students may be happy being able to leave their evening classes as early as possible, they are arriving late to their 7th period classes, which is not acceptable. She suggested including, therefore, a question on the survey asking what is the earliest time students could attend evening classes if they attend at night. President Kaplowitz suggested that we also survey the faculty and ask whether students do arrive late to 7th

period class because this might not be a universal problem; she said other questions for faculty should be included, such as whether faculty are willing to teach later at night or earlier in the day.

Senator Francis Sheehan asked since there's underutilization of all three evening periods, 7th, 8th, and 9th, would it be detrimental to move 7th and 8th periods back and eliminate 9th period in order to get fuller utilization of both 7th and 8th periods; students would still be able to take two periods and 8th period would end at what would still be a reasonable time. Dean Saulnier said he doesn't know and that we should ask that question on a survey because it's a good question.

He added that that, however, wouldn't address the gap in the middle of the day. Dean Saulnier noted the dramatic increase of the use of the grid in Fall 2003 compared to Fall 2002 and said the University wants us to do more of that, including offering courses on Fridays and Saturdays. He noted that we've increased our offerings on Fridays and Saturdays but we still have large excess capacity on those days. He said if we were to decide to do what Francis Sheehan has suggested, we should go to the University before it is implemented and say that this is a proposal that has been put forward in order to ascertain how the University would feel about that because the University determines much of what we do in many different ways.

Senator Sheehan also noted the extra 20 minutes between 6th and 7th periods. Dean Saulnier said he tried to think of a way to use that extra time to create another period mid-day but thinks that that would be a mistake because we're already so underutilized in the mid-day (6th) period already. If we create a period 6a in addition to period 6 and both are then underutilized, the grid would look even more underutilized to the University than it does now, which is not something we would want. Dean Saulnier said we could probably start 15 minutes earlier in the morning and return to having a 10th period but we don't know if we would gain anything by doing that and we don't know if that's what the students and the faculty would want.

Asked by Senator Sheehan what defines the grid according to the University, Dean Saulnier said that for us, the grid begins with 1st period and ends with 9th period and extends across all seven days of the week. The University wants more utilization on Fridays and wants programs that are only on weekends. He explained that the capital comprises the buildings and we heat and maintain the buildings whether they are empty or full and so the University wants to get the most use out of the capital by spreading the usage of the buildings over a greater period of time. The problem is that there is a set of customers, the students, who are demanding the services at times and on days that are not necessarily the same as those that the University wants us to offer them and the art is to how to balance all those issues. One way, he said, is to perhaps create programs that run on the weekends.

President Kaplowitz agreed that this is indeed one of the University's priorities and noted that a story was recently in the New York Times, by Karen Arenson, the higher education reporter, about classes on Friday nights at Borough of Manhattan Community College that go to 11:30 pm. The students are quoted in the article as loving these courses because they come to class from work, attend classes until 11:30 pm, and then go to the clubs.

Senator Patty Zapf suggested that the survey ask questions that would clarify whether students come late to only 7th period classes or whether they're coming late to all classes; she said her students are arriving late to all of her classes. She also urged that graduate students be surveyed. Senator Zapf also asked why 8th period is viewed as a utilization problem: charts seem to show that 8th period is basically utilized. Dean Saulnier said she is right: 8th period is well utilized.

Senator Edward Davenport asked if it is correct that the University expects us to fully occupy our buildings with courses on Sundays as well. The Dean said that is correct. President Kaplowitz added that the full utilization of the grid, from early morning to late evening, 7 days a week, is also being expected of us in the Westport facility: the University doesn't want to spend more than \$2 million a year in rental costs for a building that is empty much of the time. She noted that at the public hearing to convince the University to rent Westport, she responded to the Chancellor's conditions by pledging on behalf of the faculty that the faculty would work with the College administration as well as with CUNY administration to meet those three conditions: full use of the grid in all our facilities, including Westport; enrollment management whereby we would reduce enrollment to 9,500 FTEs and maintain that number; and develop a plan for our associate degree programs.

Senator Michele Galietta noted that Dean Saulnier stated that we heat and maintain our buildings whether we use them or not and yet, she said, when she comes in on the weekend to use her North Hall office to work, there seems to be no heat, and the server does not seem to work either. Dean Saulnier said the server is supposed to be up and running 24 hours a day, seven days a week. He added he sometimes has the same problem with the server. As for the heating, North Hall is probably on the chilly side in the winter and on the warm side in the summer on the weekends and especially on Sundays because we don't use North Hall for classes on Sundays at all; all our Sunday classes are in T Building.

As for the situation when the server goes down on the weekends or on a holiday, President Kaplowitz said the problem is that no one who can deal with the server it is at the College to notice that it is down; someone who has the telephone numbers of the person who can deal with the server has to be notified and that person has to call the person who has to actually come to the College to fix the server. Since email is down, by definition it's not possible to email anyone about the problem if one is at John Jay at the time. She said when she's aware of the problem, she uses her SO* street email account to alert one of the people in DoIT who has a private email account and that often works but she isn't necessarily online when the server is down and therefore doesn't necessarily know that it's down. And the person she contacts isn't always at a computer to receive the email. She said a more efficient protocol needs to be developed, with more people having a way of alerting the right people about the problem. She says when the person is made aware of the problem, he invariably travels to the College and does a great job bringing the system back online.

A motion was made and seconded that the Senate recommend and request that a survey be conducted by the College's Office of Institutional Research of all students and all faculty about a panoply of issues about the undergraduate and graduate class schedules and that a group comprising faculty and administrators, including the Dean for Registration and Admissions, develop the questions for the survey, using the last survey, which was conducted about a decade ago, as a starting point, and that this survey be used to develop data to best determine what changes, if any, should be made in the John Jay class schedule, including the possible change of the 7th period to a later time. The Senate approved the motion by unanimous vote.

Dean Saulnier next reported about enrollment. He said he thinks everyone was surprised that we discovered we had enrolled 10,000 FTEs this semester: this certainly wasn't our intention. So we absolutely have to reduce our enrollment and, as Karen says, the University wants us to reduce our enrollment to 9,500 FTEs and, he said, we will try very hard to do that. We are victims of our own popularity and to a certain degree we are victims of our success, because we are doing a good job and it is coming back to haunt us in a kind of perverse way. The Graduate Programs three years

ago had an absolute requirement for the GRE for all our programs and that requirement had a very negative effect on our graduate enrollment, not because the GRE is a bad exam but because at least three of our programs have very strong local competitions – Criminal Justice, Public Administration, and Protection Management – and a lot of our local competition do not require the GRE. When we imposed the GRE requirement we could see the enrollment decline almost immediately in all three programs. He said this is an example of why we have to be careful about what we do because although changes we make may not have an impact the first semester, after two or three semesters we see the ripple effect.

With regard to our undergraduate programs, in 1998 we made a wonderfully good, collaborative decision at our College to change our admissions requirements. Prior to 1998 we were an open admissions institution and anyone who graduated from a high school in NYC could be accepted to the College. Gail Hauss, the director of OIR, did a lot of work on this and determined that the bottom rung of students we were accepting from high school, that is those with high school averages in their academic courses of below 72, had virtually no chance of graduating from our College, either with an associate or a baccalaureate degree.

We asked the University to do projections for us and they told us that if we implemented the 72 average for the associate degree program and an 80 average for the baccalaureate program, that our enrollment would initially decline but would then again increase. They were right. In 1998, enrollment declined dramatically in our undergraduate programs. It also caused us a side program because we weren't fiscally prepared for the enrollment decline and the College developed a deficit.

But the admissions change did have the effect that the University predicted: it's a self-fulfilling prophecy: when you start accepting better students, your retention and graduation rates go up. He said that he and Tom Litwack and Gail Hauss were having a discussion recently about high performing high schools in NYC that are high performing because they taking the best of the students and so if they don't succeed they're doing something wrong because they are set up for success.

So our undergraduate program is becoming more popular, our graduate program is being more popular. We looked at Fall 2002 and saw that between the students accepted in June and the students accepted in August there were 300 associate degree students whom we couldn't help and so we've told the University that we will stop accepting associate degree students in June and in that way we can enroll associate degree students into our summer basic skills program, get them the help they need, possibly get them past the skills requirements before classes actually start.

But, he said, we mis-stepped because, as it turns out we received more students prior to June than we had received through August of the previous year. And so instead of our freshman class decreasing by 300 students this year, it increased by 100 students. We went from a freshman class of 2600 to a freshman class of 2300, which was too big. That is part of how we got to where we are.

Dean Saulnier asked the Senate to look past the first three tables to see the FTE enrollment for Fall 2003. We are deliberately growing our graduate programs because we have excess capacity in the evening and there are lots of benefits with the University and with the College's reputation to keep producing solid Master Program graduates. So it's deliberate that our FTEs (in the far right column) grew by 242 in the graduate programs. The chart shows that freshmen FTEs grew by 113, transfer students were few, but the bottom number, that 257, is our "retention bonus": that is an increase in retention because that is an increase in FTEs that can't be accounted for in any other way

and, therefore, they are accounted for by retention. So he explained that when he said we are victims of our own success, that is what he meant: 257 FTEs is our success. These are students who are being retained who might previously have been lost.

Dean Saulnier said that we obviously have to do something to manage enrollment for the Fall and we are planning to do things for the Spring. The University, through its central admissions process, gives colleges students through phase allocations: there are 3 allocations for the Spring and 14 allocations for the Fall. The Spring starts in November and generally ends in January; the Fall starts in December and generally ends in August. For the Spring semester, the College has told the University that we do not want the third allocation. Last year the third Spring allocation was 371 students and so, hopefully, phases 1 and 2 will not cause us to have more students in the Spring.

For the Fall 2004 semester, we've capped our associate degree programs: we've said to the University that we've averaged 1200 baccalaureate-eligible students over the last two years. We want to come in around 1800 for an entering freshman class, not 2300. 47% of our associate degree students who were accepted actually enrolled. So we've asked the University to cap our first choice acceptances into our associate degree program around 1100: that will yield an associate degree class of about 570 and will give us under 1800 and will reduce our FTEs by about 400. And it will also provide us with an opportunity again to get the associate degree students who tend to be skills deficient into the summer basic skills program, which is very, very successful in preparing students.

Part of enrollment management is to get the right people on the bus, get the wrong people off the bus, and fill the bus with gas and let it go where it's supposed to go. Over the past two years, we've become much more strict in the way we treat students on probation: we dismissed 30% more students this past June than we had in previous years even though the actual probation population was slightly smaller than the previous year: that translates to about an extra 200 students who were dismissed. We're also going to continue that process and, he said, he assumes that that process will lead to that number increasing.

Our unknown in getting down into the vicinity of 9500 or 9600 FTEs is the following: we don't know what our baccalaureate population for the Fall is going to be. As he had already said, we're the victims of our own success, we're becoming more and more popular, we're getting better and better students. We're doing it based on the average of the last two years and the average of the last two years was 1200. We know what our associate degree population will be because we're capping that. We don't know where the growth in elasticity is in our graduate student enrollment: it has, as the chart shows, grown tremendously over the last three years. Whether it has additional growth potential we don't know.

And then, also, we don't know what our retention bonus will be. If the retention bonus goes **up** slightly, we should all be happy because that means that we're doing exactly what we're supposed to be doing, which is to get students through the process. But we're not managing enrollment yet because we have to do a lot more but we're attempting to cap enrollment and over the next 18 to **24** months we are going to look at where we get our students from.

The Chancellor would also like us to increase our transfer population, which has been pretty stable over a long period of time. So from the admissions end of the process we have to look at our feeder schools and begin to really recruit students coming out of community colleges and so forth. We don't know what the final effect of the tuition increase will be. He explained that the reason he says this is because the decision about tuition was made late in the process and thus students didn't have a lot of time to change their plans. Now they have had a semester to think about it.

The tuition increase for our out-of-state and our international undergraduate and graduate students is huge and it may have a negative effect. The data over time shows about a 3% decline in enrollment from Fall to Spring. So if we're on average we should have about 9700 FTEs for the Spring, if nothing else changes. We're pretty confident that the steps we've taken will result in our enrollment being substantially lower. We know we'll be less crowded because of the Westport facility. About 65% of our classes are held in North Hall during our peak occupancy. With Westport, we'll get the average occupancy during the times we're most crowded down to about 1,000.

Dean Saulnier was thanked and offered to return to further report and answer questions.

6. Discussion about the next steps in the Presidential Search process

When the finalists come to campus in the spring, each will spend a different day meeting with a series of groups of ten members each: faculty, chairs, students, administrators, staff, community and foundation people, and then, at the end of the day, with all members of the College community. Each group is to provide a written assessment of all the finalists within three days of the final on-campus visit and send it to the Chancellor and to the Chair of the Presidential Search Committee.

President Kaplowitz explained that the Senate has to decide how the members of the faculty group should be selected and what categories, if any, of faculty, they should represent. This decision will have to be made at the Senate's Friday, December 5, meeting because the process chosen by the Senate will have to be implemented in time for the faculty group to be in place when the finalists make the campus visits, which may be as early as February.

It is not yet known when the on-campus visits will be but we should have the faculty group in place as soon as possible, especially since the faculty group will have to meet before the first finalist visits in order to decide which questions to ask all the candidates and to decide a method of evaluation.

For example, if an evaluation instrument is to be used, as groups at some colleges have done, the evaluation instrument would have to be developed and agreed upon. She added that Professors Ned Benton, Maureen O'Connor, and she are not eligible to serve on the faculty group or on the chairs group because they are on the search committee. Furthermore, the CUNY Search Guidelines state that no one may serve on more than one group and provides as an example that a faculty member who is a department chair may not serve on both the chairs group and the faculty group.

Senator Gitter said that since the Senate decided upon a very structured method for choosing the faculty members on the Search Committee, partly because of the severe time constraints it was under, she recommended an unstructured method for choosing this new faculty group; that is, we should allow anyone interested to put his or her name on a ballot.

Senator Michelle Galietta disagreed, saying that those who volunteer to serve on the faculty group might not be a representative group and that we might, therefore, need to structure the process somewhat. She added that she thinks that many faculty, especially many junior faculty, will want to serve on this group, and she suggested that the Senate consider this fact when making its decisions.

President Kaplowitz said that if we decide the process at our December 5 meeting, we can announce it and give all faculty sufficient time to volunteer: that's why we do not want to wait until February to decide because we might find ourselves under the same kind of time constraints we were faced with in September when we had to choose the three members of the search committee.

Senator Gitter said that when we do make these decisions, we should include a description of the work involved when we make the call for nominations.

President Kaplowitz said there are many approaches we can decide to take: one CUNY senior college that recently had a search for president accepted nominations and then selected the faculty group by lottery. But this, she suggested, is not a good way to have a diverse and representative group.

Senator Galietta recalled that the Senate's Executive Committee had developed proposals for the Senate to consider and, if it wished, to adopt or reject or amend, for the nomination and election of the three faculty on the search committee; she said this was extremely helpful and, indeed, invaluable, in focusing the Senate's discussions and thinking at the time. She proposed that the Senate Executive Committee again develop proposals for the Senate to consider at the December 5 meeting.

A motion was made and adopted directing the Senate Executive Committee to develop possible options for how the group of faculty who will interview and write an assessment of the finalists should be comprised and chosen and that these options be developed for consideration and action by the Senate at its Friday, December 5, meeting and that the selected option(s), which could include others not proposed by the Executive Committee, be implemented in the interim between December 5 and the campus visits of the finalists for the position of president of John Jay.

7. Update on the Course Size and Class Cancellation Policy implementation

President Kaplowitz said that contrary to earlier reports, there are sufficient monies and a sufficient number of classroom seats to implement the Policy. She noted that Dean Saulnier's report to us today was comprehensive but was about the percentage of classrooms that are utilized rather than about the percentage of available seats that are utilized, which is the issue relevant to this issue.

But the administration has raised a question about whether the additional sections should be taught by adjuncts, which would increase the percentage of sections taught by adjuncts, or by substitute full-time faculty and then we might have to choose between substitute faculty and lower class size. Senator Anne Huse said the College Council approved the Policy, 80th St declined to nullify the action of the College Council, and we should not delay implementing it. She added we should not have to choose between more faculty and smaller classes. The money for this should be a priority over activities at the College that are far less central to our core mission. Senator Desmond Arias agreed.

Senator Galietta said one solution to having more sections taught by full-time faculty is to have some full-time faculty teach large lecture classes, adding we are not being creative enough. She said that one problem with this approach, however, is that we have no College policy ensuring

that faculty who teach larger lecture-size classes would receive more credit hours for such classes than if they teach regular size classes. Senator Robin Whitney said that since we fought so hard to get the class size Policy passed we should not let it slip away now.

The Senate approved, by unanimous vote, a motion that the Faculty Senate's position is that the College Course Size and Class Cancellation Policy, approved by the College Council on April 2, be implemented fully beginning Spring 2004 and thereafter and that absent immediate implementation, as called for in the Policy, a meeting of the College Budget Committee, with the Faculty Senate Executive Committee invited without vote, be held at which time all expenditures, both tax levy and non-tax levy, and all expenditures be reported.

8. Discussion of the Proposed CUNY 2004-2008 Master Plan priority issues and proposal to recommend that the 2004-2008 Master Plan include full implementation of a full senior college allocation model

The University is required to prepare a Master Plan every four years, which must be approved by the Board of Trustees, and then by the *NYS* Board of Regents. Before Dr. Goldstein became Chancellor, the Master Plan invariably was put on a shelf after it was approved and simply gathered dust. But under Chancellor Goldstein, CUNY has used the 2000-2004 Master Plan as an actual blueprint for everything it has done: the Master Plan called for an Honors College, for tiering the colleges, for creating flagship programs, for creating cluster hires, and so forth, all of which has been implemented. The only goal not yet implemented is to have at least 70 percent of all course sections taught by full-time faculty.

President Kaplowitz suggested that the 2004-2008 CUNY Master Plan should include as a goal the development of a full Senior College Allocation Model – only a model for full-time faculty at the senior colleges has been developed so far – and should also include as a goal the full implementation of the complete model; the beginning of the implementation took place in August when this year's allocations to colleges for full-time faculty were made.

By unanimous vote, Karen Kaplowitz was authorized by the Senate to convey to the *CUNY* Central Administration the position of the Faculty Senate of John Jay that the 2004-08 CUNY Master Plan should include as one of the goals of CUNY the full implementation of a full Senior College Allocation Model.

9. Proposal that the Senate authorize the Senate President to testify about JJ's capital needs at the November 25 NYS Assembly Hearing about the necessity for a CUNY Capital Budget [AttachmentB]

The *NYS* Legislature did not approve a Capital Budget for *CUNY* or for *SUNY*: both submitted 5-year Capital Budget Requests. If a capital budget is not approved now or at least during the next legislative session, each project that has begun will be delayed, including John Jay's, and projects not yet begun will be put into limbo. Furthermore, a capital budget is necessary for funds for health and safety repairs and projects, for projects for ADA compliance, for asbestos removal, and so forth.

The *NYS* Assembly Higher Education Committee, which is chaired by Assemblyman Ronald Canestrari, is holding two public hearings, with the support of Speaker Shelly Silver, to make the capital needs of CUNY and *SUNY* known to the public and to the media in the hopes that the Governor and Legislature will enact a capital budget. A call has been made for faculty and administrators at CUNY to testify either at the Albany hearing tomorrow or at the Manhattan hearing, at 250 Broadway, on November 25.

The Senate authorized Karen Kaplowitz to testify on its behalf about the current and future capital needs of John Jay. She said she will testify at the November 25 hearing [Attachment B].

10. Discussion for comment by faculty before action by the CUNY Board of Trustees about the draft CUNY policy on sanctions for student plagiarism and cheating

A CUNY Taskforce has been working since Fall 2002 to improve the procedures for dealing with student plagiarism and cheating. A copy of the draft proposal has been released for comment by CUNY faculty and others so that a final version with suggested improvements can be presented for adoption by the CUNY Board in the Spring. A copy of the draft report was appended to the Senate agenda. Senator Betsy Gitter praised the draft policy, saying that it is a vast improvement over the current one. Comments can be sent to either of the two faculty members on the Taskforce: Susan O'Malley or Karen Kaplowitz, the Chair and Vice Chair of the UFS, respectively.

Noting that the draft report, in its section on suggestions, recommends that each college consider subscribing to an online plagiarism detection company, several Senators asked about the status of the Faculty Senate's unanimous recommendation to the Provost, approved in May, that John Jay subscribe to turnitin.com. President Kaplowitz said that Provost Wilson has asked Associate Provost Kobilinsky to study the merits of the proposal and to then advise him and he will decide. Asked to follow up on this with the Provost, President Kaplowitz said she will do so.

11. Report on the November 11 College Council meeting

The Minutes of the October 16 College Council meeting were approved. Also, a proposal from the Committee on Graduate Studies to change the name of an MPA course from "Bureau Pathology" to "Managing Dysfunctional Organizations" was approved.

By a motion made and carried, the meeting was adjourned at 5 pm.

Respectfully submitted,

Edward Davenport
Recording Secretary

ATTACHMENT A - 10 pages

Faculty Senate Presentation Fall 2003
November 18,2003

Total Enrollment

The table below provides a description of total enrollment at the College since fall 1985.

Fall-Enrollment Trends 1985 through Fall 2003						
Semester	Total Enrollment			Credits	F.T.E.	F.T.E. Change
	Full-time	Part-time	Total			
Fall 1985	3486	2491	5977	68762	4630.8	
Fall 1986	3801	2878	6679	70279	4728.6	2.11%
Fall 1987	4014	2830	6844	71659	4818.9	1.91%
Fall 1988	4110	3202	7312	75342	5073.5	5.28%
Fall 1989	4261	3866	8127	79810	5372.4	5.89%
Fall 1990	4731	3941	8672	87214	5871.6	9.29%
Fall 1991	5010	3512	8522	88866	5990.6	2.03%
Fall 1992	5318	3286	8604	91252	6153.7	2.72%
Fall 1993	5948	3050	8998	98378	6628.1	7.71%
Fall 1994	6365	3234	9599	105391	7107.7	7.24%
Fall 1995	6991	3039	10030	113774	7667.5	7.88%
Fall 1996	7607	3117	10724	122116	8242.3	7.50%
Fall 1997	7745	3157	10902	122909	8304.1	0.75%
Fall 1998	7315	3499	10814	120637	8172.1	-1.59%
Fall 1999	7147	3314	10461	118615	8041.7	-1.60%
Fall 2000	6857	3755	10612	116859	7911.7	-1.62%
Fall 2001	7331	4184	11515	126257	8540.7	7.95%
Fall 2002	8189	4261	12450	139441	9451.0	10.66%
Fall 2003	8804	4261	13065	148185	10061.7	6.46%

Enrollment has increased over the past three fall semesters to a total headcount of 13,065 and 10,061.7FTE's. Prior to this period, enrollment decline for three successive fall semesters from fall 19998 through fall 2000.

This declining enrollment mirrors the last significant change in the College's admission requirements when the entrance requirements for the associate degree and baccalaureate degree programs were increased to 72.0 high school average and 80 high school average respectively. At the time of the change, the College predicted that enrollment would decline for a period followed by an increase in enrollment. This is demonstrated in the undergraduate enrollment table below. In fall 2001, prior to the events of September 11th, the undergraduate enrollment decline reversed itself and undergraduate FTE enrollment increased **8.44%**. Prior to that, however, the College experienced sharp declines in enrollment and revenue in 1998-1999 and 1999-2000 academic years.

Fall Enrollment Trends 1985 through Fall 2003
Undergraduate Enrollment

Semester	Full-time	Part-time	Total	Credits	F.T.E.	F.T.E. Change
Fall 1985	3799	2059	5858	65960	4397.3	
Fall 1986	3748	2486	6234	67678	4511.9	2.60%
Fall 1987	3967	2372	6339	68712	4580.8	1.53%
Fall 1988	4062	2708	6770	72302	4820.1	5.22%
Fall 1989	4215	3346	7561	76708	5113.9	6.09%
Fall 1990	4679	3388	8067	83774	5584.9	9.21%
Fall 1991	4926	2942	7868	84896	5659.7	1.34%
Fall 1992	5232	2686	7918	87038	5802.5	2.52%
Fall 1993	5868	2430	8298	94207	6280.5	8.24%
Fall 1994	6250	2584	8834	100494	6699.6	6.67%
Fall 1995	6863	2406	9269	108821	7254.7	8.29%
Fall 1996	7445	2345	9790	116040	7736.0	6.63%
Fall 1997	7415	2412	9827	116299	7753.3	0.22%
Fall 1998	7054	2649	9703	112859	7523.9	-2.96%
Fall 1999	6892	2426	9318	110572	7371.5	-2.03%
Fall 2000	6617	2942	9559	109596	7306.4	-0.88%
Fall 2001	7095	3372	10467	118842	7922.8	8.44%
Fall 2002	7874	3289	11163	130147	8676.5	9.51%
Fall 2003	8454	3082	11536	137222	9148.1	5.44%

A similar problem occurred in the graduate programs in fall 2000 when the College decided that it was appropriate for all of the graduate programs at the College to require the Graduate Record Examination (GRE) as an essential element in the admissions process.

Enrollment that semester declined dramatically in the Criminal Justice, Public Administration and Protection Management programs that were requiring the GRE's for the first time. This also contributed to the College's overall decline in enrollment and a revenue short fall. While the concept of requiring the GRE was considered educationally sound at the time it was implemented, it ignored market conditions and the fact there was substantial local competition for these programs. The local area competition did not require GRE's for admissions. During the same period, there was not decline in the Forensic Psychology and Forensic Science programs because the GRE was already required; both programs lack local competition and both programs have unique niche in the master degree market. When the requirement was removed for the effected programs in fall 2001, enrollment began to increase again in fall 2001. Again this growth in enrollment began prior to September 11th. Graduate enrollment increases are also a reflection of increased emphasis on graduate recruiting and the popularity of the College's programs post September 11th.

Fall Enrollment Trends 1985 through Fall 2003						
Graduate Enrollment						
Semester	Full-time	Part-time	Total	Credits	F.T.E.	F.T.E. Change
Fall 1985	47	432	479	2802	233.5	
Fall 1986	53	392	445	2601	216.8	-7.17%
Fall 1987	47	458	505	2857	238.1	9.84%
Fall 1988	48	494	542	3040	253.3	6.41%
Fall 1989	46	520	566	3102	258.5	2.04%
Fall 1990	52	553	605	3440	286.7	10.90%
Fall 1991	84	570	654	3970	330.8	15.41%
Fall 1992	86	600	686	4214	351.2	6.15%
Fall 1993	80	620	700	4171	347.6	-1.02%
Fall 1994	115	650	765	4897	408.1	17.41%
Fall 1995	128	633	761	4953	412.8	1.14%
Fall 1996	162	772	934	6076	506.3	22.67%
Fall 1997	158	862	1020	6610	550.8	8.79%
Fall 1998	252	873	1125	7756	646.3	17.34%
Fall 1999	255	888	1143	8043	670.3	3.70%
Fall 2000	240	813	1053	7263	605.3	-9.70%
Fall 2001	236	812	1048	7415	617.9	2.09%
Fall 2002	315	972	1287	9294	774.5	25.34%
Fall 2003	350	1179	1529	10963	913.6	17.96%

One of the problems with dramatic changes in enrollment management is that the adjustments sometimes reduce a dramatic decrease in enrollment and a reversal of this change in enrollment takes time. The implementation of new admissions criteria in the undergraduate population for fall 1998 resulted in a decline in enrollment that was not reversed until three semesters later. It also caused a decline in tuition revenue at the College. The same is true of the change in the GRE requirement for the graduate program.

Enrollment Management (Capping) Spring 2004 and Fall 2004

With the cautions expressed above, the College will begin to curtail the size of the associate degree program and total enrollment for the spring 2004 semester and the fall 2004 semester by taking the following incremental steps.

The University generally provides three allocations for a spring semester of transfer students and entering freshmen. The College has advised the University that it will only accept the first two allocations for spring 2004 and will forgo the third. Based on spring 2003, this means that the College will forgo the admission of **334** students (171 transfer students and 163 new freshmen). One of the issues that are axiomatic with student application and admission is that the better-prepared students apply early in the process. In addition, the fact that all of the allocations will be done by the end of the December

means that the Office of Freshmen Services will have a greater opportunity to reach out to the new freshmen and enrolled them in basic skills programs.

The table below describes the changes in enrollment from fall 2002 to fall 2003. The greatest change in new enrollment was in the graduate program. This is a deliberate change. The second largest increase was caused not by admissions but by retention of existing students.

FTE Enrollment Fall 2003				
	FTE	Change	Headcount	Change
Total				
Fall 2002	9451		12450	
Fall 2003	10061.7	610.7	13065	615
Graduate Enrollment				
	FTE	Change	Headcount	Change
Fall 2002	774.5		1287	
Fall 2003	913.6	139.1	1529	242
Freshmen Enrollment				
	FTE	Change	Headcount	Change
Fall 2002	1819.5		2204	
Fall 2003	2050.8	231.3	2317	113
Transfer Enrollment				
	FTE	Change	Headcount	Change
Fall 2002	730.4		1018	
Fall 2003	753.5	23.1	1021	3
Enrolled excluding Graduate, Freshmen, Transfer Retention Factor				
	FTE	Change	Headcount	Change
Fall 2002	6126.6		7941	
Fall 2003	6343.8	217.2	8198	257

Capping Freshmen Enrollment

Although capping is complicated by the University's three choice admission program, the show rate for the associate degree program has averaged 47% for the last two years. Assume that the total of baccalaureate and baccalaureate eligible students in the fall 2004 will be around 1200 students (1186 fall 2002; 1227 fall 2003), and that transfer students, graduate enrollment and the retention factor will remain the same. These three areas generated a growth of approximately 380 FTE's for fall 2003. In order to maintain enrollment at current fall 2003 levels or lower, the freshmen class would have to be reduced by about the same number of FTE's. Using a goal of a 400 FTE enrollment decrease in the freshmen class, and assuming the total decline would be in associate

degree students, this means that headcount associate degree enrollment would need to decline by approximately 524.'

In fall 2003, there were 2,260 associate degree students accepted and 1081 actually enrolled. This was 49.46% of the students accepted. If the desired decline of 524 students were subtracted from 1081, the target enrollment for associate degree students would be 557 students. Based on a show rate of 49.46%, this would mean that the associate degree program should be capped at 1126 students ($1126 * .4946 = 556.9$). If all of the projections work perfectly, the fall 2004 entering freshmen class would total 1757 students and the baccalaureate eligible population would comprise 68.3% of the freshmen class.

The decrease in enrollment from spring 2004, compounded by a planned decline in the freshmen class should produce a fall 2004 enrollment that is below 10,000 FTE's. A final factor that will result in a lower enrollment is the actions of the Academic Review Committee. Last spring semester, the Academic Review Committee dismissed 30% more students than were dismissed in spring 2002. It is anticipated that this number will rise in spring 2004. The increase in dismissals is due to tougher academic standards not an increase in lesser prepared students. There were less students in the dismissal pool in spring 2003 than in spring 2002 yet there were almost 200 more students dismissed.

The difference between this year and the plan implemented in fall 2003 is that there is a cap on the number of associate degree students to be admitted in fall 2004. For fall 2003, the College simply told the University it would not accept associate degree students after a specific allocation. This proved ineffective because there were more associate degree students allocated by the earlier date than in the previous year. The new restriction places a restriction on the number of associate degree students who can be admitted.

Class Utilization

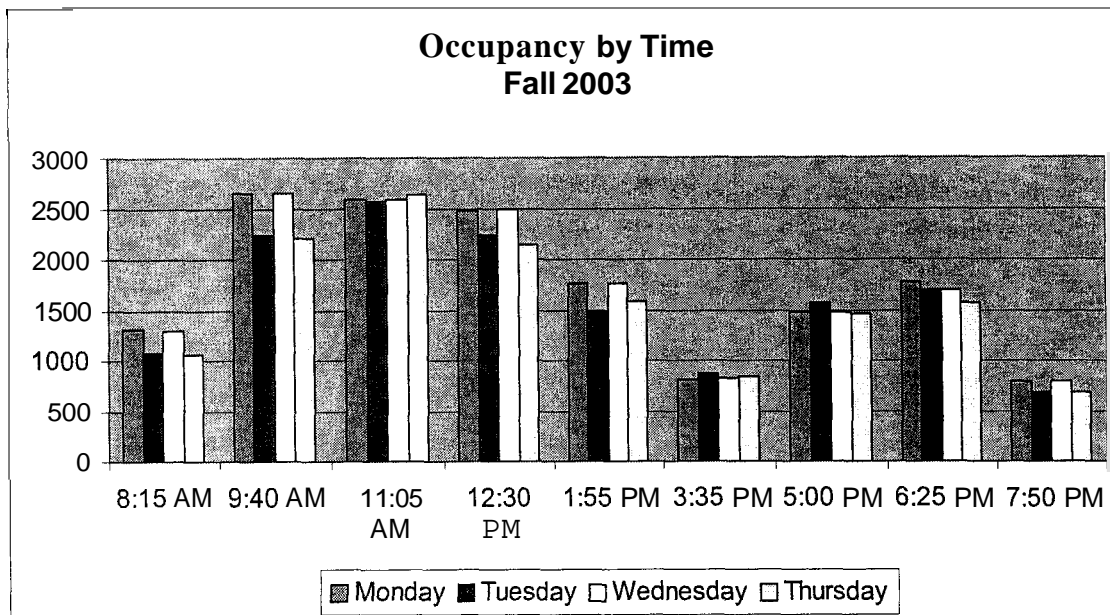
One way to look at utilization by class period is to calculate the number of classes offered in each period. The charts at the last three pages of this presentation describe class utilization for both the fall 2002 semester and the fall 2003 semester. The table on the last page provides the actual data by class period.

The chart below describes total enrollment by class period for the fall 2003 semester. The numbers are students enrolled. For periods prior to the ninth period classes starting at off hours are combined with the nearest regular undergraduate period. The third period has the highest total enrollment followed closely by the second and fourth period in that order. Currently, 26.17% of all students attend during the evening hours.² Only 18.77% of the students attending in the evening (7th through 9th period) attend during ninth

¹ In fall 2003 each entering freshmen associate degree student generated 0.7621 FTE's. The headcount calculation is derived from $400 / .7621$.

² This calculation includes students registered in regular course periods from first through ninth period and graduate courses, which occur during these periods. The percentage is slightly skewed by the omission of graduate courses that begin after ninth period.

period. In fact, the ninth period has the lowest number of students during any period in the Monday through Thursday schedule. There are 14.3 less students enrolled in 9th period than in the next lowest period, 6th period.



Another way of looking at class utilization is the percentage of seats occupied in any period. Classes with a maximum limit of 40 seats were examined for the fall 2003 semester. Seat utilization in 40 seat classes, was 84.88% for all classes offered during the periods 1st through 6th. For periods 7th through 9th, seat utilization averaged 76.17% for classes with a maximum enrollment of 40 seats. The highest utilization rate is 78.44% in the 7th period. The seat utilization drops to slightly less than 75% in 8th and 9th period.

Another issue with changing the starting time of the 7th period is that it expands one of the least productive periods at the College, the period from 3:10 PM to 5:00 PM daily. Currently, this period of time has the second lowest enrollment. Ninth period has less students. Only 7.61% of the day students attend during this period.

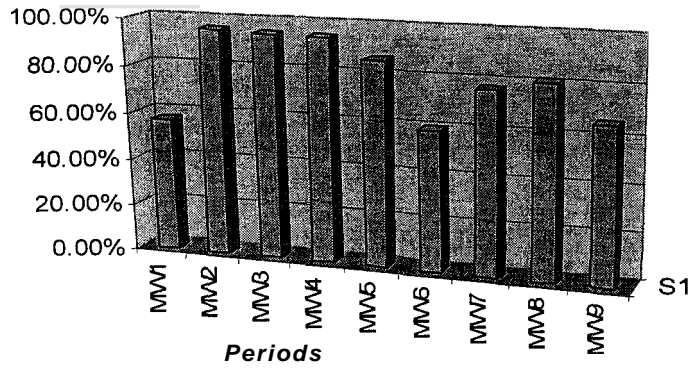
Changing the starting time of the 7th period will not only expand the non-productive period between 3:10 PM to 5:30 PM or 6:00 PM but it will probably reduce enrollment in the 9th period that would not end until 9:35 PM or 10:05 PM.

Thematic Studies

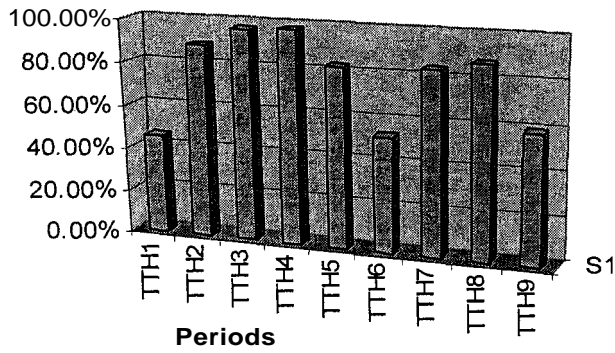
Thematic Studies is used as an example of a schedule that begins at 5:30 and runs a second period that begins at 8:00 PM and ends at 10:30 PM. There are three issues that make this comparison less than ideal. First, Thematic Studies courses meet just once a week. Students accumulate 6 credits by attending this one night a week. Second, there were only 167 enrollments in evening Thematic Studies courses for fall 2003. Finally, of these enrollments, slightly more than 70% were in the period from 5:30 PM to 8:00 PM.

Even with the inducement of 6 credits in one evening, only slightly less than 30% of the enrollments were in the second evening period.

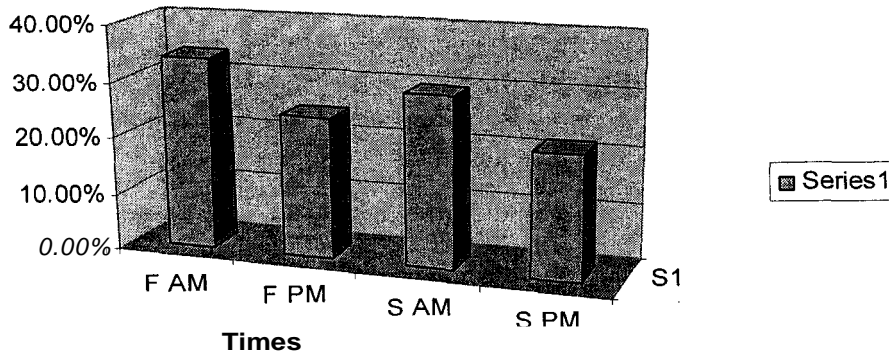
Fall 2002 Utilization Monday-Wednesday



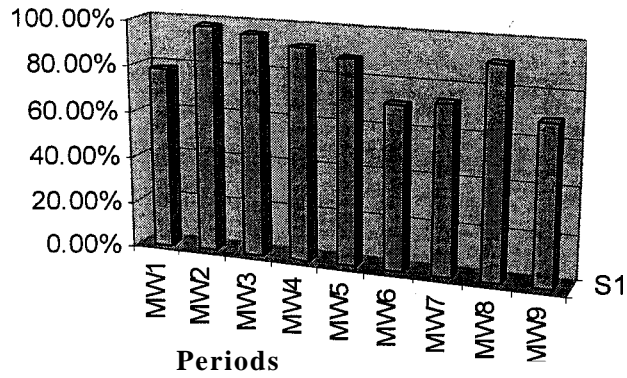
Fall 2002 Utilization Tuesday -Thursday



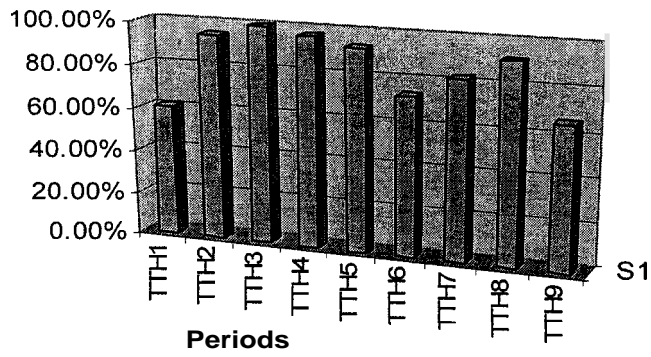
Fall 2002 utilization Friday-Saturday



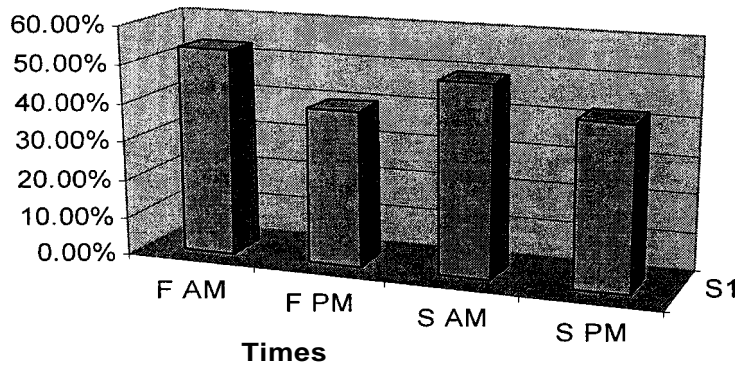
**Fall 2003
Utilization Monday-Wednesday**



**Fall 2003
Utilization Tuesday -Thursday**



**Fall 2003
Utilization Friday-Saturday**



Period	Classroom Utilization					
	Fall 2002		Fall 2003		Difference	
	Classes	% Utilized	Classes	% Utilized	Classes Used	% Utilized
MW1	55	56.70%	76	78.35%	21	21.65%
MW2	93	95.88%	95	97.94%	2	2.06%
MW3	92	94.85%	93	95.88%	1	1.03%
MW4	92	94.85%	89	91.75%	-3	-3.09%
MW5	84	86.60%	86	88.66%	2	2.06%
MW6	58	59.79%	69	71.13%	11	11.34%
MW7	75	77.32%	71	73.20%	-4	-4.12%
MW8	79	81.44%	88	90.72%	9	9.28%
MW9	64	65.98%	67	69.07%	3	3.09%
TTH1	44	45.36%	59	60.82%	15	15.46%
TTH2	86	88.66%	92	94.85%	6	6.19%
TTH3	94	96.91%	97	100.00%	3	3.09%
TTH4	95	97.94%	94	96.91%	-1	-1.03%
TTH5	80	82.47%	90	92.78%	10	10.31%
TTH6	51	52.58%	71	73.20%	20	20.62%
TTH7	81	83.51%	80	82.47%	-1	-1.03%
TTH8	85	87.63%	89	91.75%	4	4.12%
TTH9	57	58.76%	64	65.98%	7	7.22%
F AM	33	34.02%	52	53.61%	19	19.59%
F PM	24	24.74%	39	40.21%	15	15.46%
S AM	29	29.90%	48	49.48%	19	19.59%
S PM	21	21.65%	41	42.27%	20	20.62%



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
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New York, NY 10019
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ATTACHMENT B

New York State Assembly Committee on Higher Education
Hearing on the Need for a Capital Budget for CUNY and *SUNY*
November 25, 2003

Professor Karen Kaplowitz, Ph.D.

President, Faculty Senate, John Jay College of Criminal Justice
& Vice Chair, University Faculty Senate

Faculty Member, CUNY Board of Trustees Committee on Facilities, Planning, and Management
and

Faculty Member, CUNY Board of Trustees Committee on Fiscal Affairs

[Prefatory statement to the Legislators: Because of time restrictions, I will limit my oral testimony to reading from external reviewers of John Jay's programs who commented about the College's facilities. These external program reviewers are not connected with CUNY in any way. Please note, also, that the outside reviews that I have chosen to quote wrote their assessments several years ago, when the College had 3,000 fewer students than it currently has.]

I am testifying today at the direction and on behalf of the Faculty Senate of John Jay College of Criminal Justice, which is the official voice of the faculty of the College, and I am doing so in my capacity as the elected President of the Faculty Senate. I am also Vice Chair of the University Faculty Senate and the Faculty Member on the CUNY Board of Trustees Committee on Facilities, Planning, and Management, as well as the Faculty Member on the *CUNY* Board of Trustees Committee on Fiscal Affairs.

First, I would like to thank you for providing this opportunity to testify as to the importance of enacting a Capital Budget for *CUNY*.

The construction of John Jay's Phase II, the project that is now being designed by Skidmore, Owings, and Merrill, and which will replace a converted shoe factory, known as North Hall, will be delayed if CUNY does not receive an adequate Capital Budget in a timely way.

John Jay College of Criminal Justice can not sustain a delay. Our need for more and safer space is critical. This semester, John Jay has 46 net assignable square feet per FTE student. In Fall 2001, the most recent semester for which statistics are available, the next most space-deprived college at CUNY had 66 NASF. The CUNY average is 110NASF and if John Jay were taken out of the equation, the CUNY average would be 149NASF. Even when Phase II is built, if John Jay were to be at 9,500 FTEs, the enrollment we must *decline* to, we would have only 67 NASF per FTE student. For John Jay to be at the CUNY average, we would have to reduce our student FTE enrollment by 70% to 3,100 FTEs – we are currently at more than 10,000 student FTEs.

A report by Staunton Chow P.C., an engineering and architectural consulting firm hired by DASNY (the Dormitory Authority of New York), makes clear how exigent the need is for more space for North Hall and how unsafe the conditions are. This January 29, 2003, Report is titled “Egress/Life Safety Analysis: John Jay College of Criminal Justice, North Hall Building.”

John Jay College of Criminal Justice is the leading institution of criminal justice higher education in the United States. Our special mission is unique within the City University of New York and this means that we offer both undergraduate and graduate degree programs that are offered no place else in **CUNY** and, often, no place else in New York City or, indeed, in New York State. Some examples of our special mission programs are: forensic psychology, forensic science, fire science, fire science administration, protection management, judicial studies, criminology, correction administration, security management, police studies, dispute resolution, and criminal justice administration and planning.

John Jay is one of only two CUNY colleges that offer the full range of degrees, from the associate degree through the doctoral degree. Although the doctorate in criminal justice and the doctorate in forensic psychology are actually programs of the *CUNY* Graduate School, as are all *CUNY* doctoral programs, they are physically housed at John Jay because of our unique library holdings and laboratory facilities and academic mission.

North Hall houses the vast majority of faculty offices, the vast majority of classrooms, almost all student support services, including the registrar’s office, financial aid, tutoring, and counseling, as well as all the student club offices and the children’s center.

There are several reasons why the Phase II project is critically important for our College: first, our current space, which was designed for far fewer than half the 13,000 students currently enrolled, is far too small; second, North Hall, originally a shoe factory, is not and has never been properly designed as a college classroom and office facility; third, there are serious, documented, risks to the safety and health that the size, design and age of this facility pose; fourth, the lack of space and lack of facilities constrain our academic programs.

We are also limited, because of our severe space shortage and especially our severe classroom space shortage, in our ability to provide our students with courses at the times that they need them, given their very demanding work schedules. Many of our students are police officers, fire fighters, and other members of the public sector, who put their lives on the line day and night. We must have sufficient classrooms and we simply do not have enough classrooms.

In addition to these concerns, there are the urgent issues of health and safety. The City University of New York requires each of its component colleges to conduct reviews of its majors and academic programs: each college conducts a self-study of each of its program and engages in an internal review and then experts in the field from outside *CUNY* who are independent of The City University come to the college and evaluate the program.

A mandatory evaluation, required by *CUNY*, was conducted in April 1997 of our Fire Science programs, which are housed in North Hall. This outside evaluation was written by the Chief of Training of the Bureau of Training of the Fire Academy of the NYC Fire Department and by a

Professor of Fire Protection Engineering at Worcester Polytechnic Institute in Massachusetts, who together visited John Jay in 1997 for the purpose of the external evaluation of the fire science programs. Under the category of "Facilities," their report states:

"Classes and faculty and staff offices for the fire programs and apparently for many other academic programs are located in North Hall, a former shoe factory at 445 West 59 Street. This building is too small, ill-equipped, and too dangerous to conduct an academic operation of this size currently situated here. During our visit, traffic congestion on the stairways, in the corridors, and in the extended distances to emergency exits made it apparent that a rapid evacuation would be very difficult if not impossible. Furthermore, there are apparently no sprinkler systems in most areas of the building. It is incongruous if not downright hypocritical to deliver fire safety education in such surroundings. Classrooms are dull, nondescript and difficult to find. Fire program classes are often in classrooms scattered throughout the building without any home base for students to congregate. The educational environment would be significantly enhanced with a new facility in which classrooms could be grouped together by academic program to the extent possible."

Among the recommendations of the external evaluators' is the following statement:

"We recommend the administration acquire a new building for the fire programs and for most other academic programs. The new building should have adequate emergency egress and other fire protection features that are sorely lacking in North Hall and which may generate the potential for scepticism about the administration's commitment and support of fire protection at John Jay College. The new building should create an educational environment that is dramatically better than the dilapidated physical plant in which most classes are now held and in which most of the faculty have to work."

John Jay's external program review of the undergraduate major in Criminal Justice Administration and Planning was conducted several years ago. One of the external evaluators was Le Ann Shelton, Esq., an architect with a law degree, of the firm of Silver & Ziskind, Architects, Planners, Interior Designers at 233 Park Avenue South, New York City. The other external reviewer was Cole Blease Graham, Jr., of the College of Criminal Justice at the University of South Carolina in Columbia, South Carolina. The date of their site visit and written report was May 8-9, 1995.

Because the Bachelor of Science program in Criminal Justice Administration and Planning is offered jointly by the Department of Public Management, which is in North Hall, and by the Department of Law, Police Science, and Criminal Justice Administration, which is located in T Building (899 Tenth Avenue), the evaluators visited both buildings.

One of the evaluators' findings as stated in their report is that the undergraduate major in Criminal Justice Administration and Planning (CJAP), a major which is unique to CUNY, "addresses an apparently growing need for middle to upper level agency staff with management/policy analysis skills. In a time of shrinking public resources, graduates in this major should find their administrative and decisionmaking preparation attractive to agencies seeking broader public acceptance, heightened internal efficiencies, and increased synergies with other criminal justice agencies."

The evaluators' recommendations about the physical plant, based on "comprehensive tours of the physical facilities" is as follows:

"RECOMMENDATION 5-2: The College should consider relocating all academic programs from the North building.

A. Fire and Safety Issues

During our visit to the campus, several serious fire and safety hazards were apparent:

1. Doors separating fire compartments are fixed in an open position. It was reported that several are left open because of broken locks, latches or door frames.
2. Travel paths to exits are circuitous and difficult to follow.
3. Both classroom areas and offices appear to be at capacity. Adjunct faculty are crowded into offices, and during peak hours of attendance, students stand or sit in the hallways, blocking means of egress.
4. Due to the building configuration, the front stair is heavily used, particularly between class periods. In an actual fire emergency evacuation, there may not be sufficient capacity to handle the flow. Since it unlikely that someone will actively direct occupants to alternative exits, there is the possibility of a trampling incident.

"B. General Conditions

The physical facilities in the North Building do not facilitate the educational process, in general, and significantly impact the provision of the CJAP major:

1. The building is a maze of anonymous corridors, offices, and classrooms. There is little distinction between one area and the next, which tends to de-personalize departmental areas and the faculty who support it. Compared to the South building [sic], the North building lacks personality, or more specifically, an inspiring academic personality.
2. The bathrooms are heavily used and undermaintained. As the day proceeds, their condition becomes unsanitary.
3. The mechanical system appears to be undersized. Faculty report that air conditioning is problematic. Classrooms and offices are frequently either too hot or too cold.

"RECOMMENDATION 5-3:

An effort should be made to construct new facilities on a site adjacent to the South building. Relocating programs from the North building to the proposed site would establish a campus-type setting for the College and thus enhance the overall academic environment for students in John Jay College."
John Jay College."

This external review was six single-spaced pages: the comments on the physical plant comprised more than a full page of the report, indicating the seriousness of the problems in the view of the external evaluators of this program.

During the Spring 1996 semester, the Master's Degree Program in Forensic Psychology engaged in the review process. This program is unique to CUNY and, indeed, there is only one other such program in the United States and it is outside the State of New York.

Although most graduate courses are held in T Building, the Forensic Psychology Department, including the offices of all its faculty, are in North Hall. Undergraduate Forensic Psychology courses are taught in North Hall. The external reviewers of this program were Bruce D. Sales, Ph.D., J.D., of the University of Arizona and Norman J. Finkel, Ph.D., of Georgetown University. The date of their report is June 11-12, 1996.

The summary recommendations section begins with the statement: "While we were asked to evaluate the Master's Degree Program (and we will), both evaluators felt that a first-rate Doctoral Program could be developed here, if certain conditions obtain, which currently do not." The evaluators then list the conditions which do not obtain which include: "facilities, such as observation rooms, . . . larger classrooms, a faculty-student lounge where discussions of forensic psychological matters can occur, more library carrels; greater computer online access" It is worth noting that the *NYS* Regents has just approved a doctorate in forensic psychology at *CUNY* to be housed in John Jay's North Hall until Phase II is built, at which time the program will be housed there.

In writing about the full-time Forensic Psychology faculty, the evaluators state that the faculty "survive with gallows humor and New York toughness, in an old shoe factory building, in shoe box conditions. . . ."

The section of the report on the physical plant states:

"Facilities

The current space is not only inadequate for teaching purposes, it is poorly configured. Classrooms of a similar size seem to dictate how one teaches, and how often one teaches, rather than pedagogy. The 'psychology laboratory' would be an embarrassment at the turn of the last century. To teach courses on forensic interviewing, counseling, and therapy, and to teach courses dealing with forensic testing, observation rooms with a one-way mirror are required, along with up-to-date and complete testing kits — yet these are either absent, inadequate, or incomplete. In addition, what is missing for faculty and graduate students is a place — a faculty/student lounge — where small meetings, discussions of forensic psychology and possible research and collaborative efforts — go on. An upgrading is needed now, and it will have to be more extensive if a Doctoral Program is started . . .

Finally, the faculty, Master's level students, and particularly doctoral level students, if that comes to pass — will need more computer terminals, with access not only to PsychLit, but Westlaw or Lexis/Nexis, to efficiently access the law, forensic, psychology, criminology, sociology, bioethics, philosophy, and medical literature."

The evaluators conclude that "a shoe factory mentality can create an 'in and out' night school atmosphere," a condition which they characterize as "deadly for graduate education."

Relevant to the future of this College, and relevant to our need for Phase II, is the fact that criminal justice is the fastest expanding major in the United States: one quarter of a million people are now majoring in this field throughout the United States and the number will continue to grow as police departments and as correction departments inexorably raise their standards and require a college degree for everybody choosing these extraordinarily responsible and difficult professions.

The faculty of John Jay see it as a responsibility to not only our students and our College but to the City and State of New York that Phase II be built as quickly as possible. For that to happen and for our facilities needs to be met in the interim, a Capital Budget must be enacted for CUNY. Thank you.