

Faculty Senate Minutes #264

John Jay College of Criminal Justice

Thursday, September 9, 2004

3:15 PM

Room 630 T

Present (32): Teresa Booker, Marvie Brooks, Orlanda Brugnola, James Cauthen, Effie Cochran, Edward Davenport, Robert DeLucia, Janice Dunham, Joshua Freilich, Konstantinos Georgatos, P. J. Gibson, Carol Groneman, Jennifer Groscup, Judith Hawkins, Jennifer Jackiw, Karen Kaplowitz, Kwando Kinshasa, Tom Litwack, Vincent Maiorino, James Malone, Evan Mandery, John Matteson, Edward Paulino, Rick Richardson, Jodie Roue, Marilyn Rubin, Francis Sheehan, Liliana Soto-Fernandez, Alisse Waterston, Robin Whitney, Susan Will, Kathryn Wylie-Marques

Absent (5): Kirk Dombrowski, Betsy Gitter, Amy Green, Joseph Napoli, Thalia Vrachopolous

Guests: Professors Ellen Belcher, Ned Benton, Jeanne Marie Col, Jannette Domingo, Lou Guinte, Robert Hong, Maria Kiriakova, Kathy Killoran, Gavin Lewis, Jerry Markowitz, Jose Luis Morin, Bonnie Nelson, Pat O'Hara, John Pittman, Timothy Stevens, Chris Suggs, Harold Sullivan, Maria Volpe, Margaret Wallace

Invited guest: President Jeremy Travis

Agenda

1. Announcements from the chair
2. Approval of Minutes #263 of the May 26, 2004, meeting
3. Approval of the Calendar of Faculty Senate meetings
4. Declaration of a vacancy in an at-large Senate seat
5. Decision by the Senate as to a method for filling the vacant at-large Senate seat
6. Election of 6 faculty to the College Student-Faculty Disciplinary Committee
7. Election of 5 Senators to the College Comprehensive Planning Committee
8. Election of faculty to the College ADA/504 Committee
9. Election of faculty to the College Advisory Committee on Security
10. Proposal that the Faculty Senate recreate its faculty mentor program: Executive Committee
11. Report on draft planning documents: Senators Tom Litwack, Marilyn Rubin and Prof. Ned Benton.
12. Report on the 2004-5 budget: Senators Tom Litwack and Karen Kaplowitz
13. Invited guest: President Jeremy Travis

1. Announcements from the chair [Attachment A, B, C]

Senator Teresa Booker: who joined the African-American Studies Department this month. was introduced and welcomed. Senators James Cauthen and Jodie Roure, returning Senators, were welcomed back from their leaves of absence from the College.

The names of the five honorary degree candidates approved by the Faculty Senate on May 7 have been forwarded by President Travis to the Chancellor for action by the Board of Trustees for conferral at the June 2, 2005, commencement. Written announcements were provided [Attachment A].

President Travis has issued a letter outlining his decision-making process [Attachment B] and has just determined a new table of administrative functions [Attachment C]. The changes are as follows: the Dean for Planning and Assessment now reports directly to the President instead of to the Provost. All educational activities that had previously reported to the Vice President for Institutional Advancement now report to the Provost, such as training and non-credit studies. Also provided were data about endowments, given that President Travis will have to engage the college in development work [Attachment D].

2. Approval of Minutes #263 of the May 26, 2004. meeting

By a motion made and carried, Minutes #263 of the May 20, 2004, meeting were approved.

3. Approval of the Calendar of Faculty Senate meetings

The calendar of Senate meetings proposed by the Executive Committee was approved and will be posted on the Faculty Senate homepage:

Thursday, September 9
Wednesday, September 22
Thursday, October 7
Wednesday, October 20
Wednesday, November 3
Tuesday, November 16
Friday, December 10 (all-day meeting)

Thursday, February 10
Wednesday, February 23
Wednesday, March 9
Tuesday, March 22
Thursday, April 7
Wednesday, April 20
Friday, May 6 (all-day meeting)

First meeting of the 2005-06 Senate: tba: Tuesday, May 24, *or* Wednesday, May 25

4. Declaration of a vacancy in an at-large Senate seat

Senator Amy Green has resigned her at-large seat because she is on sabbatical leave. By a motion made and adopted the seat was declared vacant, as required by the Senate Constitution.

5. Decision by the Senate as to a method for filling the vacant at-large Senate seat

As required by the Senate Constitution, the Senate decided a method to fill the vacant full-time representative seat. The Senate voted to declare the next highest recipient of votes in the April 2004 at-large election be elected. The Senate was then informed that the next highest vote recipient are actually two members of the full-time faculty, who tied in the April election: Professors Heath Grant and Patty Zapf. The Senate decided to conduct a run-off election, with ballots sent to all full-time faculty, if both Professors Grant and Zapf agree to run for the vacant seat.

6. Election of 6 faculty to the College Student-Faculty Disciplinary Committee

The Senate elected Professors Yahya Affinnih, Jose Arcaya, Lee Jenkins, Norma Manatu, Jose Luis Morin, and Dagoberto Orrantia to serve as the 6-member faculty panel of the Student-Faculty Disciplinary Committee, which adjudicates charges brought against students.

7. Election of 5 Senators to the College Comprehensive Planning Committee [AttachmentC]

President Travis' table of administrative functions [AttachmentC] was referenced in noting the importance the new President is placing on strategic planning. Furthermore, Dean Rubie Malone will be chairing the College's Comprehensive Planning Committee henceforth.

The Comprehensive Planning Committee comprises five Senators; five Chairs; a representative of the Curriculum Committee; a representative of the Graduate Studies Committee; the Chief Librarian; two HEOs; the four vice presidents; and most of the deans.

Nominations were opened for the five representatives of the Faculty Senate. Seven Senators accepted nomination for the 5 seats: Senators Robert DeLucia, Kirk Dombrowski, P. J. Gibson, Karer Kaplowitz, Tom Litwack, Rick Richardson, and Francis Sheehan. The Senate decided to conduct the election through written ballots mailed to all Senators because of time constraints. because President Travis was scheduled to arrive at 4 pm and more business had to be conducted at today's meeting.

8. Election of faculty to the College ADA/504 Committee

The Senate elected Senators Marvie Brooks, Orlanda Brugnola, Karen Kapiowitz, and Francie Sheehan.

9. Election of faculty to the College Advisory Committee on Security

Each college was directed by the Central Administration to either create an additional committee on security or **to** expand its existing College Advisory Security Committee, which is required by NYS Education Law, in order to implement the *CUNY* Policy on Workplace Violence approved by the Board of Trustees in June. The State Education Law requires each college's Security Committee to have one-third of its members be faculty who are recommended by the faculty governance body. However, John Jay's administration named four faculty to this Committee during the summer rather than asking the Senate to recommend the faculty members. The letter to the colleges from Vice Chancellor for Faculty and Staff Brenda Malone did not note the NYS Education Law requirements. Not having known of the appointment of those four faculty, the Senate's Executive Committee had placed on the agenda of today's meeting the election of the faculty members to be recommended to this Committee as it has in past years. Accordingly, the Senate directed the Executive Committee to further consult with the College Administration and, based on those discussions, to recommend a course of action to the Faculty Senate at its next meeting.

10. Proposal that the Faculty Senate recreate its faculty mentor program: Executive Committee

The Senate voted to recreate the informal faculty mentoring program it sponsored a number of years ago when, like now, there were many new and many untenured faculty. Several Senators recalled having signed **up** to be assigned a faculty mentor and said that having a mentor had been invaluable in general and specifically in their success at achieving tenure; other Senators reporting having served as mentors and urged that the program be reestablished.

The Senate agreed that the sign-up forms first be sent to senior faculty inviting them to serve as informal mentors; based on the number of responses, forms would then be sent to the new tenure-track hires and then, if there are sufficient mentor volunteers, to the other untenured faculty!..

11. Report on the draft planning documents required by Middle States: Senators Tom Litwack and Marilyn Rubin and Professor Ned Benton [Attachment D]

Professor Ned Benton, a member of the College's Comprehensive Planning Committee, explained that John Jay was informed in writing in July 2003 that the College is being reaccredited but is required to develop and transmit to Middle States by April 1, 2005, planning documents on (1) development and implementation of a comprehensive institutional strategic plan which links planning to decision-making and budgeting processes; (2) development and implementation of a comprehensive facilities master plan and (3) development and implementation of a written plan for assessment including student learning outcomes and institutional effectiveness. Although Middle States sent us the letter in July 2003, the real work on these documents did not fully begin until June 2004 [Attachment D].

In June 2004, the Comprehensive Planning Committee (CPC) established three committees, each of which has worked on one of the documents since June: the CPC sub-committee working on the Strategic Plan is co-chaired by Professors Andrew Karmen and Tom Litwack; the sub-committee working on the Facilities Plan is co-chaired by Professor Ned Benton and Vice President Robert Pignatello; and the sub-committee working on the Outcomes Assessment document is co-chaired by

Professors Maureen O'Connor and Marilyn Rubin. Professor Benton explained that the three draft documents will be sent to the John Jay community as soon as President Travis has reviewed them. He said he cannot emphasize too strongly that the members of the committees working on the three documents need responses and comments from the College community.

Senator Litwack agreed but noted that the draft documents that the three sub-committees have been working on are to be transmitted to the Comprehensive Planning Committee before they are transmitted to the John Jay community but this is not to happen until after President Travis has reviewed the three documents. At that point the documents will be sent to the CPC and after the CPC has reviewed the documents and any comments that President Travis may make about them, the CPC will transmit the three draft documents to the College community.

President Kaplowitz referred the Senate to President Travis' table of administrative functions [Attachment C] to demonstrate the emphasis he is placing on planning and outcome measures: the Dean for Strategic Planning and Assessment will now report directly to the President instead of to the Provost as had been the case until now.

12. Report on the 2004-5 budget allocation to John Jay: Senators Tom Litwack and Karen Kaplowitz [Attachment E, F, G, H, I]

The budget for CUNY provides no funding for new lines at CUNY. No new faculty lines have been allocated to any of the senior colleges. This is because of the budget situation that CUNY is facing [Attachment E, F]. To provide a perspective about John Jay's fiscal situation compared to other CUNY colleges, President Kaplowitz provided charts showing the University's own data about the funding of the senior colleges [Attachment G] and about the colleges' fund-raising achievements and endowment; [Attachment H]. Professor Ned Benton distributed updated versions of his budget charts which show John Jay's continued, historic, and dramatic inequitable funding [Attachment I]. This budget review was to introduce new Senators to John Jay's budget issues.

13. Invited guest: President Jeremy Travis [Attachment B, C]

President Jeremy Travis was welcomed and was invited to speak about his experiences and his impressions formed during the weeks since August 16 when he began his tenure as President.

President Travis: Thank you for the opportunity to talk to you today. We have an hour together and I want to use it well. I want to make sure we have adequate time for questions and answers so I can find out what's on your mind. I want to take some of that hour to share some thoughts that are on my mind. That's **ok**. It has not yet been four weeks that I've been at John Jay but it's been a wonderful, wonderful introduction to this institution and a wonderful welcome to this community that has been afforded to me. A part of that, a large part of that, has been the welcome I've received from the faculty members and so I've tried to understand why is that. It's not just because I have some influence over things like tenure but I think it's as much because there is a sense of very high expectations in this community about where the College can be going.

I first sensed that dimension to the life of the John Jay community during the search process in

this room and in others during my campus visit. But most importantly was the sense both from the students and the faculty members of that Search Committee, that there was a sense of opportunity for whoever was chosen to be the President of John Jay and that sense of high expectations was then further solidified – or was given more context – after I was named President.

And over the summer I spent time talking to lots of people – some of those interviews were held here and others I spoke to over the phone while I was in Washington. I've lost track of how many faculty members I interviewed – at least a dozen if not more – and in every one of the conversations there were problems and gripes and issues but in every one of those conversations the overwhelming sense I got from those interviews was that this institution was poised to do really, really great things.

And as the incoming guy there is nothing better than to have that sense of support for change and for meeting people's very high expectations. So although the personal welcomes have been nice – it's been nice to see people I've worked with in the past and to see my career reconnected – the community welcome has been particularly wonderful because it has reaffirmed the sense I have that this is going to be a great job – just a great job. Let me be a bit more specific and talk about how I've been focusing my time and attention and then talk a little bit about my thoughts, share my thoughts, about the importance of the faculty and the role of faculty in the future of the institution. So let me just talk about how I'm thinking about my new job. And then I'd like to open the discussion up for questions.

So what have I been doing with my time? I've been focusing initially on what we call the architecture of the College: in other words, how does the College function? As an outsider coming into any institution, particularly since most of my life has been spent running large institutions, what you want to understand is how does the place work, how does it run, how does it make decisions, what are the relationships. It is not so much about people as it is about responsibilities. It's sort of Public Management 101. One of the purposes of all the interviews I did over the summer – I retained a management consultant that I've worked with during the past seven or eight years in other settings to help me think these things through, a person named Doug Katz – and the first week of my arrival was spent getting some control over the way my life worked and the President's Office – you're probably aware of some of those changes in terms of personnel responsibilities.

The second week was spent working on the functional alignment of the College, just trying to make sense out of the way we think. Again it is not about offices or people but rather how we line up the activities of the College. And now shifting more toward how the offices, that is, organizations of people line up against those functions and how the actual offices, the physical offices, align up against them. This is for some people fairly boring stuff but I happen to get a perverse pleasure out of it but it is really important – it is really important because it reflects my values as a leader but also it should reflect the values of the institution. So what should you be seeing when you look at this document? And I'm glad Karen has distributed this document and that you have it [Attachment C]. What you should be seeing is a recommitment to some things, maybe the focus has been lost, or we just need to say the words again.

The recommitment is, first of all, to academic excellence. So you see in this realignment of functions that there's what I'm now calling the Professional Studies activities of the College, which in the past were called training activities – which are, at core, educational activities – and that those are clearly now aligned as being within the responsibility of the Provost and Senior Vice President for Academic Affairs. That's the only way I know how to do this work is to do it as an academic institution. That is what we offer the world; we have to be clear that the offerings that happen in the classroom, whether they are for mid-career people or incoming freshmen, are part of the academic ethos and architecture of the College. You'll see also in that realignment a clear statement of a separate function

for research. But on the first one – we're creating an Office of Professional Studies – I'm in discussions with a number of people about who should head the Office of Professional Studies but in any case all of the things that are now considered training will come under that new Office.

By Professional Studies I mean something different from continuing education. By Professional Studies I mean the activities that we offer to the professions that we relate to and I define those professions very broadly. And so, for example, I had a discussion this morning with the director of a forensic program at Bellevue who is an M.D. (and who also happens to have a Ph.D. in history). The discussion was about collaborations between us and his docs, basically, about how to think about criminal justice and that same meeting we talked about collaboration between us and judges in order to help understand better the latest science about forensic issues. So the professions would be the target for the Office of Professional Studies, very broadly defined, but that becomes then a center of entrepreneurial activity related to the academic life of the institution. So we draw from our faculty, we draw from whatever capabilities we have to offer, and we reach not only into the New York City professionals but also nationally and internationally. So this, I think, is a critical organizational decision because it reflects the educational mission of the institution but also because it reflects areas for growth.

The second area is research and you can also see in the table of functions – again this is not a table of organization but rather an alignment of functions – a separate recognition of the importance of research. So this will separate the research responsibilities – although I have to be careful here because everyone is responsible for research – from what is now the dean of graduate studies and research. In the future someone else will have research in his or her title – I am also in discussions with people about who should head up this Office. This Office will be the engine for promoting research within the College. It will help faculty members who are thinking about research opportunities and so the Office of Sponsored Research comes under this Office; it will help carry out research projects if faculty need assistance – Nancy Jacobs' Office will come under the Office of Research; it will help identify issues or subjects or emerging issues, it will be sort of the repository for the faculty in thinking about how to promote John Jay as a premiere research institution and it won't always do the research – the faculty member will mostly do the research – but it will help support the research activities of the faculty. The next step here is a brainstorming session to think about how do we do that best. I don't know the answer to that yet and obviously I want to draw upon your advice and the advice of others to help position that Office to do that.

So what we're signaling here is, in the first, a commitment to education – to educational integrity; the second, a commitment to research – we want to be known as a research institution. And the other thing that you'll see that comes under the Provost now that wasn't there before is the Office of Continuing Education – I think we have lots of missed opportunities for providing courses to – again not to the professions but to – interested citizens who might want to come here to register for courses and this can be, perhaps, self-sustaining in terms of costs. What this realignment does is, also, to make it clear that there are other activities that now are isolated but that come under the offices of the Vice President for Institutional Advancement that are in my opinion very weak within the College: those are the offices of alumni affairs, the office of development, the communications office, the intergovernmental affairs office, and community services.

That's not to say there are not people doing those jobs but these people are underresourced and we need these people; we need more of them; we need these functions to be carried out well. Why? Because they generate resources for everything else that we do; they generate the governmental resources that we need; they generate the private resources that we need; they generate the public profile that we need that will help place the College in a better position than it is now; it generates an alumni relationship that does not exist in a very productive way now in the College; there is a benefit to our

students; there is also a benefit to the College on an ongoing basis because it will generate alumni support for scholarships and endowments and the like. So by isolating those functions and by taking out the others I hope to also convey the message that these need attention, that these need help, that these need our support. In my view, everyone who works for John Jay is a development officer because all of us should be thinking about opportunities for creating connections between those who might help fund our work. So my first focus, during my first month, has been on the architecture of the College and that's what is represented here and the next step is to think about, as I said, the actual table of organization – and people and offices.

My second focus has been on accountability. I have been spending more time now, more of my recent time, thinking about how the offices actually work, reporting relationships. Again, to lots of people this is fairly boring stuff but I need to know who does what, how do they do it, a sense of the middle-level management of the organization. And the third phase of this first period will be the action phase: thinking about how we roll out some activities that will build on the College's potential and in this regard – and this comes down nicely in terms of timing – the strategic plan that a number of you have been involved with and that the Provost is overseeing – will be coming through the pipeline fairly soon as a draft, I hope, that is, I expect to get a draft and then there will be a final version – we will take that as a foundation for some brainstorming about some more ambitious opportunities that I want us to take advantage of.

So that's how I'm thinking about what I'm doing over this initial period. This will culminate in a presidential retreat. I haven't thought how to manage that yet; Doug and I haven't talked about it but some development of a multi-year plan will build on the strategic plan for the College. Part of that will be a development plan – we will start setting some very ambitious goals, some very ambitious goals for how to raise money to support the work of the College. Anyone who knows millionaires who want to have things named after them, please see me after the meeting. I'm very good at having lunch with all sorts of people [he said laughing], on multiple occasions if need be.

It's amazing to me – and I do hope you don't take this the wrong way – that the College can have made the progress it has made over 40 years without an active development program. It's really remarkable to me. So just imagine, imagine, what could happen if we had an endowment, if we could free up faculty to do research and have all the things that money can buy. So I'm feeding my brain with lots of ideas, with lots of advice that I'm getting from you. I'm trying not to get distracted from my 100-day plan for things I want to do; it is easy to get distracted from that. So my hope is that you'll just be a little patient with me as I put some of these pieces together.

Let me just switch gears a little bit and then open it up for questions. The faculty of this institution, of any educational institution, are the engine of the institution. I may be restating a truism but you are the folks who make this organization what it is; you know the potential for its future; you are the heart and soul of what the institution is in its essence – in what it offers to the marketplace – the marketplace of students all of whom could go elsewhere. They come here because of what you offer. And that is and will continue to be a priority of mine, to continue to increase the level of educational offerings for all of the faculty, the research capabilities of the faculty, the public profile of the faculty, and to do that in ways that are supportive of and not distracting as you carry out your work in the classroom, your work on your own scholarship.

I know that you know that in all of my public management jobs I've never run an educational institution before. I've been in closely allied activities, mostly the research world, but from my family life, the last time I counted, I had four or five brothers and in-laws who are faculty members, all of whom

tell me stories of their run-ins with administrators [*President Travis and the faculty laugh*], things that I should watch out for. So I come to this one half-step removed from being one of you and just have a very deep appreciation for the work that you do.

So what are my goals? My goals are first and foremost to continue to recruit the best that we can recruit; that has to be a priority. We are in a very fortunate position, notwithstanding the gubernatorial veto of parts of the *CUNY* budget last month, we are in a very fortunate position of still being able to hire faculty, which has not always been the case at *CUNY* and at *John Jay*. So we have to continue to be able to recruit at all levels the very best that we can recruit. And then once they're here we have to retain them, retain them not because they fall in love with New York, which is nice, but retain them because they are able to achieve their professional goals at this institution and that means placing a priority on their ability to teach and, particularly, their ability to do research.

This institution will be known in the future by its research profile; I'm convinced of that. We can have disagreements over that if you'd like to but I'm very clear that I want to build the research capacity of this institution which means hiring faculty members who both enjoy and are good in the classroom and who, in particular, excel in research and intellectual scholarship. That means finding ways to free up time for people to do both research and the development of a research agenda, their own professional research agenda. That means providing support with a research center that we are going to create for those who haven't done this before. I've mentored a lot of people who were writing their first proposals: we're not born knowing how to do this. And even if you've done a piece of this, until you've sat down and come up with your own literature review and developed and come up with your own research design and applied to NSF or NIH or wherever, there's lots of mentoring that is needed to develop that capability and then when the good news happens and the research comes in, there's a lot of mentoring needed in producing research that's been funded.

So one of the goals of the research office – but it's also something that I think we all have to take some responsibility for – is to build the research capability and research savvy within the institution so that we're going after foundations, we're going after the money, we're entrepreneurial in finding opportunities, we look for those solicitations that are just right for us, we use our contacts, we help colleagues, we're not just in it for ourselves, we embrace the goal of building a research profile for this institution. I'm passionately committed to this and will use my own experience and contacts to help make that happen and I realize it takes raising a lot of money, raising a lot of money.

I was very pleased to be able to put out the press release, I hope you all saw it on the website a couple of days ago, listing the \$4.7 million that came in over the past four months. But if you look at that, only a small amount was research funding. A lot of it was professional studies, which is fine. But in the future that should grow and we should be able to say to our colleagues around the world that this is the place to come to do cutting edge research and we need to foster that within our faculty.

A piece of that is to also build a profile for John Jay as the place, certainly the place within New York City, where cutting edge ideas are being discussed; that doesn't mean only doing research on something, it means talking about your research, it means bringing it into the practice community, bringing it into the media, bringing it – we can stand toe to toe with Columbia, with NYU, and with Fordham. We need to say: this is the place. I have a very competitive side to me so when people say, "Why don't you partner up with Columbia?", I say, "Why don't they partner up with us?" [*Laughter*] We can do this stuff. There are areas of strength and there are areas that need improvement within the College, like any institution, but this can be the place. I was delighted when David Brotherton brought to me a proposal for a conference he is having on deportation and the criminal justice system and we're

bringing in people here – I want John Jay to be the place that is identified, first within our own community here, but also nationally and internationally as the place where you discuss ideas, scholarship, research that is at the cutting edge.

There are lots of ways to do that and this is one of the goals I've given to our communications team and we're talking about bringing in an outside consultant to help us do that. The first thing they're going to do is talk to the faculty and ask what are the strengths that are here, how can we build those strengths. So the research mission is not just to do the research but it is to help the College by saying this is the place where research is being done and these are the smart people who are thinking about this. So you all have networks. So, you're going to start – if you're not already using this building, this place, because of its convening power – to bring people together, publish papers – it's a good way – I've done a lot of this – you meet people, everyone else writes the papers, and you get to co-edit the journal, you get the credit. But to do that sort of stuff because you want to be at the forefront, you want people to think of this institution as being at the forefront. Let me now answer your questions.

Senator John Matteson: The pre-eminence you speak about is something I personally care about a great deal as far as the College is concerned but what I'd like to speak about is applying that idea of pre-eminence to the idea of the humanities disciplines, as well, not to only the criminal justice disciplines. what has been called our mission disciplines. It seems to me that because we are a college of criminal justice we have a unique opportunity to seize a leadership role in interdisciplinary aspects of the subjects. such as legal history, or literature and the law. My department, English, is working quite hard on making ourselves serviceable to that idea of pre-eminence and I was wondering what thoughts you have about this.

President Travis: One of the great advantages this College has over criminal justice programs attached to colleges is that the core idea here is that this is a liberal arts college with a criminal justice mission and so that core idea has enormous potential for scholarship, for teaching in a different way, for viewing literature through a different lens. I think we have a lot of lessons to share with other academic institutions about the benefits, in terms of what happens in the classroom – the benefits of interdisciplinary work. So one of the ideas running around my head is to sometime, not this year but maybe next year, sponsor a colloquium or something like that, commission some papers, here at John Jay, inviting our colleagues in the criminal justice education world – and I mean world literally, not just the country – to say what is the future of criminal justice education. I think it's ripe. Going back to the 60s and 70s presidential commissions, I think it's ripe to do this. Maybe it's been done. You can tell me if it has been done. I doubt it.

President Kaplowitz: The Faculty Senate was a proponent and a co-sponsor of a conference on criminal justice education almost 10 years ago but even though it was quite successful and we had two annual conferences, there was not support from the College administration to have the conference again after the second conference.

President Travis: This will change

President Kaplowitz: Good.

President Travis: This is one of the many issues you put on the table, which is how do you think about this from a pedagogical point of view.

Senator Carol Groneman: I just wanted to say that, in fact, the College has supported the Thematic

Studies Program since 1973 – we received our first NEA grant in 1973. And while almost all the interdisciplinary programs across the country have not been supported after the first year of their grant, our College has supported our program. We do have a program that has lots of the faculty from around the College teaching in our interdisciplinary program. So that is something we can build on. And a conference to talk about criminal justice education in that context would be great.

Professor Jannette Domingo: I'd like to second the comments made by my humanities colleagues. I'm glad to have heard you say we would not continue to be constrained by old structures or by the lack of funding but also that we won't be constrained by old notions of what criminal justice is about or by what criminal justice education should be about or who should be part of that aspect of the College. So I still have high expectations. I'm interested in all of this as are others who are members of departments that have not been treated as flagship departments.

Professor Anthony Carpi: I think it is wonderful that you have picked up so quickly so many of the strengths and challenges that many of us have discussed at the College for a number of years and I look forward to seeing changes. One of the things I'd like to bring to your attention, as a member of the Faculty Senate's Technology Committee, is that one of the challenges that the College faces is that technology is under the administrative side of the College because one of the challenges is the integration of the curricular and research needs of the College. The Senate's Technology Committee works closely with the Curriculum Committee's Subcommittee on Technology. I'd like to invite you to attend a meeting of the Faculty Senate Technology Committee so that the subject can be discussed at greater length.

President Travis: I'd like to explain what my starting point is for thinking about issues such as this: my last four years were spent at a research institution – a large one, with 400 employees – most of whom, 98 percent of whom, were much more computer literate than I, they ran large data sets and other complicated stuff. It's a real challenge to develop a technological infrastructure that can suit everybody's needs. At the Urban Institute we did it pretty well, actually, but it's really, really hard to do and one has to work at it really, really hard to be successful. I'm open to the conversation.

Secretary Edward Davenport: One of the challenges given to us by Chancellor Goldstein when he met with us in May was that he wanted the College to put more emphasis on baccalaureate degree programs – and on upper-level undergraduate studies – and on masters programs and put a reduced emphasis on the associate degree programs. Do you have ideas about the process for discussing the challenge given to us by the Chancellor to shift the balance more toward the baccalaureate and masters programs and toward upper-level undergraduate studies and less toward the associate degree programs'?

President **Travis**: I've identified two, what I call, mission issues – issues that go to our mission – there may be more but these two require an open airing within the community to get different points of view because they are ones that people feel strongly about on different sides of each issue. The first question is should the College continue to offer an associate degree program and the second is should the College offer non-criminal justice majors. These are two issues that are big ones. *[Because not everyone could hear, President Travis repeated what he had just said:]* There are two issues that I want the community in a very open and collegial and respectful way to discuss over the next coming months that I define as mission issues – they go to the mission of the College and it is important for that reason to have a very open process.

The first is, and I'll state both as questions: should the College continue to offer an associate degree program – there are lots of implications in answering that question either way and obviously this

has been addressed in the past and has been answered in a certain way and it may be answered in a different way in the future, but that is the question. I don't want to tip my hand because I want to be open on both these questions. And the second question is: should the College offer non-criminal justice majors, another contentious issue which has people on different sides of the question.

Ed Davenport's question is what is the process for taking on the first of those questions and I'm adding the second one as well. I don't have a clear answer yet except that I know what I want the attributes of the process to be and I want it to be open and for people to have facts and facts can come from a lot of different places. I want it to be a respectful discussion – people have different points of view. And when the issues are closed at the end of the process I want people to say – because maybe the miracle will happen and everyone will be satisfied but the reality is that not everyone will be satisfied with the outcome – so when the process is over I want people to say that at least we had a good shot at the issue and the decision was what it was. So in part, having defined the attributes to the process, I've defined the length of the process, which is going to take a while. I'm not ready to start the process yet but it's this school year that we are going to talk about these issues.

Let me just say that there's been some communication about this that has come my way that people think there's a foregone conclusion on either of these issues and that somehow someone has whispered in my ear what the outcome should be. That is not true. I am open on both of these issues and there are no foregone conclusions. I want to grapple – otherwise why go through this process? – I want us to have a really open dialogue about these questions and so it will take several months. I would actually like to have ideas about how to have this discussion, how to involve lots of different stakeholders, and particularly how to get the facts, particularly on the first question, that of the associate degree program, there are lots of financial facts, that is, the financial implications of a decision. So we can have an objective rendering of what those facts are.

Senator Janice Dunham: As a member of the Library faculty, naturally, hearing you talk about research touches me to the core. We've always, of course, reported to the Provost and we see ourselves as supporting all of the things that are under the Provost's bailiwick. But in your focus on increased research, I was wondering if you were thinking that the Library would become more of a support of that additional research even though our Library is surrounded by lots of other research libraries in the University or whether you are thinking that the Library should support basically the curriculum and the research needs that we already support.

President Travis: I would just turn it around with a question and ask the question this way: if the College is to be known as a research institution, what is needed, if anything, on the part of every institution, including its Library, to support that drive towards preeminence. So I don't know the answer to the question other than to say that is the way I would encourage you to think about it. And to the extent that you could think about it with others who would be driving the research agenda, that's ever better because they'd be saying, "In my field, in order for me to do the research that is needed or to prepare the proposals that are needed, this is what the Library doesn't currently provide." So that may require some consultation on your part with others.

Senator Dunham: My question is also very closely related to the question of whether the mission of the College will expand because, of course, the Library has really been very mission oriented. So if the mission expands to take in all these other areas, it becomes a different kind of Library as well. So that question is really key to the Library faculty.

President Travis: My expectation, because we're talking about the "New John Jay," is that many of the

components of the College that make it work will have to be sort of re-engineered or reconceptualized to support these new missions and we're talking about having an endowment and the question of how to support grants, and so the financial services have to be re-engineered, we have to talk about publications. For example, should there be a John Jay Press?

President Kaplowitz: In fact, we used to have a John Jay Press for a number of years, as you probably know.

President Travis: Yes. And if we want the College to be even more than it is already, seen as the forum for the exchange of ideas on crime and justice issues, how do we think about conferencing capabilities. how do we think about dissemination – electronically – of conference results, how do we think about journal publications, how do we think about videoconferencing presentations and lectures here to network around the country. Every, every infrastructure with respect to the College has to be reconceptualized. Or at least we have to go through the exercise of asking those tough questions. And maybe some will come up and say that we can do everything that we agree that we want to do but my guess is that lots of them will say that they will require certain things and that's what I want to know: what will be required to get us from here to there to make all that happen.

Professor John Pittman: I teach Philosophy but I'm also currently the coordinator of the Justice Studies major. Particularly in relation to the question about interdisciplinary majors and humanities majors and the question about whether we are going to have non-criminal justice majors at John Jay, I think it is probably safe to say that the Justice Studies Major might reasonably be characterized as a non-criminal justice major for the following two reasons: first of all, it has a humanistic base in literary, philosophical, and historical exploration of justice issues and, second, it takes criminal justice as part of a broader issue of justice as such, social justice. So I thought it might be worthwhile to mention this as a way of communicating the fact that it does seem at this point that you could make the case that we do have a non-criminal major at John Jay already. But there is a broader issue here, or a different issue that this raises and, that is, I'm wondering if you could talk a little bit about how you see the connection between the College's mission as providing excellence in education, in terms of research excellence. and also excellence in education that we provide in the classroom to our core student body. The reason I'm asking the question is because I've found that this major, the Justice Studies major, which is an interdisciplinary major, is one that I sometimes get the feeling falls between the cracks because it does not have a departmental basis and I think that would be generally a problem with how to conceptualize how John Jay could move forward with doing interdisciplinary research as well as interdisciplinary teaching. I'm wondering whether you have a sense of how you see the relationship between teaching and research in what you describe as the "new John Jay College."

President Travis: *[Laughing]* I'm working on the many parts of your question. I'll take the part of your question that's clearest to me: the relationship between research activities and teaching activities. There are some very good teachers who are not good researchers and there are some people who are good researchers who are not good teachers. And then there are some people who are neither and they shouldn't be here. *[The President laughed and then he sighed. And the faculty then laughed.]* The articulation of the aspiration that John Jay be known as a high quality research institution, to me, encompasses and incorporates a view that John Jay be known also as a high quality educational institution. What happens in the classroom is of outstanding quality. The reason for the emphasis on research is that I think – certainly if we go back 40 years – I'm not saying over the past 10 years – but if we go back 40 years that was not John Jay's rep in the world. Right? It was not a research institution. It was, in its most basic meaning, a sort of training institution, for good purposes, to help mostly police officers open up their minds to a liberal arts education.

So this emphasis on the research side of the equation I view as important because it will position John Jay as the place to recruit some of the best teachers, to recruit people who are thinking most critically about the issues of crime and justice because they are facing those issues every day in their own research, and will enhance the reputation in our fields which value research, value publications, value scholarship, that it becomes a sort of cyclical process of good research, which enhances our reputation. It brings good faculty, brings good students, enhances our reputation, brings good faculty. I also have a strong desire to influence the world of policy and practice. Not every academic shares that and I respect those differences but I have a strong desire to do that and you do that by doing good research. Good research I define very broadly as bringing scholarship and ideas to the world – in this case, to the world of practice, and so the rallying cry of evidence-based policy, evidence-based practice is something that I think we can best be behind as a publically-funded institution if we ourselves are engaged in research activities. So I think the emphasis is timely because a lot of our new faculty members are coming eager to do research and so we have a really golden opportunity to support that.

Senator Rick Richardson: You mentioned among your goals as pre-eminence in education and I want to take a moment to frame your position with respect to adjunct faculty. A recent study done for our Middle States self-study shows that diversity among adjunct faculty is significantly less than that of our full-time faculty. Certainly the goal at John Jay is to increase the number of full-time faculty but adjunct faculty are and will continue to be an important educational resource for the College. The perception of many adjuncts is that they have a second-class status as faculty members. And so I'm wondering what your thoughts are in general about the lot of adjunct faculty and what your thoughts might be toward addressing that.

President Travis: That perception is accurate: adjuncts are second-class citizens. And I don't know quite what it means for an adjunct, for a part-time faculty member, to be a first-class citizen. And I say this as someone who has been an adjunct faculty member at three institutions and who was a visiting professor last semester at George Washington University. So George Washington, Yale, New York Law School, and the Wagner School are the four places I've taught at and at none of them was I treated as a first-class citizen. I think part of that is just inherent in the relationship. I think we could probably do better to make adjuncts feel welcome. At G.W. I had to give lectures and they said they'd invite me to attend lectures. But it's just inherent in the relationship that there will be a difference between being a full-time faculty member on a tenure track position and being an adjunct, in terms of the relationship to the school.

But I think it is noteworthy that John Jay relies as much as it does on adjunct faculty. The Middle States Report pointed this out and I think there was even a comparative statement there about John Jay's reliance being greater than at other CUNY colleges, if I'm not mistaken. Adjunct faculty can be a great asset, particularly to a college such as this one that has students who are interested in their professional advancement. Bringing in people from the world of practice can be a great asset to the educational trajectory of a student. I thought I was a great professor and I think there can be great teachers among the adjunct faculty. But my own gut tells me that we have the balance wrong here at John Jay and I don't quite know what to do about it. I'm very surprised and concerned to hear your statement about the ethnic and racial profile of adjunct faculty, that it is less diverse than the full-time faculty. I hadn't seen those data. That is troubling. You would hope it would be just the opposite in a city like New York.

One of the sorts of macro issues that I think the College has to get a handle on – as it relates to the size of enrollment, as it relates to enrollment, as it relates to 80th Street, as it relates to the size – the footprint – of the building, that is, the physical capacity that we have – one of the macro issues that we need to get our hands around, and it will probably take a long time to sort it out and it is related to these

other mission issues that I talked about, is the balance between full-time and part-time faculty. One way to take a look at that is to ask ourselves the following sort of research question: of a graduating class that graduated last year, in any of our majors, what percent of their courses were taught by adjuncts and we should then ask whether we are satisfied with that outcome. That's the research I would like to do.

Senator Marilyn Rubin: With the whole movement toward online-teaching, some of our majors have moved much further and much faster to creating and offering online courses than others. With our increasing enrollment and space issues, what are your feelings, in general, about the use of online education? There are MPA programs – good ones – in other parts of the country that are offering full MPA degrees online. So I'm wondering what your feelings are about the movement toward online courses and programs especially at a college such as John Jay where we're talking about worldwide dissemination of what we do.

President Travis: I get both excited and nervous about it. Excited because I love technology and what it makes possible, especially for distance learning. When I get nervous about it I get nervous because I don't want the educational experience to suffer and all of us who have taught know that something magical can happen in the classroom and it's in part because you're looking eye to eye, you're driving a point home, and there's that moment of excitement. A way to resolve that is to say that this is a trade-off: that we reach more people but they don't get the same quality as would happen in the classroom and ask whether you're satisfied by that trade-off or you could say that there are certain parts of a course or type of pedagogical activities, types of courses, where this is better suited than others. I think this is cutting edge stuff and my colleague, Joan Petersilia, at UC Irvine has been appointed by her dean to do a year-long exploration of this issue. She found that it is sort of a mixed bag. If you're interested I can see if she can send us something. I want to take a look at it because I think it's one way of expanding our reach, extending our student base, providing flexibility to the course schedule, but there's a voice in the back of my head that says, "Be careful."

Senator Tom Litwack: I'd like to raise a couple of thoughts for your consideration but I'm not asking you to come up with any response now. I just would like you to think about some things. The first relates to the mission issues that you raised. One of the mission issues, as you phrased it, was whether or not we should have an associate degree program. I hope when that issue is actually addressed the question will be what programs and what admission standards should we have because, I'll just speak for myself, but I strongly believe that the way for this College to go is to retain our associate degree programs but raise our admissions standards.

President Travis: They are related.

Senator Litwack: I just don't want that question to be lost in the shuffle. The second, and I am not asking for a response at all, is that I saw that there are no faculty members on your Cabinet and I hope you will consider adding appropriate faculty members, like the President of the Faculty Senate, but not only in this case, her. There are two reasons for that, the first and less important, is the issue of perception and image and the question of whether you *see* your closest advisors as including members of the faculty even regarding administrative issues. But the more important reason that we have some very knowledgeable faculty at this College who really can add a lot of important information and insight to almost any issue that your Cabinet would address, even if they were nominally administrative issues. So I would hope you would consider adding more than one appropriate faculty member to your Cabinet.

President Kaplowitz: I have to say that Tom and I have never discussed this and I haven't expressed an opinion about this. Tom hasn't said anything to me. So I want you to know that this is in no way a –

President Travis: Setup?

President **Kaplowitz**: Exactly. It is in no way a setup and, quite frankly, I'm not at all sure that Toni's proposal about having faculty on your Cabinet is one that I agree with.

Senator Litwack: Let me just add that I consciously avoided asking you, Karen, whether I should bring up this issue because I didn't want you to be in any way in the position of having to endorse my position.

President Travis: That is certainly very respectful of Karen.

President Kaplowitz: Yes, it is.

Senator Jodie Roure: I want to follow up on Rick Richardson's concern. I could teach probably anywhere that I want to teach – I have a J.D. and a Ph.D. – and I've received plenty of offers to teach elsewhere and I choose to teach here for many, many reasons besides enjoying being part of the faculty and part of the Faculty Senate. But one primary reason that I commute every week from Michigan to teach at John Jay is because of the mission of the College. It's to serve the citizens of New York City, under-represented people, and that is something that is a social concern of mine. And when we talk about research it sounds somewhat scary to some people because it can also mean that we may deviate somewhat from what we were originally founded to do as a **CUNY** college. John Jay is an Hispanic-serving institution even though that fact is not reflected in the faculty, or not adequately reflected, but it is something that I think all faculty of color and all faculty, in general, are concerned with to some extent. So that's I look at the situation and while I love the research opportunities, because I love doing research and incorporating my students in my research projects, I also hope that we can look to you for support. For example, when I wanted to send one of my students to the United States Supreme Court to do an internship, it took forever and it took my driving my colleagues crazy – people such as Jose Morin, Ned Benton, and Karen – to try to find money, begging people to find ways to support this opportunity; to give this young student an opportunity that virtually nobody gets. So I ask you to consider this perspective and I hope you will address it, perhaps at a later time.

Professor Harold Sullivan: I would like to comment on something said before about the majors. I just want to remind everyone that we do have non-criminal justice majors: we have a Public Administrator major and a Government major and we shouldn't forget that.

President **Travis**: *[laughing]* So we don't need to have this year-long process to consider non-criminal justice majors?

Professor Sullivan: No, I'm not saying that, of course. But I'd also like to comment about something said earlier about the Justice Studies major not having a departmental basis because, in fact, most of our majors at John Jay do not have a departmental basis. For example, the Criminal Justice major is governed by three departments: Government, Sociology, and Law & Police Science. The Legal Studies major is governed by two departments: Government and Law & Police Science. There are many governance structures at John Jay that are interdisciplinary and interdepartmental.

Senator Robert DeLucia: I know you've taken time to meet with many of our students and I was wondering what kind of impressions you have in terms of their expressed needs that are not being met by John Jay.

President Travis: I just met with Melissa Perez, the President of the Student Council, and I'll tell you

exactly what she said. She is so impressive: very poised, very articulate, wants to go to law school. She had a list of things that she wants to see happen during her tenure and to characterize them, generally. They were bringing in more practitioners from the outside world to help students understand what the world of practice looks like – to talk not about any particular issues but to talk about work, about what work is like; secondly, help prepare students better for possibilities of graduate school – she said students don't know enough about LSATs and GREs and the process of applying; third, more advice and counseling for people approaching graduation on what they have to do to graduate – does the student have enough credits, what courses need to be taken. She also had some questions about winter session, double summer sessions – how can we use the space of the College more productively for students who want to catch up or for those who want to accelerate their studies. And the last thing that she said, which I thought was very endearing, was that the students, even though they elected and voted into office the members of the Student Council, don't know anything about what student government is about. And she said the student government members would like to find a way to address the students. And her specific proposal was, and as she put it – “It would take only two minutes out of the classroom” – and she asked if I thought the faculty would be willing to do this – was to let the student government members speak to each class for two minutes. I said that she should ask faculty and that my guess was that faculty would agree to that. But, I said, she has to realize that students who are just coming into a classroom and are busily settling down with lots of things on their minds can't be expected to remember something they're told in two minutes. So I suggested she print something up to give students and she said that was a good idea. So she was very impressive. And so I will now tell her that I have discharged my obligation to doing anything about her agenda by having reported it to you just now. [*The faculty and the President laughed*]. She may have had two or three other issues.

Secretary Edward Davenport: Perhaps the bookstore lines?

President Travis: Actually I raised with her the issue of the registration and other lines. I hope everyone knows that this issue was forcefully brought to my attention by a dozen people as well as my own personal observations and so I've set up a task force co-chaired by Vice Presidents Witherspoon and Pignatello to come back with some recommendations. I said that the goal is that we set a reasonable expectation as to the maximum amount of time that anybody should spend on line and that we do whatever within our resources we can to meet that expectation. I said to them that if Domino's [Pizza] can do it, we can do it. I don't know any specifics but they reported they had a first meeting and I encourage anybody with ideas to send those ideas to either Vice President Witherspoon or to Vice President Pignatello.

Senator Roure: When I was in college, the bookstore was opened at 6 am and closed at midnight. It was that simple.

President Travis: There are lots of ways to skin this cat. Everything has its consequences in terms of cost and staffing but we have to figure out how to fix this. I said it is just unacceptable that we treat students that way. People have child care obligations, work obligations, they're missing other classes. There has been no resistance to this idea that we must do a lot better.

Senator **P. J. Gibson**: Is there any reason that the bookstore wasn't prepared to be opened in the Westport facility on 56 Street? We had been told that it would be open in time for this semester.

President Travis: I don't know anything about that.

President Kaplowitz: I can address that question. This is something that was not within our control.

The contract to lease Westport wasn't executed in Albany when it was expected to have been and when it would have needed to have been to enable the bookstore to move into Westport in time for this semester. The late execution of the contract meant that either the classrooms or the bookstore could be ready but not both and because the classrooms were crucial to reduce the occupancy of North Hall, which was critical because of fire safety and other safety issues, the administration rightly chose to have the classrooms built rather than the bookstore.

Senator Gibson: The bookstore lines were incredible. Never have we seen anything like that. The bookstore lines threaded throughout the building, including throughout the English Department at the other side of North Hall.

President Kaplowitz: But there were also seemingly endless lines for late registration, lines for financial aid, lines for the bursar, lines for ID cards and those lines ran throughout the second and third floors. These were in addition to the bookstore lines on the first floor.

President Travis: Yes, that's right. The lines were for every student process.

Senator Kwando Kinshasa: I wanted to pick up on your point about excellence in teaching and in research. Last year at commencement, Professor P. J. Gibson received the Outstanding Teacher of the Year Award. We do this each year at commencement and have been since the early 90s. And we also give an outstanding teacher award to an adjunct. The Faculty Senate was the proponent of this. Many of us think that the students aren't aware of these awards. They may hear about it through some mysterious process. I think we would enhance the morale of the faculty and of students if we had a wall of honor so that the faculty who receive this plaque would be recognized. Similarly we have distinguished professors that many of the faculty and many of the students are unaware of. Even in our commencement program, there is no recognition of distinguished professors or of those who have received the outstanding teaching award. I think that in terms of your remarks about excellence in teaching and research there should be an institutionalization of this process so that people know about our outstanding faculty.

President Travis: I like those ideas. If we can do it for our athletes, we can do it for our faculty.

Senator Jennifer Groscup: I was very glad to hear that you are interested in supporting research at John Jay and I can see from what you were saying about your organizational restructuring there are going to be a lot of changes. I was wondering, aside from the idea of getting sponsored programs and grant-writing out to the faculty, if you had any other ideas as to how you are going to restructure the college to support the faculty as they do their research and to support students, because we have doctoral students engaged in research as well.

President Travis: I have some ideas but it certainly is not a closed set at this point. There is a lot of room for brainstorming here. I think we have some infrastructure issues to address that are pretty significant issues. I'll just give you a near at hand example. I received a call from a colleague who designed a new intervention to help prisoners stay in touch with their children. I spent the last five years of my life thinking about issues of incarceration and re-entry. So this is someone I know through that world. He has access to a funding source in Connecticut that wants to fund a program and wants to fund an evaluation. And he came to us to ask if we would do the evaluation. So I had a meeting in my office this week.

One question that came out of the meeting – and this is an infrastructure question – is how does John Jay support fairly complicated field research activities like this – it may be a national project, we're

not certain. It may be that the answer to this is that we can't do it and shouldn't, therefore, even say we can try. But lots of universities have research centers that can support this kind of research. If you go to Northwestern, Wes Skogan there has done lots of projects that he's managed through his institute at Northwestern and he uses faculty and students and other hired research staff. So there's this infrastructure question which is how can we build a research capability so that if something like this comes along, which is fairly substantial, that we can integrate faculty with graduate students and perhaps some research staff who are there on some other basis.

So a threshold question for me is whether we want to build that sort of capacity. Now the research and evaluation center isn't now structured to do that but it could be. A related set of questions flow from asking what are the incentives and supports that need to be in place to support the faculty who want to do research. The incentives – we all respond to them – are financial, time, a pat on the back, good collegial support, the ability to do your best, and all that sort of stuff. Every indication I've gotten is that we need to do a lot more creative thinking about how to structure incentives differently so that people can propose and carry out quality research at the College and that support system needs to be thought through.

The final point, speaking about infrastructure, is that some of the research that is or should be conducted at this institution requires the equivalent of labs, requires building infrastructure, requires the technological capability to pursue subjects and, related to a discussion I had today, requires the ability to make sure that the IRB approval for your research design recognizes the need to have certain data kept confidential and restricted access. So we need lots of infrastructure – the Library is another – lots of infrastructure that would support ambitious research projects. It's going to take us time to figure out what's needed; it's going to take us time to get the resources to get there. We'll make some mistakes along the way but I'm committed to doing it.

Senator Orlanda Brugnoia: I want to speak to the issue that Rick Richardson brought up, that of the second class citizenship of adjuncts and your affirmation that that was, indeed, so.

President Travis: I don't want you all running out and saying that all adjuncts are second class citizens. It's just that there's an irreconcilable difference between people who teach at any institution on a part-time basis and those who teach there full-time.

Senator Brugnoia: What I concur about is that certainly adjuncts are paid a lot less than full-time faculty – the last I heard it was between one-fifth to one-seventh the salary. We have fewer benefits although some of us have some benefits. And we have no expectations of any advantage when full-time lines become open. So in that sense we are second class citizens. However, I will say that this institution – and I have no idea whether it is in this way unique – but it is an amazing institution because the full-time faculty have historically been supportive of adjuncts. You have some adjuncts here who work very hard in a great many areas. *You* will, I expect, meet them over the next few years and will see what they do. In my case I teach three classes, run two art galleries, a non-official institute here, serve on two governance bodies here and on the University Faculty Senate and on a bunch of committees. There are other adjuncts here who are doing a lot of that kind of stuff. What I would be very dismayed to think is that because we are technically second-class citizens that we would be in some way excluded from that kind of participation in the life of this community.

President Travis: Let me just press you for a clarification. *Are* you saying that you are second-class citizens because I confirmed what Rick said, which was that the perception was valid, or are you saying that because everybody says that?

Senator Brugnola: I'm saying that in terms of pay, benefits, and expectations we are second-class citizens.

President Travis: I just want that to be your conclusion, not mine because I was echoing Rick's statement. I don't want people saying, "Travis says you're second-class citizens."

Senator Brugnola: I would simply hate to see adjuncts excluded from the level of participation in the life of the community that we have had.

President Travis: I hope I was understood to say that I would like to do whatever we can to include adjuncts more because they are important to the institution and to recognize that there are limits to doing that. The limits are inherent in the relationship and they are not limits that go to adjuncts' capabilities. They are limits that are inherent in the relationship.

Professor Chris Suggs: I want to return to the issue of research. The extent to which research is tied to and assisted by grant funding raises the problem for me about the nature and kind of research that can be conducted. One of the things about John Jay that has always fascinated me is that one of the things John Jay is not known for is engaging in critiques of criminal justice and, furthermore, grant funded research is almost always problem-centered research. A funding organization will almost always say it will give \$3 million to solve a problem but it will not say it will give \$3 million to say what problems exist. I worry that we might tip the balance. The College needs to find a way to fund pure research such as a critique of criminal justice as a profession independent of the contractual research restrictions.

President Travis: Thank you for a great question. I ran a research organization for six years and remember distinctly the experience of sitting in the audience at ASC when Joan McCord delivered a paper whose basic thesis was that MJ funding had sort of overwhelmed the field and that that was a bad thing. I sat there and thought: "Oh no, we had tried so hard," And it was a variant on this theme which was that for intellectual integrity reasons researchers, the academics of the world, would have to be wary of the possible distortions of the processes of scholarship that come about by – particularly – government money. In my more recent professional chapter, where I was designing and carrying out research projects basically on incarceration policy, all of the work that we did, except for very rare exceptions – a lot of the work being very critical of government policy, our findings were inherently critical of government policies – was funded by foundations and I decided strategically to raise the money – it ended up being about \$10 million – mostly from foundations because I knew the government wouldn't fund the research, which is basic research, on the experiences of people in prison and people leaving prison and the impact of incarceration on families and communities – the government wouldn't fund that because of the nature of the questions being asked. It ended up that we got a fair amount of government money at the end of the four or five years.

So I've thought a lot about this question of how do you avoid the – I don't want to say evil – if you take government funding but that there's a balance question and there's an integrity question. A lot of government research is evaluation type of research, so it does look at programs, it is limited in terms of the scope of the research enterprise, it is limited in terms of the questions asked. So here I am in my third chapter in an academic setting and you ask this wonderful question and I think we need to pursue government funding for our research – we need to make sure always that whenever we say we accept funding it doesn't come with strings attached in terms of research integrity, we need to always push our government funders in particular, and this is more true of some government research institutes than others, to recognize that there are bigger questions when they sometimes want to focus on narrow questions, and we need to pursue private, philanthropic funding for our research because they are not as

constrained although they are sometimes program-centric as the government, and sometimes agency-driven, very agenda-driven, more than government.

What this drives me to is the affirmation of the importance of raising an endowment and to having an ability to say that these are important questions in our field and if not we, then who are the right ones to address those questions and for the faculty to be in a position to say that Professor Smith or Professor Jones wants to organize a conference or write a paper or do some critical research on this question. a question that is not being addressed in the standard, in the more mainstream literature, maybe that's because of their funding source, maybe it's just because it's not being addressed, so it's incumbent upon us, then, to ask those tough questions and we need the freedom to be able to support the faculty to ask the questions that are not being asked through other research. And speaking of this, I have to go back to doing that sort of work.

President Kaplowitz: The Senate has the data about our endowment [Attachment H] and that of other CUNY colleges so we know how important it is that that activity be addressed. Thank you for accepting our invitation. [*The Senate applauded President Travis.*]

By a motion made and seconded. the meeting was adjourned at 5:30 pm.

Respectfully submitted,

Edward Davenport
Recording Secretary

&

Jodie Roue
Associate Recording Secretary

&

James Cauthen
Associate Recording Secretary

ATTACHMENT A

Announcements from the chair

Faculty Senate's official homepage

John Jay College's official homepage for the Faculty Senate, which is identifiable as official by the presence of the John Jay logo, can be accessed by going to

~~<http://www.jjay.cuny.edu/facultyStaff/facultySenate/>~~ by going to the John Jay homepage at www.jjay.cuny.edu and by then clicking on "Faculty and Staff" and scrolling down the menu and then clicking on "Faculty Senate" and then clicking on the "Go" button.

The Faculty Senate homepage includes:

- a. The schedule of Faculty Senate meetings
- b. The names of the members of the Faculty Senate and of its Executive Committee
- c. The Faculty Senate Constitution
- d. The Charter of Governance of John Jay College
- e. The names of the faculty members on the College Council
- f. The schedule of College Council meetings
- g. Information about the Senate-sponsored Better Teaching Seminars

Faculty Senate listserve postings archived

To access the archives of Facsen-Announce, the Faculty Senate's listserve, go to <http://listserv.jjay.cuny.edu/archives/facsen-announce.html>

Faculty Senate Minutes being archived online

A project is under way, made possible by Professor Bonnie Nelson and under the supervision of Professors Nelson and Francis Sheehan, who is also a member of the Senate's Executive Committee, to archive all the Faculty Senate Minutes electronically on the Library homepage.

Middle States Commission action

In July 2003, John Jay received a letter from the Middle States Commission on Higher Education stating that during its session on June 25-26, 2003, it acted to reaffirm the accreditation of John Jay College of Criminal Justice; to commend John Jay for the quality of its self-study process; and to request a monitoring report, due by April 1, 2005, documenting: (1) development and implementation of a comprehensive institutional strategic plan which links planning to decision-making and budgeting processes; (2) development and implementation of a comprehensive facilities master plan; and (3) development and implementation of a written plan for assessment including student learning outcomes and institutional effectiveness. In addition to the monitoring report due by April 1, 2005, the 5-year Periodic Review Report, traditionally required by the Commission, is due June 1, 2008. The next 10-year re-accreditation Self-Study Evaluation will be in 2012-2013.

UFS Conference on Academic Freedom on Friday, December 3

On Friday, December 3, the University Faculty Senate will present its Fall conference, which is on "Academic Freedom." The conference is at the Hunter School of Social Work at 79 Street and Lexington Avenue. The names of the speakers will be announced. To register for the conference, email the UFS at stasia.Dasela@mail.cuny.edu or call 212: 794-5538.

CUNY 2nd annual conference on Information/Instructional Technology

The CUNY IT Conference, organized by Senior Vice Chancellor and COO Allan Dobrin, will be on Friday, November 19, at John Jay. All members of the CUNY community may attend.

ATTACHMENT A – p. 2

Town Meetings announced

One Town Meeting has been scheduled for Tuesday, September 14, from 3:15 to 4:45 pm in the Multi-Purpose Room on the 2nd floor of **NH**. Professor Maria Volpe will be the facilitator. The Town Meeting is open to all faculty, staff, and students of John Jay

Membership of the 2004-2005 John Jay Faculty Senate

Full-time faculty At-Large representatives elected by the full-time faculty:

Marvie Brooks – Library**
Effie Cochran – English**
Edward Davenport – SEEK/English
Robert DeLucia – Counseling & Student Life
Kirk Dombrowski – Anthropology**
P. J. Gibson – English**
Betsy Gitter – TSP/English
Amy Green – Speech, Theater & Media Studies
Karen Kaplowitz – English**
Kwando Kinshasa – African-American Studies
Tom Litwack – Forensic Psychology
Francis Sheehan – Forensic Science**
Susan Will – Sociology

Adjunct faculty At-Large Representatives elected by the adjunct faculty:

Orlanda Brugnola – *Art*, Music, Philosophy**
Joseph Napoli – Law, Police Science, & CJ Administration**
Rick Richardson – Sociology<>
Robin Whitney – English

Department representatives elected to the Faculty Senate and to the College Council:

African-American Studies: Teresa Booker**
Anthropology: Alisse Waterston**
Art, Music, Philosophy: Thalia Vrachopoulos**
Counseling and Student Life: James Malone**
English: John Matteson**
Foreign Languages & Literature: Liliana Soto-Fernandez**
Government: James Cauthen**
History: Edward Paulino**
Law, Police Science, Criminal Justice Adm: Evan Mandery**
Library: Janice Dunham**
Mathematics: Ronstantinos Georgatos**
Physical Education & Athletics: Vincent Maiorino**
Psychology: Jennifer Groscup**
Public Management: Marilyn Rubin**
Puerto Rican & Latin American Studies: Jodie Roure**
Science: Jennifer Jackiw**
SEEK: Judith Hawkins**
Sociology: Joshua Freilich**
Speech, Theater & Media Studies: Kathryn Wylie-Marques**
Thematic Studies: Carol Groneman**

** = College Council Member

<> = Ex officio College Council Member

ATTACHMENT A – p. 3

Calendar of College Council meetings:

<u>College Council Meeting</u>	<u>Deadline for agenda items</u>	<u>CC Executive Comm</u>
Thursday, Sept. 23	Thursday, Sept. 2	Wednesday, Sept. 8
Thursday, Oct. 21	Friday, Oct. 8	Wednesday, Oct. 13
Tuesday, Nov. 9	Thursday, Oct. 28	Tuesday, Nov. 2
Monday, Dec. 13	Monday, Nov. 29	Wednesday, Dec. 1
Thursday, Feb. 24	Friday, Feb. 4	Monday, Feb. 7
Wednesday, March 23	Friday, March 4	Tuesday, March 8
Thursday, April 21	Friday, April 8	Wednesday, April 13
Wednesday, May 11	Friday, April 29	Tuesday, May 3

College Council meetings are at 3: 15 PM in Room 630 T

31 New tenure-track full-time faculty hired for Fall 2004 semester:

African-American Studies:	Teresa Booker
Art, Music, Philosophy	Robert Visani
English :	Adam Berlin Richard Haw Richard Zeikowitz
Foreign Langs & Lits:	Raul Romero
History:	Gregory Umbach
Law, PS & CJ Adm:	Gideon Lior Joseph King Peter Moskos
Library:	Ellen Belcher
Mathematics:	Niki Afshartous Bilal Khan
Physical Education:	Amy Rowland
Psychology:	Roslyn Caldwell Marios Constantinou William Gottdiener Margaret Rovera Nancy Ryba
Public Management:	Jeanne-Marie Col Roddrick Colvin Lisa Tilis
Puerto Rican & Latin Am:	Luis Alvarez
Sciences:	Diana Friedland Yi He Nicholas Petraco
SEEK:	Virginia Diaz Monica Echavarria Erica King-Toier
Sociology:	Jayne Mooney Douglas Thompkins

ATTACHMENT A - p. 4

Students elected to the 2004-05 Student Council:

President: Melissa Perez

Vice President: Rosanaly "Rosie" Diaz

Secretary: Michelle Gandhi

Treasurer: Fatima Burton

Graduate Representatives: Gerard Antoine, Brunel Bienvenu, Dulcinea Farrera

Senior Representatives: Melissa Singh, Jacob Mahalli, Howard Ellis

Junior Representatives: Jin Ren Zhang, Biana Lupa

Sophomore Representatives: Eunice Gedeon, Aliou Diallo,

Freshman Representatives: Paul Urquijo, Jessica Vasquez

Committee at Large: Simon R. Lee

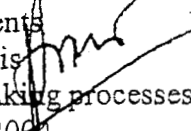
Student-Faculty Judicial Committee: Student Panel: Mark Anthony Espinoza, Rerese Foster, Anthony Williams, Sheena Blaise, Thomas Stephens, Michael Powell



JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Office of the President

MEMORANDUM

TO: Vice-Presidents
FROM: Jeremy Travis 
RE: Decision-making processes
DATE: August 25, 2004

The purpose of this memorandum is to set forth the processes for decision-making that I intend to pursue as President of John Jay College of Criminal Justice. Please discuss this memorandum with members of your staff to ensure a broad understanding of the rationale of this framework. As appropriate, please also share this information with representatives of the faculty and the student body.

The Executive Staff. At the center of the decision-making processes will be the Executive Staff, a group consisting of myself, the four Vice-Presidents **and** senior members of the President's Office. This group will meet weekly, on Tuesday mornings from 8:30 a.m. to 9:30 a.m.. Agendas will be set at **least** a day in advance; any written material to be presented at Executive Staff should be circulated at least a day in advance. Mayra Nieves will be responsible for preparing the agenda and distributing the material.

The President's Cabinet. On a bi-weekly basis, I will meet with the President's Cabinet, a group of senior-level executives with broad administrative responsibilities for critical college functions. The purpose of the Cabinet is to discuss critical administrative issues facing the college. The Cabinet will consist of: President, Provost and Vice President for Academic Affairs, Vice President for Administration, Vice President for Institutional Advancement, Vice President for Student Development, Associate Provost, Dean for Graduate Studies and Research, Associate Dean for Human Resources, Business Manager, Dean for Planning, Dean for Admission and Registration, Dean of Students, Dean of Special Programs and a Senior Staff person appointed by the President. I have reduced the size of the President's Cabinet from its previous configuration to promote greater discussion and deliberation regarding the issues brought to the Cabinet for consideration. Mayra Nieves will be responsible for scheduling the meetings of the Cabinet and taking meeting minutes. The agenda of the Cabinet meetings will be decided by the Executive Staff, I expect the agenda to be informed by input from other members of the College Community.

ATTACHMENT B (cont)

The Directors' Group. I have decided to meet regularly with the Directors' Group, which consists of Higher Education Officers who have mid-level managerial responsibility for functions **and** programs within the college. I will meet with the Directors' Group at least twice a semester. Mayra Nieves will schedule these meetings; the agenda will be established by the Executive Staff. Directors can recommend agenda items to their area Vice President.

Faculty Meetings. I will meet regularly with the faculty, in a variety of settings. In addition to convening the Fall and Spring Faculty Meetings, I will meet with the Faculty Senate **and** the Council of Chairs at least once a semester. I will also meet with the Executive Board of the Professional Staff Congress once a semester. Over the course of the coming year, I will meet with each of the academic departments at John Jay College of Criminal Justice. I expect to meet frequently with the President of the Faculty Senate **and** other elected faculty leaders. The purpose of all these meetings will be to foster a spirit of collaborative problem-solving between the administration and the faculty of the college.

Student Meetings. I will schedule regular Town Hall meetings twice a semester to provide students and others opportunities to express their concerns and points of view. I will also meet with focus groups of students arranged by the Vice President for Student Development.

College Council. The College Council has been established by the Charter of the College as the "primary governing body of the John Jay College of Criminal Justice." It serves as the primary deliberative body that represents the administration, faculty and students. The College Council meets once a month during the academic year. The agenda is set by the Executive Committee of the College Council. Mayra Nieves will be responsible for coordinating the meetings of the College and taking minutes of Council meetings.

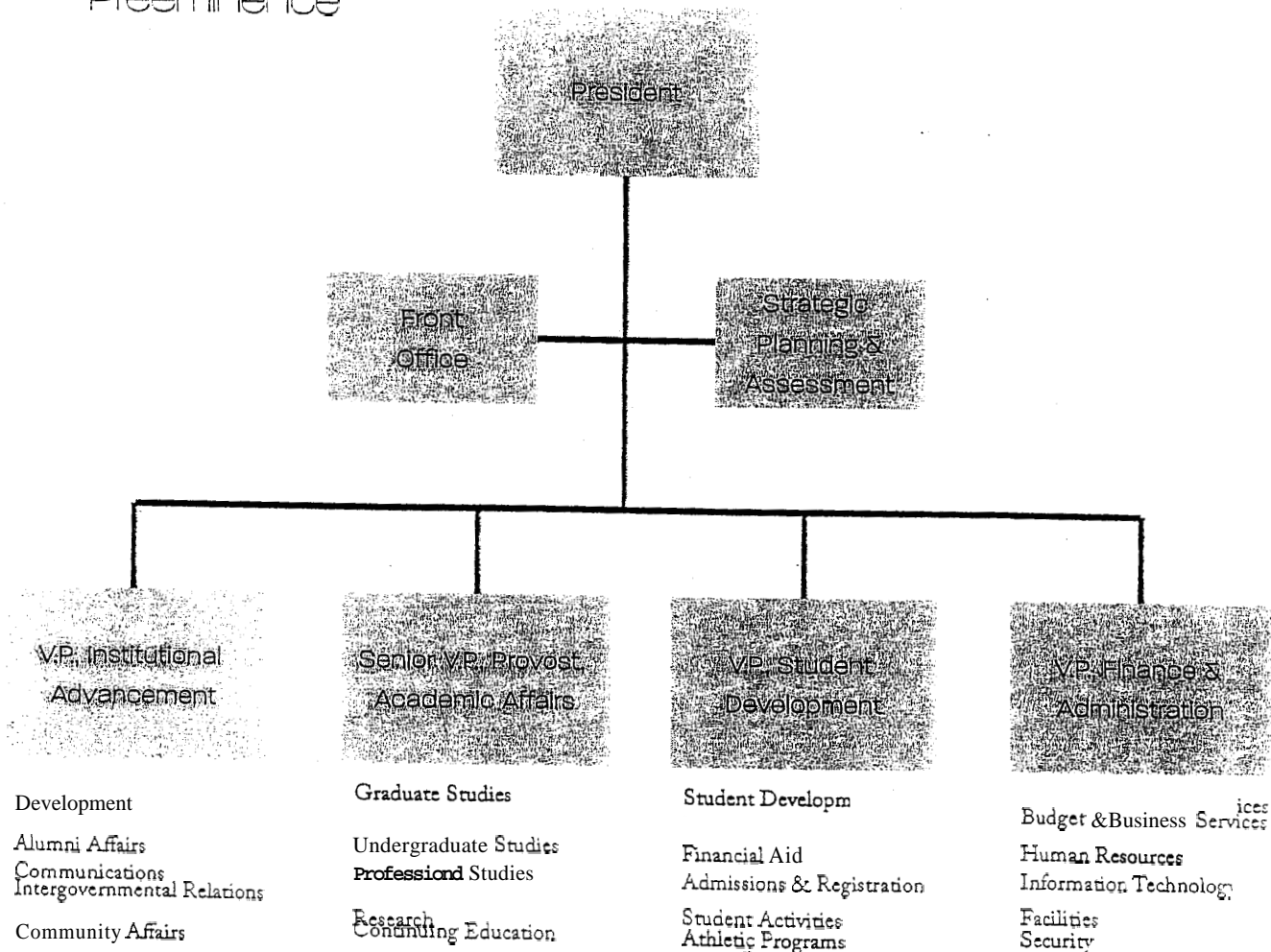
President's Office. I have designated Mayra Nieves as Executive Assistant to the President. She will supervise Sandra Rutherford, Assistant to the President; Gabriel Dalmau, Assistant to the President; and Erica Soto, Receptionist. All matters regarding my schedule should be addressed to her. She will also be responsible for managing the flow of documents, invitations, phone communications and other information within the President's Office. Until further notice, only Mayra, Sandra and I will have access to my calendar.

It is my hope that these processes for consultation and decision-making assist us in developing and implementing an agenda for change as we carry out the mission of the John Jay College of Criminal Justice. Please feel free to speak with me if you have *any* questions.

Cc. Mayra Nieves, Executive Assistant to the President

THE NEW JOHN JAY

Organized for
Opportunity
Accountability
Preeminence



ATTACHMENT D

May 25, 2004

To: Members of the Comprehensive Planning Committee

From: Dean Rubie M. Malone

In a letter dated July 1, 2003, Middle States Commission on Higher Education reaffirmed the accreditation of John Jay College of Criminal Justice. In this same correspondence, the Commission requested "a monitoring report, due by April 1, 2005, documenting (1) development and implementation of a comprehensive institutional strategic plan which links planning to decision-making and budgeting process, (2) development and implementation of a comprehensive facilities master plan; and (3) development and implementation of a written plan for assessment including student learning outcomes and institutional effectiveness."

In Spring 2004, President Gerald W. Lynch charged the Provost to assemble a committee to develop the three areas requested by the Commission. As those of you who were at the last meeting (May 20, 2004) of the Comprehensive Planning Committee heard, this ad hoc committee and sub-committees had been established to draft the comprehensive plans for the college, over the summer.

Although it was made clear at the CPC meeting that these draft plans were to be brought before the CPC early in the fall for review, the faculty members of the CPC who were present at the meeting felt strongly that the membership of these three committees should include greater representation, from the faculty on the CPC than was apparently the case. After extensive discussion it was agreed that Dean Levine, Professors Rubin and Litwack, and I would meet on Monday, May 24th to clarify the membership and charges of the three committees.

We met and arrived at the following agreements:

1. Each committee will be expanded to include 3 faculty members on the CPC chosen by the faculty membership of the CPC before or at our next meeting, which will be this Wednesday, March 26, at 1:45 in room 610T. Any additional members of the committees will be approved by the CPC.
2. Each committee will be co-chaired by a chair selected by the Provost and a CPC faculty member selected by the CPC faculty members on each committee.
3. The scope of the committees will be, essentially: as follows:
 - The Strategic Planning Committee will develop a 5-year plan for the college regarding the following, and related, areas: enrollment management and standards; academic program; faculty productivity; external programs; fiscal projections and resource allocation; and processes for continued planning and resource allocation, including the role of the CPC in long-range planning.
 - The Facilities Planning Committee will develop a process and 5-year Master Plan for space allocation and facilities management at John Jay.

ATTACHMENT D (cont]

- The Outcomes Assessment Committee will determine at what levels in the educational process outcomes assessments should be done, by what processes (whether by department, program, or college-wide), how assessment plans and procedures should be evaluated, and what resources are necessary to conduct proper outcomes assessments.

4. A Steering Committee would also be established with the Dean of Academic Planning as Chair, and consisting of the co-chairs of the above 3 committees and Dean Levine, to coordinate the work of the committees and to facilitate the expeditious performance of their tasks.

Please be sure to attend the next meeting of the CPC, on May 26 at 1:45 in Rm. 620T (you will be notified if there is a room change) to finalize the membership of the committees and to discuss any related matters that still need to be discussed.

ATTACHMENT E

This is a preliminary report about Governor Pataki's budget vetoes for *CUNY*, which took place today, August 20, 2004:

All capital budget increases were vetoed: that includes capital budget increases to the *CUNY* and *SUNY* senior colleges, to the *CUNY* and *SUNY* community colleges, and to the privates.

As for *CUNY*'s operating budget, the following were vetoed by the Governor:

- the Legislature's restoration of community college aid of \$1 15 per FTE student
- \$730,000 restoration to SEEK
- \$38,000 restoration to College Discovery
- \$1,006,000 for full-time faculty
- \$2 million student aid for the part-time study program

But, what was NOT vetoed was the \$36.5 million added by the Legislature to the operating budget of the senior colleges. But there is a problem, which is described below.

First, please note that included in this \$36.5 million is a \$3.2 million increase in base aid – \$50 per FTE student – for the *CUNY* community colleges. What happened was that when the Legislature restored cuts to the community colleges' operating budget, the Legislature increased base aid by \$50 per FTE student for the community colleges but put that increased funding in the senior college operating budget with language directing it to the community colleges and that was not vetoed.

That leaves approximately \$33.5 million to support the operating budget for the *CUNY* senior colleges that was not vetoed by the Governor.

But the problem is that the *CUNY* Central Administration already knows that *CUNY* will not receive full appropriation authority, that is, *CUNY* will not be allowed to spend the entire \$33.5 million. But because this funding was not vetoed, there can and will be discussions with Albany about how much of the \$33.5 million we will be permitted to spend. This situation is, obviously, far better than if the \$33.5 million (or the \$36.5 million) had been vetoed by the Governor today.

The problem, however, is twofold: one, we don't know how much of the \$33.5 million increase for the senior colleges we can spend; and, two, the Governor's Executive Budget created a gap in *CUNY*'s operating budget for this year of \$20 million compared to the budget that *CUNY* received for this past year.

The allocations to the colleges for this academic year will be made by the *CUNY* Budget Office during the next week or so and these allocation decisions will be informed by both the \$20 million budget gap and the uncertainty of how much of the restored \$33.5 million we will be permitted to spend. But the allocation decisions will also be informed by the fact that there is a \$33.5 million restoration that was not vetoed which will be subject to negotiations.

Also, the Legislature can override the Governor's vetoes until December 31 but Senator Bruno has been saying that the Senate will not engage in an override vote.

Karen Kaplowitz
Faculty Member, BoT Committee on Fiscal Affairs

ATTACHMENT F

2004-2005 Initial Budget Allocation
John Jay College
August 27, 2004

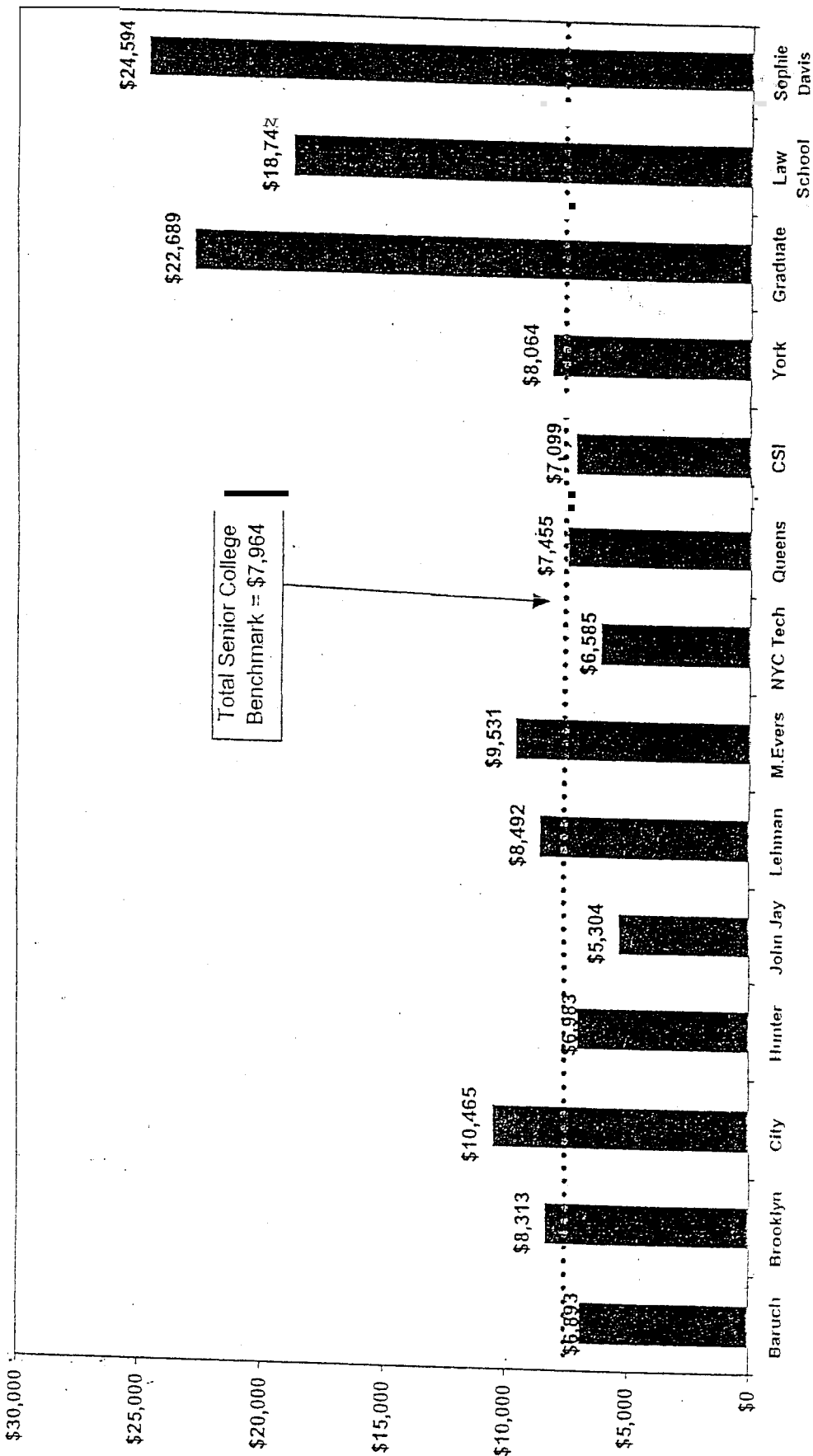
Item	(S000) Funding
2003-2004 Base Budget	38,027.7
Faculty (Undergrad Allocation Model)	382.0
Revenue Adjustment	8,740.0
Total 2004-2005 Adjustments	9,122.0
2004-2005 Base Budget	47,149.7
FY 2005-2006 (Continued) Budget Summary	
Lump Sums	
Adjuncts	4,708.6
Child Care	88.5
College Now(1)	237.9
Coordinated Undergraduate Education	804.4
CUNYCAP	30.0
Neighborhood Work Project	50.0
SEEK	818.0
Services for the Disabled	110.0
Supplemental Allocation (2)	78.2
Total Lump Sums	6,925.6
Grand Total Operating Budget Allocation	54,075.3



- 1) College Now
 - Regular 237.9
- 2) Supplemental Allocation
 - Prof. Christopher Cahill 78.2

Total Senior College Tax Levy Expenditures* per FTE Student

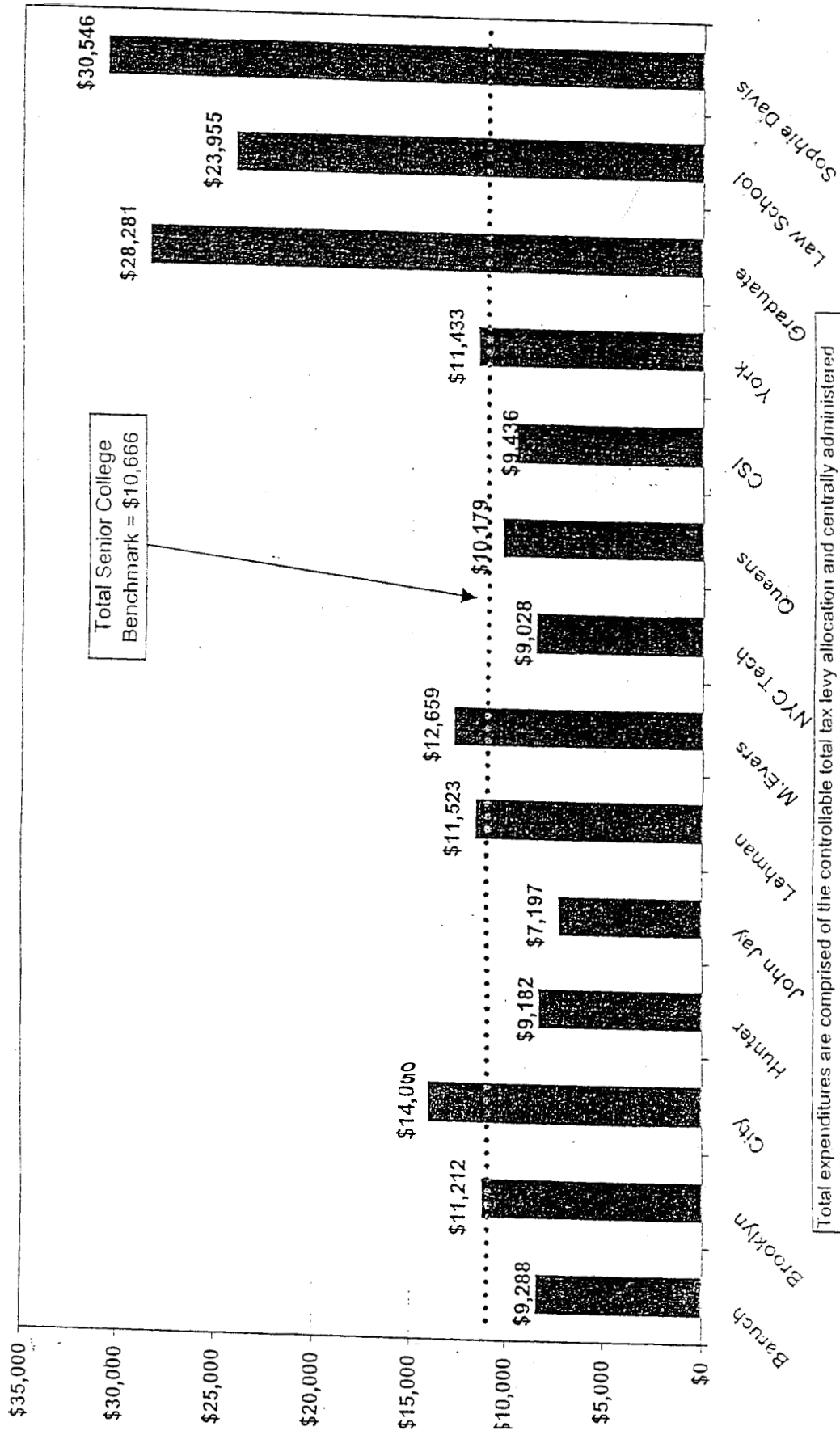
(The Law School, and Sophie Davis are not included in benchmark)



Expenditures exclude utilities, energy, building rentals, and tuition reimbursement. These per FTE figures represent the portion of expenditures over which individual schools have direct discretion.

Total Senior College Expenditures per FTE Student

(including centrally administered expenditures--The Law School and Sophie Davis are not included in benchmark)



Total expenditures are comprised of the controllable total tax levy allocation and centrally administered expenditures which include fringe benefits, energy, building rentals and tuition reimbursement.

TOTAL PRIVATE SUPPORT BY INDIVIDUAL COLLEGE

College	\$ FY-2001	\$ FY-2002	\$ FY-1999	Notes
SENIOR COLLEGES				
Baruch College	7,062,447	8,	8,409,786	
Brooklyn College	10,325,256	2,	4,066,782	
The City College of New York	6,798,944	3,	6,492,190	
College of Staten Island	640,634		277,381	
Hunter College	6,615,106	5,	6,009,920	(a) Includes private foundation grants (for all three years) held by the Research Foundation
John Jay College of Criminal Justice	413,071		209,273	(b) Includes artwork
Lehman College	112,554		207,985	
Medgar Evers College	37,000		2,000	
New York City College of Technology	1,039,148	9	671,665	
Queens College	5,922,302	4,9	6,414,256	
York College	180,170	1	39,593	
TOTAL:		\$27,5	\$32,800,831	
COMMUNITY COLLEGES				
Borough of Manhattan Community College	1,388,203	5,		
Bronx Community College	534,336 (a)	8,	832,730	
Hostos Community College	418,154	24	1,875,667	
Kingsborough Community College	302,414	10	378,808	
LaGuardia Community College	50,000		51,515	
Queensborough Community College	729,540 (b)	28	0	
TOTAL:		\$2,00	294,126	
GRADUATE AND PROFESSIONAL SCHOOLS				
The City University of New York Medical School	4,206,191	2,241		
The City University School of Law at Queens College	462,715	41,	612,856	
The Graduate Center and University Center	4,943,580	4,897	832,134	
TOTAL:		\$7,556	4,660,109	
GRAND TOTAL:		\$37,112	\$6,105,099	

Source: CUNY Development Assessment Survey

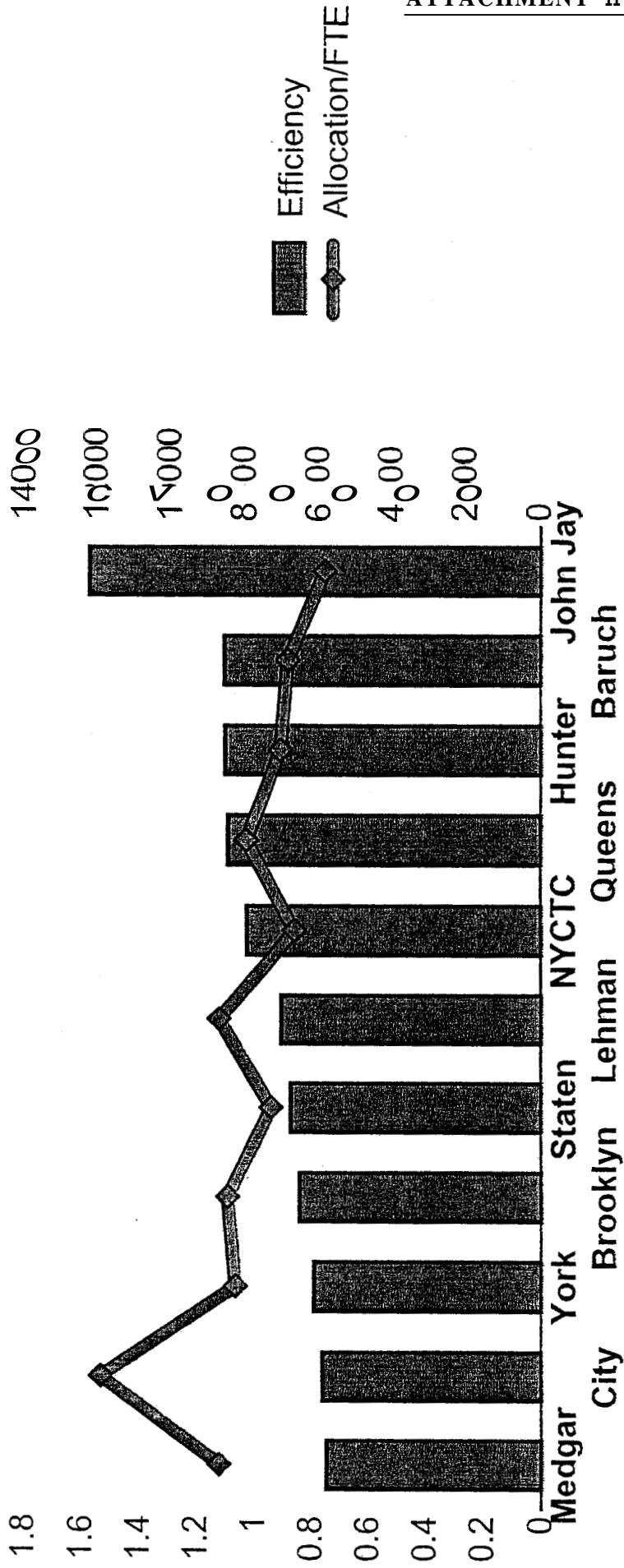
INSTITUTIONAL INFORMATION

College	Operating Budget	Total Foundation Assets	Endowment Portion	Other Assets	Foundation ?	Comments
SENIOR COLLEGES						
Baruch College	78,000,000	74,481,000	55,785,065	24,000,000 (a)	Y/N Est.	(a) Bernard Baruch Endowment
Brooklyn College	72,000,000	28,000,000 (b)	16,000,000		Y '58	
The City College of New York	74,960,000	29,525,475 (c)	22,435,016 (c)		Y '51 (d)	(b) Excludes an additional \$2,419,583 in CUNY Trusts & Gifts
The College of Staten Island	56,171,100	2,395,755	2,326,273		Y '92	
Hunter College	87,023,000	16,420,915	10,145,653		Y '91	
John Jay College of Criminal Justice	40,213,300	836,627	32,607	770,991	Y '87	(c) Includes City College Fund & 21st Century Foundation; excludes an additional \$31,790,000 in CUNY Trusts & Gifts
Lehman College	48,103,000	9,977,182	3,998,765		Y '83	
Medgar Evers College	24,500,000				Y '80	
New York City College of Technology	54,860,361	1,021,148 (e)	335,000		Y '81	
Queens College	75,000,000	15,398,546	8,308,603		Y '80	(d) City College Fund; '94 - 21st Century Foundation
York College	25,800,000	353,111			Y '89	
TOTAL:	\$636,630,761	\$178,409,759	\$119,366,982	\$24,770,991		
COMMUNITY COLLEGES						
Borough of Manhattan CC	54,000,000	2,900,000	1,000,000		Y '84	(e) Excludes an additional \$12,037,224 in CUNY Trusts & Gifts
Bronx Community College	38,000,000	234,000	120,000		Y '83	(f) Non-foundation held
Hostos Community College	27,170,099				N	
Kingsborough Community College	52,445,739	885,000	454,000	431,029	Y '82	(g) Excludes an additional \$6.3M in CUNY Pool
LaGuardia Community College	47,000,000	50,000			Y '01	
Queensborough Community College	42,700,000	2,620,000	851,000	1,770,000	Y '75	
TOTAL:	\$261,315,838	\$6,689,000	\$2,425,000	\$2,201,029		
GRADUATE AND PROFESSIONAL SCHOOLS						
The City University of New York Medical School	9,900,000	3,354,361 (f)	3,339,361 (f)	15,000 (f)	N	
The City University School of Law at Queens College	10,200,000	1,586,356	457,992	1,128,364	Y '94	
The Graduate Center and University Center	59,540,600	13,300,000	10,700,000 (g)		Y '83	
TOTAL:	\$79,640,600	\$18,240,717	\$14,497,353	\$1,143,364		
GRAND TOTAL:	\$977,587,199	\$203,339,476	\$136,289,335	\$28,115,384		

Source: CUNY Development Assessment Survey

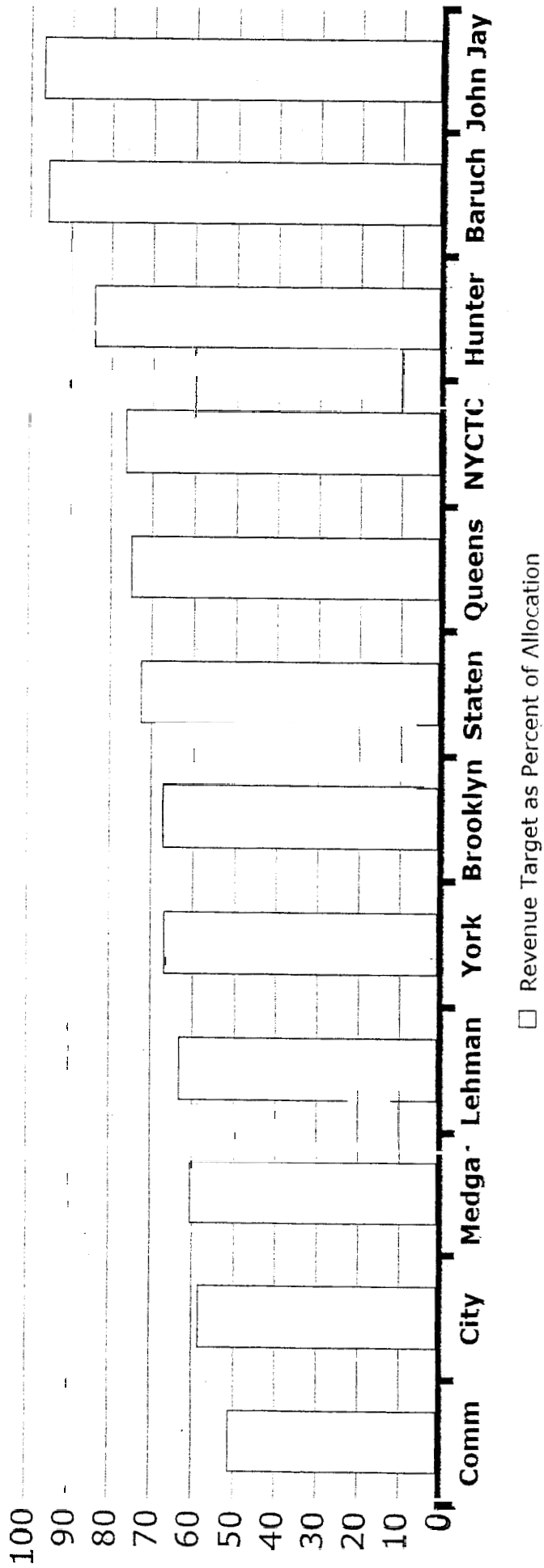
NY Development Assessment Report

Campus Efficiency and Budget Allocation



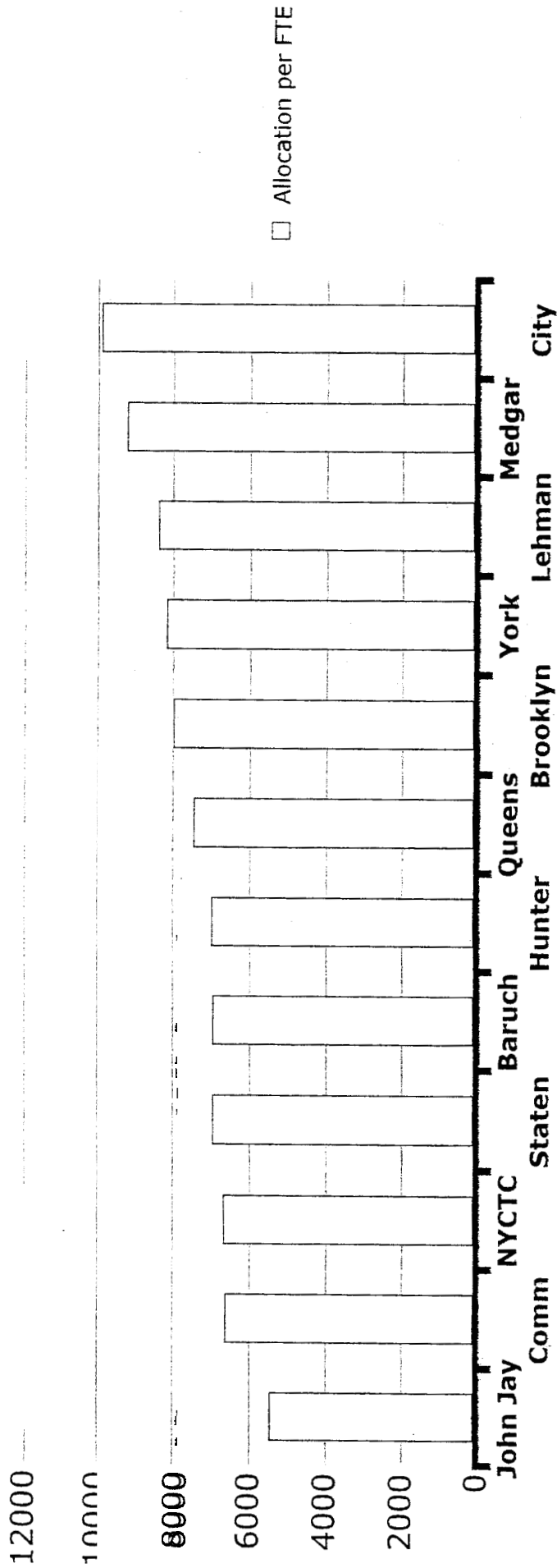
Revenue target as Percent of Budget Allocation

CUNY Campuses



CUNY Budget Allocations per FTE

CUNY Campuses



Professorships, % of Instructional Staffing Model

CUNY Campuses

150

100

50

0

□ Professorships as Percent of ISM

John Jay NYCTC Hunter Baruch Staten York Queens Medgar Evers Lehman College Brooklyn City

