

Faculty Senate Minutes #334

Thursday, November 6, 2008

3:20 PM

Room 630 T

Present (32): Simon Baatz, Andrea Balis, Elton Beckett, Adam Berlin, Teresa Booker, Marvie Brooks, Erica Burleigh, Elise Champeil, Shuki Cohen, Edward Davenport, Virginia Diaz, Janice Dunham, Katie Gentile, P. J. Gibson, Amy Green, Maki Haberfeld, Heather Holtman, Ping Ji, Karen Kaplowitz, Erica King-Toler, Ali Kocak, Tom Litwack, Vincent Maiorino, Evan Mandery, Nicholas Petraco, Michael Pfeifer, Raul Romero, Francis Sheehan, Staci Strobl, Robert Till, Roberto Visani, Valerie West

Absent (17): Michael Alperstein, Erin Ackerman, JoEllen DeLucia, Kirk Dombrowski, Marcia Esparza, DeeDee Falkenbach, Beverly Frazier, Gail Garfield, Jay Hamilton, Richard Haw, Kim Helmer, Allison Kavey, Tanya Rodriguez, Richard Schwester, Arthur Sherman, Shonna Trinch, Thalia Vrachopoulos

Guests: Professors Sondra Leftoff, Caroline Reitz, Cecile Van de Voorde, Alisse Waterston

Invited Guest: Vice President Richard Saulnier

Agenda

1. Adoption of the agenda
2. Adoption of Minutes #333 of the October 22, 2008, meeting
3. Announcements & Information
4. Continued consideration of the proposed creation of a new criminal justice department
5. Discussion of the draft proposal for a new Honors Program
6. Review and discussion of the proposed template for Department Bylaws
7. Proposed revision of the Admissions Requirements for Baccalaureate Students
8. Review of the agenda of the November 17 meeting of the College Council

1. **Adoption of the agenda.** Approved.

2. Adoption of Minutes #333 of the October 22, 2008, meeting

Minutes #333 of the October 22, 2008, meeting were approved.

3. Announcements & Reports [Attachment A]

President Kaplowitz provided a copy [Attachment A] of her letter to Chancellor Goldstein who is still considering the issue of term limits of chairs and is still soliciting input from college presidents. The Chancellor wrote to her to thank her for the letter she sent him on behalf of the Faculty Senate.

4. Continued consideration of the proposed creation of a new criminal justice department [Attachment B]

President Kaplowitz thanked the Senators for sending her excellent questions [Attachment B] about the proposal for a new department of criminal justice and for the proposal that this new department be assigned the criminal justice majors. She thanked VP Francis Sheehan and Senator Amy Green for helping her develop categories for the questions.

These questions are now being answered by the signatories of the proposal, by the LPS faculty who are not signatories, and by the College administrators. The answers will be part of the Senate's November 20 agenda packet.

President Kaplowitz said that in the interim since the last Senate meeting, she developed an idea for a possible compromise to resolve the proposal by 18 faculty members to form a new department of criminal justice and for that department to be assigned the Criminal Justice major. The proposal from 18 faculty members from six academic departments would mean that the Law and Police Science (LPS) Department would lose that major but would continue to offer the other majors that it now offers, such as police science.

She said that after the last Senate meeting, as she studied materials related to the proposal, she realized that at John Jay we have not one undergraduate criminal justice major but rather two criminal justice baccalaureate degree majors: a B.A. in Criminal Justice and a B.S. in Criminal Justice.

President Kaplowitz said she has not spoken about her idea for a compromise to any of the signatories nor to any of the LPS non-signatories. She explained she wants all parties to hear about it at the same time without those with vested interests and without those with other

agendas able to influence Senators about the idea before they can think about it themselves.

President Kaplowitz said her proposal involves several parts: 1] a new department of Criminal Justice would be created but it would be assigned only the B.A. in Criminal Justice; the B.S. in Criminal Justice would continue to be the responsibility of the LPS Department; 2] the two departments would be required to revise whichever Criminal Justice major is assigned to it in order to bring the curriculum up to date and in order to make it a truly excellent major and clearly distinguishable from the other; 3] the two departments would each have a year and a half to do this; and 4] if either department fails to do this necessary work, that department's major would be assigned to the other department, which would mean that one of the departments would have both criminal justice majors and the other department would have neither of the criminal justice majors.

Senator Evan Mandery said he can support President Kaplowitz's proposal. He added that he hopes the discussion can get past turf issues and that he certainly does not want to harm the lives or careers of the LPS faculty members. Senator Maki Haberfeld said she thinks we should take a look at the majors we now have before proposing that we change them. Senator Heather Holtman said it is her impression that students do not really understand the difference between a B.A. and the B.S.

Senator P.J. Gibson asked about the number of students who receive the B.A. degree and the number who receive the B.S. degree at John Jay. Senator Staci Strobl said that her best knowledge is that only about 10% receive the B.S. degree and that nationally the B.A. degree is the more highly recognized of the two.

Professor Katie Gentile said that the way the B.S. is valued in psychology, which is her discipline, over the B.A. may not be the same as in other disciplines – the B.S. is more highly considered in psychology -- but that it seems to her that well revised majors in both programs can be successful and meet the varied needs of our students. Senator Strobl said she does not think the criminal justice faculties are split between the arts and the sciences as seemingly assumed.

President Kaplowitz proposed a non-binding straw poll: she asked whether the Senate wants her to continue to explore this idea of a compromise solution. More than a majority of Senators voted in the affirmative directing her to further explore her compromise idea.

5. Discussion of the draft proposal for a new Honors Program: Invited Guest: Professors Sondra Leftoff, Chair of the Honors Program Task Force [Attachment C]

Professors Sondra Leftoff, Caroline Reitz and Alisse Waterston were welcomed and reported on their preliminary proposal for a new Honors Program [Attachment C]. They summarized the main points and reviewed the goals and other aspects.

Professor Leftoff said she wants multiple entry points into the new honors program, so that if entering students are not ready for an honors program but become more serious students after a year or two here, they could enter the program at a later time. Professor Leftoff was asked how the admission standards for the program are to be determined. She said there are a number of models which could be followed, but none has been chosen as yet.

President Kaplowitz asked what sort of timeline is anticipated for this proposal. The answer was that the views of faculty would be surveyed during November.

Senator Andrea Balis asked how the faculty would be chosen to teach in this program. Professor Leftoff said the honors courses would probably be taught by full-time faculty on a rotating basis. Professor Caroline Reitz explained that they are trying to arrange the requirements for the program so as to reduce the number of credits students would have to take. It was still to be worked out how to manage duplicative requirements between the majors and the honors program, she said.

Senator Elise Champeil asked whether all departments would be invited to participate and was told they all would be. Senator Teresa Booker asked whether the three had thought about what sort of recognition students would receive for participating in an honors program. A Senator asked whether the rotating faculty concept would not deprive students of contact with faculty who would be available to them over an extended period of time.

It was agreed that the Senate would continue discussing the proposal at the Senate's December meeting, at which time the proposal might be more fully developed and thought out.

6. Review and discussion of the proposed template for Department Bylaws [Attachment D]

The College's new Charter of governance, approved by the CUNY Board of Trustees in June, requires that each academic department adopt bylaws, which are due by February 1 for review and approval by the College Council Executive Committee. This proposed template was created by Professors Ned Benton, Harold Sullivan, Counsel Rosemarie Maldonado, and Senate President Karen Kaplowitz [Attachment D].

The Senate decided that the Senate has insufficient time at this meeting to review this document which means, in turn, that departments will have insufficient time to write their bylaws by the February 1 deadline. The Senate agreed to propose that the deadline be extended at least a month. [The deadline was accordingly extended by the College Council Executive Committee until March 16.] It was agreed that this topic would be placed on the agenda of the next Senate meeting.

7. Proposed revision of the Admissions Requirements for Baccalaureate Students: Invited Guest: VP for Enrollment Management Richard Saulnier [Attachment E]

VP Richard Saulnier was welcomed and invited to explain proposals which will be on the November 20 College Council as part of John Jay's multi-year program to phase out the associates degree program.

VP Saulnier proposed that for admission as freshmen in the baccalaureate program as of September 2009, students be required to have at least a 78 CAA (College Academic Average) in their academic high school courses and that they also be required to have a minimum SAT score of 800 (out of 1600). He also proposed establishing a minimum CAA of 75 for admission to an associate degree program and requiring that all associate degree students demonstrate proficiency in at least one of the three skills areas [Attachment E].

Senator Tom Litwack said that the more he reflects about VP Saulnier's proposal, the more he opposes it. He suggested an alternative plan, which is to raise the standard for students entering the associate degree program whereby they would be required to pass two of the three proficiency tests. Senator Litwack explained that having just graded his midterm exams, he believes the College is in terrible shape academically and needs to improve the preparation of entering students.

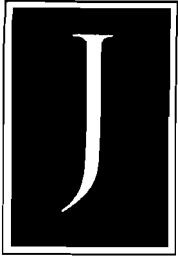
VP Saulnier said the problem with that proposal is that we now face a dilemma, because if we do nothing to change the admission requirements for associate degree students, next year the high school average required for admission to our BA program will be the same as that required for admission to our A.S./A.S. program, to which we will be admitting students for one year longer.

President Kaplowitz asked whether the data which Senator Litwack has asked for can be provided and the VP said of course.

8. Review of the agenda of the November 17 meeting of the College Council

In addition to the proposed changes in the admission criteria, other items on the College Council agenda include: a proposal to establish a dual admission/joint degree program in science for forensics (A.S.) and forensic science (B.S.) with BMCC; a proposed new minor in writing; a proposed new drama course; and revisions of courses in art, science, and foreign languages.

The meeting was adjourned at 5:15 PM.



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

ATTACHMENT A

PRESIDENT
FACULTY SENATE

KAREN KAPLOWITZ, PHD

October 22, 2009

Chancellor Matthew Goldstein
The City University of New York

Dear Chancellor Goldstein,

I am writing on behalf and at the direction of John Jay's Faculty Senate about the proposal to amend the CUNY Bylaws to establish term limits for elected chairs of academic departments. In May, our Faculty Senate voted its opposition to such term limits. At the same time we also began a discussion about ways to improve the process of electing chairs, because we recognize that the process can, indeed, be improved and because, like you, we want the best chairs that we can possibly have.

Our Faculty Senate had a very thoughtful discussion with President Jeremy Travis about this issue in May during which we shared our ideas for improving the election process. Our Senate subsequently discussed this issue again at our first two meetings of this fall semester at which time I was authorized to convey the following recommendations for your consideration and for the consideration of the Board of Trustees, if any of these recommendations were to require action by the Board.

Rather than impose term-limits on elected chairs, the Senate recommends that changes be implemented for improving the election process and that such a revised process be evaluated after perhaps two or three years. Term limits can always be imposed by the Board at some later time. We hope that by improving the election process, the proposed term limits, which are anathema to the vast majority of the faculty, will not be considered necessary.

Our recommendations fall into two categories: ways to improve the election process and ways to improve the ability of department faculty to accurately assess the performance of their chair and, thereby, to make informed election decisions.

Improving the Nomination & Election Process:

At John Jay, nominations of candidates for department chair must be made during the May election meeting. It is not entirely clear to us if this is required by the Central Administration. If it is, we recommend that the necessary actions or instructions by the Vice Chancellor for Legal Affairs or by the Board be taken that would permit nominations to be opened at least a week

prior to the election meeting and that nominations remain open until the election meeting, at which time further nominations may be made. If it is not currently required, we recommend that instructions be issued to the colleges providing this information. If nominations are made in advance of an election meeting, department faculty can assess and discuss candidates prior to that meeting.

We also recommend that anonymous nominations be permitted. According to our understanding, anonymous nominations are prohibited by Roberts Rules, which the CUNY Board of Trustees Bylaws require us to follow. We recommend that such procedures be changed so as to make it easier for faculty to nominate and to accept nomination than currently is the case. Anonymous nominations would permit faculty to nominate someone other than the incumbent chair without seeming to be casting a vote of no confidence in that chair and so that the nominated person(s) can have time to decide whether to accept nomination.

With such changes, faculty would also be able to circulate (optional) written election statements from the declared candidates prior to the election meeting.

We also recommend that an incumbent chair be prohibited from conducting the election of the chair, which is currently permitted by Roberts Rules, and which is the norm at John Jay. When an incumbent chair is the individual who conducts the election, invites nominations, and decides whom to recognize the process can be, at the very least, intimidating and, at the very worst, manipulated to serve the interests of that chair or of someone favored by that chair.

We also recommend that departments be given the option of having a senior member of another department conduct the election for chair and, if that option already exists, that the colleges be officially informed of this fact.

Improving the Ability of Department Members to Make Informed Election Decisions:

Our Senate also believes there should be additional ways for department members to receive sufficient information about the quality of the work of the incumbent chair so that the faculty may make informed decisions when nominating and voting for a chair. Department chairs have a role and a responsibility that extend far beyond that of leading a department; there are college-wide committees on which they serve, such as the College Personnel Committee, and there are college-wide leadership responsibilities and challenges. Often department members have no knowledge of the quality of the work of their department chair nor the extent to which their department chair is respected or not respected by those outside the department, such as by other faculty, by elected faculty leaders, and by administrators.

Accordingly, we recommend that college administrations provide attendance records to department members of all meetings which the department chair is required to attend by virtue of his or her position as department chair. Not all chairs attend such meetings and yet their faculty do not know this; on the other hand, other chairs attend all meetings and yet this,

too, is not known.

We also recommend that department members eligible to vote for chair be provided with copies of the President's annual evaluation of their chair, an evaluation which you require, and that they also be provided with copies of their chair's annual self-evaluation (which includes the chair's plans for her/his department), which necessarily informs, to varying degrees, the President's evaluation.

We also recommend that each college be called upon to develop an anonymous annual or semi-annual faculty evaluation of department chairs through the use of a college-wide instrument. We view this as analogous to the student evaluation of the faculty process, which involves an instrument developed by each college. In this way, each department chair can learn what she or he needs to do to be a better chair; furthermore, it may be that when a department chair sees the responses by her or his faculty, that chair may ultimately decide to not stand for re-election.

If a chair is not doing an excellent job, then the faculty of that department should have this information, so that they won't elect that person for a subsequent term. And if a person is doing an excellent job, the faculty of that department should know that too.

Term limits are arbitrary and would prevent faculty from being able to elect the leaders and representatives they want and need. At John Jay, some of our very best chairs have served in this position for many terms and their department members want them to continue to serve. Many of these chairs are also some of the most effective, respected, and trusted college-wide faculty leaders.

I hope you find these suggestions meritorious and that you will ultimately advise the Board to not establish term limits for elected chairs. In the meantime, the Faculty Senate of John Jay and President Travis are discussing the ways we can implement the ideas outlined in this letter that do not require University actions.

Sincerely yours,

Karen

Karen Kaplowitz
President, Faculty Senate
John Jay College of Criminal Justice/CUNY

ATTACHMENT B

Questions asked by the Faculty Senate about the Proposal regarding the creation of a Department of Criminal Justice and the transfer of the CJ major to that department

November 6, 2008

I. QUESTIONS ABOUT THE PROCESS:

1. My concern is that this is a proposed solution to a departmental conflict. Is this accurate and, if not, in what ways is it more than this?

2A. The arguments which arose at the Faculty Senate meeting on October 22 felt very similar to the objections from both sides last year: why was there no intradepartmental arbitration so that the entire department could present a proposal to the College?

2B. Is it possible to involve mediators in efforts to resolve prior conflicts and to assist all parties in moving forward to create an amicable solution?

3A. Is the opposition to the proposal more on the basis of process or is it more on the basis of the content of the proposal?

3B. Are the faculty members from Law and Police Science who spoke in opposition to the proposal for departmental restructuring opposed more to the process of how the proposal was devised or opposed to its philosophical underpinnings?

4A. What was the process that resulted in the situation whereby 12 members of LPS are among the 18 signatories but the majority (30) of the members of LPS are not?

4B. How were people selected to be signatories?

5A. What criteria will be used to exclude or accept faculty members who are not signatories who wish to become members of the new department?

5B. How could faculty from other departments join the Department of Criminal Justice once it is established?

5C. Can everybody in the current LPS Department be members of the newly proposed department if they desire to be?

6A. Was it known to the LPS Dept faculty that a proposal was coming forward?

6B. It was asserted that the proposal had not been previously circulated to LPS faculty who might have been interested in joining the new department. Is this true? If so, why not?

II. QUESTIONS ABOUT THE EXISTING MAJORS IN CJ, POLICE SCIENCE, AND CORRECTIONS:

7. The LPS Department is actually named "Law, Police Science & Criminal Justice Administration." But we've heard nothing about the Criminal Justice administration (CJA) major. Why not?

8. Everyone refers to "the CJ major" but the College Bulletin lists two criminal justice majors: a Bachelor of Arts CJ major and a Bachelor of Science CJ. What is the difference between the two? Is the proposal from the signatories to transfer responsibility for both CJ majors to a new department?

9A. At the October 22 Faculty Senate meeting, President Travis called the CJ major as it now exists "a very weak major" and at the College Undergraduate Curriculum and Standards Committee a few days later the CJ coordinator, who is a member of the Government Dept and who is also a signatory of the proposal, called the major "a scandal." Please respond to these descriptions of the CJ major.

9B. The proposal from the signatories states that at John Jay "the majors [in Criminal Justice] do not ensure that students are adequately prepared in each of the content areas recommended by the ACJS." Please respond to this statement. Also, please explain what the Academy of Criminal Justice Sciences (ACJS) is.

9C. The proposal from the signatories states that our CJ major does "not conform to national curriculum standards." Please respond to this statement.

10. Given the highly critical report by the outside evaluator of the CJ major in 2001 and the fact that the LPS Dept (which has had the most responsibility for the CJ major according to statements made by some LPS non-signatories) has not significantly revised or updated the major in the seven years since the external evaluation, what is the justification by the LPS non-signatories that they should continue to be responsible for the largest major in the college?

11. The LPS Department has always had solo responsibility for both the Police Science major and for the Corrections major. What is the status of these two majors in terms of revisions of each major, enrollment, number of baccalaureate graduates during the past two years, and findings of external evaluators?

12. Why not phase out the Criminal Justice BA major, allow the new department to take responsibility for the Criminal Justice BS major and limit the enrollment in the BS major in a manner similar to Forensic Psychology and Forensic Science? In essence every undergraduate major at John Jay is "criminal justice." Phasing out the CJ Bachelor of Arts would free-up many students to enroll in the currently under-utilized majors such as Police Science and Corrections (which have tremendous curricular overlap with the CJ BA major) and other majors such as Economics and even the newly created and proposed liberal arts majors.

III. QUESTIONS ABOUT THE COMPOSITION, PURPOSE, VISION, AND GOALS OF THE PROPOSED NEW DEPARTMENT:

13. What exactly is the CJ resolution? Is it to create a new Department of CJ with the signatories – and only the signatories – as the founding members? If so, that needs to be stated.

14A. What is the vision – the aim and goal – for the new department?

14B. How large would the new department be?

14C. What is the curricular vision behind the new department?

15A. How do the credentials of the signatories differ from those of the LPS non-signatories such that justifies the transfer of responsibility of the CJ major to the signatories?

15B. Why should we entrust the college's largest major to the signatories rather than to any other group?

16. Who is doing research in the areas encompassed by a first-rate CJ major?

17A. Is there racial inclusiveness among the signatories?

17B. Are the signatories qualified to teach and examine the ways in which ethnicity, race, class, gender, and sexual orientation impact criminal justice?

17C. It is a legitimate concern that any new department be diverse, especially when a national oversight committee has already noted weaknesses in coverage of race, ethnicity and gender issues in the curriculum. How does the proposed new department plan to remedy this important critique?

18. Does the new department need to be named "Criminal Justice" given that the name of the College is John Jay College of Criminal Justice and given that criminal justice is taught by many departments?

19. Years ago Psychology and Counseling split into two departments. The two had to articulate what function such a split would fill for the College and how each would be different from the other. Can we have a similar analysis showing how a Department of Criminal Justice would be different from other departments at John Jay?

20A. How would the creation of the proposed department benefit our students?

20B. How would the creation of the proposed department strengthen the College as a whole and enhance its reputation as a leader in the field of criminal justice education?

20C. How would this new department impact other departments such as Sociology, etc.?

IV. QUESTIONS ABOUT THE PROPOSED NEW MAJOR IN CJ:

21A. At the October 22 Faculty Senate meeting, one of the non-signatory LPS members distributed charts that he compiled of undergraduate and graduate teaching and of teaching in the undergraduate CJ major during the Fall 2008 and Spring 2009 semester. Are these charts accurate? What is the record during those same semesters of undergraduate and graduate teaching and teaching in the undergraduate CJ major of those faculty who are LPS non-signatories?

21B. Even if there are some errors, the charts distributed at the Faculty Senate meeting suggest that the majority of signatories do not teach in the undergraduate CJ major, which has by far the largest number of students of any major at John Jay. How is this going to be addressed? Are the signatories willing to teach these courses or is CJ going to be another undergraduate major in which students never really have classroom contact with the professors in their identified departments?

21C. Who will teach the undergraduates in the CJ major if it is transferred to a new department as proposed?

21D. If this proposal were approved, how much undergraduate teaching would the signatories expect to do or would commit to doing?

21E. The premise of the proposed new CJ Department appears to be that it would improve the College's CJ major: who is expected to teach the approximately 40 courses offered in this undergraduate major each semester?

21F. By and large, the signatories to the proposal for the new department do not now teach at the undergraduate level. For many years it has been our goal and that of 80th St. that we decrease our over-reliance on adjunct faculty because the presumption is that students and student outcomes are harmed by having so few sections taught by full-time faculty. How will the proposed new department, to begin in February 2009, cover the class grid and improve student learning?

21G. It was stated that only a small minority of the signatories to the proposal presently teach courses in the Criminal Justice major. Please respond to this statement.

22. Assuming the charts distributed to the Faculty Senate on October 22 are accurate, is the teaching load of the signatories a reflection of released time given because of grants for research?

23A. What will the newly revised CJ major look like and what courses will it consist of?

23B. What would the curriculum of a revised CJ major look like?

V. QUESTIONS ABOUT THE IMPACT ON NON-SIGNATORY LPS FACULTY:

24. What are some of the possibilities and opportunities for the faculty of the LPS Dept if the proposal is approved?

25A. Looking at the CJ major in the Bulletin, it is clear that most of the courses in this major are in Police Science and in Law and in Corrections. What will be the impact on the LPS non-signatories, given that in 2007 only 31 baccalaureate students majoring in Police Studies graduated and that in 2007 only 7 baccalaureate students majoring in Corrections graduated?

25B. There are relatively few students majoring in Corrections and in Police Science yet there would be approximately 30 faculty members in the resulting Department of Law and Police Science. Would there be a sufficient number of students to make this department viable?

25C. What will happen to the existing tenured and non-tenured faculty, if in fact, the LPS Department cannot sustain enrollment in their two remaining majors?

25D. If the proposal is approved, the current LPS Department will be left with two majors only: Corrections and Police Science. (It was agreed between LPS and the Government Department more than a year ago to move the Legal Studies major to the Government Department.) What assurances, and based on what calculations, will be provided to the LPS non-signatories that there will be enough students in the near future who will major in Corrections and/or Police Science, given the declining number of students enrolled in these majors not just at John Jay but around the country and the increased number of students at John Jay majoring in CJ?

25E. Exactly how would the LPS Department be threatened?

25F. If this proposal is successful, what protections will there be for untenured LPS members among the non-signatories?

26. Would there be joint appointments for faculty who wish to have such an appointment between a new CJ Department and the LPS Department? If so, how would joint appointments be handled in the Personnel process? (Joint appointments are known to be difficult on the faculty member.)

27. The number of students at John Jay will stay same as it is now or will increase. Yet the non-signatories of LPS state that if the CJ major is transferred to a different department and if it is revised by the signatories they will have nothing to teach. Are the non-signatories in LPS suggesting that they are unable or unwilling to prepare new courses and new syllabi? CJ includes disciplines they already teach in. At most there will be new courses in those same disciplines or newly configured curricula drawing on those same disciplines. In other words, are they saying that they are saying they are able or willing to teach only the courses they currently teach?

Report of the Honors Program Committee & Draft Proposal for a New Undergraduate Honors Program at John Jay College

Submitted by Sondra Leftoff, Caroline Reitz and Alisse Waterston, May 2008

I. Background and Introduction

In Fall 2007, at the request of the Provost, a faculty committee began developing a college-wide honors program for undergraduate students at John Jay College. The initial committee was comprised of Sondra Leftoff (Psychology and ISP), Chair, Judy Lynne Peters (Public Administration) and Alisse Waterston (Anthropology); in October 2007, Caroline Reitz (English) replaced Professor Peters who resigned for personal reasons. As it understood its task, the Committee was to provide a template for The Honors Program at John Jay College that would:

- reflect the mission of the College;
- address the needs and goals of John Jay students;
- provide an educational experience that was broad based and inclusive of all disciplines at the college; and
- offer faculty opportunities to collaborate on innovative curriculum for undergraduates that was otherwise not addressed by the undergraduate program.

The Committee conceived the process as involving the following steps:

1. compiling and analyzing information about honors programs nationwide;
2. broad based disciplinary and interdisciplinary discussion at John Jay;
3. development of a draft design; and
4. development of a final design.

This report summarizes our progress on each component in the process, outlines the thinking behind different aspects of the proposed program and presents the proposed template as it has been developed to date.

As a small working group formed at the request of Provost Jane Bowers, the Honors Program Committee faced several challenges. From the outset, a major challenge was how best to develop a model of an honors program at John Jay College while engaging the faculty community as co-participants in the process. A second challenge was to conceive a design for an honors program that would represent the mission of the college and the diverse interests of our faculty, many of whom were newly hired as the college has gone through a rapid transition period. A third challenge was how to

structure a program that serves the needs of our existing student body while providing new recruitment opportunities. A fourth challenge was in synchronizing a college wide program with the development of new general requirements as well as new majors at the college that would have their own unique disciplinary requirements. The final challenge was to develop a model that would provide solid ground for a college-wide discussion and a basis for a program that would be as inclusive as possible of these diverse interests and agendas.

This report also reflects on the tensions created in our effort to address these various agendas, the advantages and disadvantages of developing an honors program, and the attempted resolutions, difficulties, successes. This is clearly a work in progress, one that has the potential of enriching educational experiences for many of our students while promoting new approaches to attaining the mission of the College and focusing faculty commitment to excellence in education for our undergraduates. But it is also an endeavor that elicits strong beliefs and views by faculty and administration struggling with issues in higher education. Issues and concerns that surfaced in our honors program process include:

- the nature of higher education at a public institution;
- the nature of higher education at CUNY in particular where the mission includes a commitment to underserved populations and to maintaining a diverse student body;
- defining the idea of the “excellent” student while simultaneously respecting the complexity of such a notion within the diverse communities that the College serves;
- establishing the best bases on which to commit resources;
- how to address issues of equal representation and voice amongst all disciplines and academic interests;
- the relations between faculty and administration on governance; and
- how best to create community for students, particularly at a commuter college.

Discussions on these issues revitalize an institution but also open up areas of conflict and difference that can make consensus on such a college-wide undertaking a particular challenge. These issues informed our work during the year, making it rich, dynamic and demanding.

II. Developing an Honors Program: Steps in the Process

A. Honors Programs at Colleges and Universities in the U.S.

The Committee began its work by locating information on already existing honors programs at a wide range of institutions of higher education in the U.S., from private universities to public community colleges to those within the CUNY system. We used those models to consider the range of designs that exist, the undergraduate structures that support them, the nature of the student bodies, missions of the institutions and the missions of the honors programs themselves. We did comparative analyses of the characteristics of John Jay College and over fifteen colleges/universities around the country and reviewed various features of the honors programs at these institutions: Case Western Reserve U; Colorado State; Johnson County Community College; LeMoyne-Owen College; U of Maryland; Stanford U; St. Louis U.; SUNY Brockport; SUNY Geneseo; Northeastern; Temple U; U of Vermont; U of Washington; Washington U, Wayne State, as well as various of the colleges in the City University of New York (e.g., Brooklyn, Queens). On the basis of our analyses, we determined that the following constitutes the basic elements of established honors programs:

Name for the Program
Organizing Theme for the Program
Mission Statement
Goals
Basic Description
Target Students
Entry Points
of Students
of Honors Courses/Credits Required
Curriculum: Freshmen
Equivalent Credits, Freshmen
Curriculum: Sophomores
Curriculum: Juniors
Curriculum: Seniors
Equivalent Credits, Upper Classmen
Public Service Component
Research Component
Capstone ("Signature") Course
Management Structure
Administrative Support & Resources
Faculty Involvement
Recruitment Mechanisms
Online Tools

The Committee met with various faculty and administrators at John Jay and/or CUNY involved in curriculum projects or with other special programs including representatives from:

- The Freshman Initiative (Mark McBeth and Fritz Umbach on writing initiatives and on the special programs that bring freshmen into the communities of New York as part of their freshman learning experience).
- James Airizo, Distinguished Scholarships, CUNY Central. We learned that although most CUNY colleges have honors programs, there is no central clearing house of information on these at 80th St.
- Office of Undergraduate Studies (Pat Sinatra; Kathy Killoran).

B. National Collegiate Honors Council Conference, October 31 – November 2, 2007

Sondra Leftoff, Judy Lynne Peters and Alisse Waterston attended the NCHC annual conference for three days in October-November 2007. The annual conference is designed to provide: 1) information on various aspects of starting, implementing and maintaining a college or university honors program, 2) a forum to discuss issues, problems, obstacles and difficulties in honors; and 3) opportunity to showcase successes. The information we were able to gather at the conference enabled us to get an overview of program structures, innovative designs and approaches to launching a new program. The Committee gathered substantive information on the following key topic areas (see Appendix A for detailed summaries):

- **Resources for Honors** ([Adequate] financing and budget; Support services for honors students [dedicated advisors]; Faculty compensation structures)
- **Honors Curricular Models** (The “city as classroom” model; General education equivalencies; Experiential and service learning; Honors off-campus: internships, cooperative education, clinical experiences and study abroad; Honors colloquia; Interdisciplinary approaches to curriculum)
- **Dilemmas in Honors** (Equity issues; Honors as elitism; Administration/Faculty “ownership of honors program)
- **Benefits of Honors:** (Honors as providing greater opportunity to those who can meet the challenge; Meets student needs)
- **Problems in Honors** (Retention)
- **Policies and Procedures in Honors** (Acceptance criteria; Numbers of honors students, Student preparedness; Rewards for honors students and designations)
- **Honors Program Relationships with Departments**
- **Governance Structures for Honors**
- **Recruitment and Marketing Techniques for Honors**

Information provided at the conference also helped us better understand the various stumbling blocks to developing a college-wide honors program, structural problems that can interfere with the successful development of an honors program from faculty, administration and student points of view, and what kinds of conditions foster strong programs that thrive. The key obstacles to a successful program relevant to John Jay College include (these are interwoven, not discrete issues or problems):

- The relation between faculty and administration in the development of the program. Administration-initiated programs run the risk of lack of faculty support, and faculty-initiated programs run the risk of lack of structural support, including financial backing. The goal is to develop mechanisms that maintain a healthy balance between administration (e.g., commitment to adequate financing) and faculty involvement (e.g., curriculum development; governance);
- Lack of adequate financial support for the program;
- Staffing burdens, especially demands on individual faculty;
- Student retention in honors. The “dirty” secret in honors is that it is difficult to retain students in the full honors program: only about 30% complete in honors (some said 40%). However, students who start in honors are the most likely to graduate from the college (nearly all graduate college which compares favorably with students who were never in honors). Most stay in honors during their freshmen and sophomore years but drop out of it when faced with the final project or thesis. It is important to note that there is little hard evidence for why students withdraw from honors since nobody has done the research on this topic. Anecdotal evidence also suggests that students in honors realize that all the extra work required by honors does not necessarily guarantee a high GPA ; with regular classes, one could attain a higher GPA. The benefits of the honors designation for getting into graduate school, law school, or attaining employment are not sufficient to warrant the extra work required;
- Lack of dedicated staff and space for the honors program, including a director, student advisors and separate office spaces for the program; and
- Forging a sense of community among honors program students in a commuter school (requires special attention to developing innovative ways to forge “community” for such students).

C. Program Development: The Honors Program at John Jay College

The Committee developed a mission statement and overall program design for an honors program at John Jay College that was informed by: 1) principles on which decisions and policies related to the honors program would be based; 2) our interpretation of the College's mission statement; 3) approaches taken in other honors programs, 4) discussions within the college and at the NCHC conference. The design in Draft Template I (see Appendix B) reflected our primary concerns to:

- develop a program with academic integrity;
- provide an academic opportunity for those among our students who grow into their roles as scholars as they go through their college experience at John Jay by offering multiple entry points. Students may enter as incoming freshmen, lower-level sophomores or lower-level juniors;
- prepare students to be responsible citizens in a global community;
- address the College's mission of social responsibility and justice;
- maintain our commitments to access for and diversity of our student body; and
- provide new opportunities for faculty to develop innovative curriculum and pedagogy (the Honors Program as a curriculum laboratory for the ultimate benefit of the entire student body).

D. Department Meetings and Revised Template

From December 2007 to May 2008, the Committee met with representatives of individual departments for input on all aspects of the program design and model, and suggestions on next steps. Sondra Leftoff contacted each Chair of all academic departments at the College to request department representatives for a meeting. The full committee met with representatives of the following disciplines. Please note that as of this writing and due to scheduling difficulties, the Committee has not yet met with African American Studies, Foreign Languages & Literature; Math and Computer Science, Puerto Rican & Latino Studies:

Anthropology
Art, Music, & Philosophy
English
Government
History
Law, Police Science, & Criminal Justice Administration
Psychology
Public Management
Science
Sociology
Speech & Theater

In addition, the Committee met with:

Nancy Jacobs (with Michael White), Criminal Justice Center, the Rudin Foundation
Ann Kirschner and Sylvia Tomasch, Macaulay Honors Program, CUNY,
Karen Terry and Evan Mandery of the existing Honors Program at John Jay

The meetings were rich discussions about curriculum, undergraduate education and our undergraduate students, the direction of the college, concerns and interests of newer (as well as senior) faculty, evolution of majors at the college. There was overall interest in such a program, points of agreement across departments and areas of concern.

Aspects of the Honors Program that generated the most enthusiasm across departments include:

- “The global city as classroom” as the organizing theme of the program;
- opportunities for curriculum innovation;
- the capstone “signature” course. Departments expressed willingness to work cooperatively with the proposed capstones in their emerging majors;
- access for existing students who mature academically over the course of their college experience; multiple entry points for this;
- use of NYC as ongoing part of the program;
- student preparation will include academic training while applying that to public service;
- community building for students; and
- the comparative research methods course.

Aspects of the Honors Program that generated the most concern across departments include:

- overlap/duplication with existing programs at the College (e.g., Justice Studies, ISP);
- retention;
- adequate disciplinary representation in the course curriculum;
- staffing courses and the loss of full time faculty from department teaching and teaching tallies;
- selection process of faculty to teach in honors;
- selection process of students (criteria for admission);
- demographic diversity of honors program students;

- financial costs and revenue sources for the program; transparency of budget and funding;
- interface with gen ed in this time of flux;
- Conflicts with democratic notions of education;
- Losing good students from the regular classroom;
- Larger classes for other students as a result of resources allocated for honors; and
- practical issues for Junior entry students (e.g., course credit allocations).

On the basis of feedback we received in these important meetings, we developed a revised template for the Honors Program (see Section IV of this report).

III. Faculty Advisory and Governance

By late spring 2008, various faculty members involved in governance expressed their concern that the Honors Program needed to be developed with proper inclusion of faculty governance structures. The Committee concurred with this concern, and welcomed working with faculty governance groups to ensure the Honors Program be structured as a faculty initiative. In collaboration with the various faculty governance committees, the Honors Program Steering Committee was formed in April-May, 2008, with representatives from all the major faculty governance structures at the college: Faculty Senate, College Curriculum Committee, and the Chairs Committee, 2 at-large members and the 3 members of the Honors Program Committee. At a meeting of the Honors Program Working Committee and the Steering Committee it was decided that the Honors Program Steering Committee be a representation of the academic diversity of the college and the various governance bodies of the faculty. It would include 2 representatives each from the Chairs Committee, Faculty Senate and College Curriculum Committee; 2 at large representatives; and the members of the Honors Program Committee. It was decided that the Steering Committee would have an ongoing role of reviewing, advising and endorsing the development and maintenance of the proposed program. It would hold regular monthly meetings to carry out this role and submit progress reports to the Provost and Dean of Undergraduate Studies on an ongoing basis. Both may be asked or invited to attend these meeting for discussion and consultation.

Below is the roster of members of the 2008-2009 Honors Program Steering Committee:

**Honors Program Steering Committee
2008-2009**

Name	Department/ Disciplinary Area	Institutional Representation
Eli Faber	History; Humanities/Social Science	Committee of the Chairs
Amy Green	Speech and Theater; Humanities	Faculty Senate
Sondra Leftoff	ISP, Psychology; Social Science	Honors Program Committee (Chair)
Evan Mandery	Law and Police Science; Social Science	At-large member
Judy Lynne Peters	Public Administration	Curriculum Committee
Justin Ready	Sociology; Social Science	At-large member
Caroline Reitz	English; Humanities	Honors Program Committee
Tanya Rodriguez	Philosophy; Humanities	Faculty Senate
Marny Tabb	English; Humanities	Committee of the Chairs
Alisse Waterston	Anthropology; Social Science	Honors Program Committee
TBA		Curriculum Committee

IV. The Honors Program at John Jay College

A. Mission Statement

The Honors Program at John Jay College reflects the unique mission of the college in its academic focus on excellence in liberal arts and the study of justice in all its manifestations and in its commitment to excellence in community engagement and committed to the public good. It will combine the rigors of a liberal arts education with a commitment to pursuing the public good and to developing research that brings the academy and the community together in solving social problems. The program emphasizes critical thinking, creativity and ethical decision-making with attention to global concerns, community responsibility and civic mindedness. Students will be challenged to apply their academic skills to the concerns of the communities of our city and the problems that we share in the global community.

B. Principles of the Program

The undergraduate program at John Jay College has maintained a commitment to academic excellence along with a long standing commitment to public service and attention to the public good in addressing its unique mission. The proposed design for an honors program is based on this commitment and on the commitment to fostering opportunities for intellectual growth and civic responsibility for our students. The committee developed the following principles which guided the development of the proposed program. The Honors Program at John Jay College will demonstrate commitment to:

1. access and diversity of our student body.
2. the educational needs of our existing highly motivated and academically promising undergraduate students.
3. the college's mission of social responsibility and justice and preparing students to be responsible citizens in the global community.
4. The core values of a liberal arts education towards understanding community, both local and global.
5. opportunities for the faculty to develop innovative curriculum and pedagogy—a curriculum laboratory for the ultimate benefit of the entire student body.

We imagined a program that would develop students' appreciation of the range of liberal arts disciplines and their epistemologies and emphasize their relevance to themes of community and the public good, and thereby prepare students for a unique journey as citizen-academics.

C. Benefits of the Program

The development of this program is an important advance and a unique model in undergraduate education. It provides a model of education which stresses the inter-

relation between the academy and the community and the means to promote this for students beginning at the undergraduate level. It is particularly relevant to the John Jay College undergraduate experience where public service and the public good remain significant themes and core values. The Honors Program will provide the following benefits:

- new learning opportunities for our students;
- a mechanism to foster community amongst our students;
- new bridges between the college and the surrounding community;
- new curriculum development opportunities for the faculty;
- development of models of collaboration across disciplines; and
- improve retention at the college.

D. Challenges

An Honors program can bring new opportunities for learning to both students and faculty. It can also create challenges to the ideals and goals of an institution of higher learning. For CUNY, this includes maintaining commitment to diversity, to serving the underserved of New York City and to providing the highest quality education for all. One area of concern is how to define the “excellent student” since the criteria for determining “excellence will have direct impact on admissions. Resource allocation for the Honors Program is a key area of concern particularly at John Jay College, with limited resources and a large undergraduate student body. Class size (equitable maintenance of class size for all students) and faculty allotment (maintenance of talented faculty in all parts of the undergraduate program) are examples of specific issues involving the allocation of resources. Overlap with existing programs is a curriculum concern. Also, since departments are developing new majors with their own capstones and some departments are developing majors with honors, it is essential to maintain ongoing collaboration with departments to ensure that students can meet requirements for both department majors and the Honors Program. The new general education requirements at John Jay are still in development. The Honors Program will need to be re-evaluated when the new general education requirements are finalized, as we expect that the freshman and sophomore courses will satisfy general education requirements.

E. Program Goals

General goals:

The program seeks to educate global citizens who understand the relevance of academic study in appreciating the world they have inherited and in enriching the lives of individuals and communities both locally and globally. The program is designed as a model curriculum for our institution which allows students to pursue public engagement activities firmly grounded in academic excellence. It stresses the development of

academic foundations relevant to an educated citizenry. It emphasizes academic disciplinary approaches to address interdisciplinary issues. By stressing collaboration between the academy and the community, the program will enable students to consider public service and community involvement as ongoing commitments to civic life.

Specific goals:

Using New York City as model, resource and partner, the program's signature interweaving of community and academy begins with freshman year and culminates with a senior year interdisciplinary capstone seminar and project. The combination of Honors Core courses and disciplinary courses takes students on a journey from engagement to expertise, while providing the flexibility to respond both to individual student interests and faculty research agendas. The program hopes, in its emphasis on writing, academic rigor and field work, to help students make creative and ethical connections in and between the many communities of our city and world.

In combining new Honors core courses with existing and proposed courses in John Jay's various academic departments, the program provides new opportunities for curriculum development and pedagogical innovation.

The capstone is the culmination of the program's focus on academic excellence and community responsibility. It enacts the unique mission of the college in its academic focus on justice and its commitment to excellence in public service, community engagement and working for the public good. It will prepare students to consider how the academy can effectively collaborate with communities in addressing the public good through academic projects and discipline based research. It will prepare students to consider the needs of communities as they pursue their goals as scholars, practitioners and citizens of a global community. It will also provide an opportunity to address the challenges of working together across disciplines and communities in constructing new approaches to justice in the 21st century and to applying academic knowledge to fostering the public good.

F. Structure of the Program

The proposal is for a 4 year program which students can join in either the first, second or third year. It is based on a model emphasizing the relation of core values of the liberal arts to understandings of community, both local and global. It emphasizes skills of writing, research and fieldwork as core building blocks. It addresses the relation between disciplinary knowledge and applications of such knowledge to solving real life problems.

The Honors Program is comprised of two aspects: the "**Honors Core**" and the "**Disciplinary Component.**" The Honors Core will involve a sequence of five "core" courses within the Humanities, Social Sciences and Sciences (see course descriptions, pp. 15-18 and template, p. 19). While each course builds on the previous one, they all share the same emphasis on research, writing and "field work" (as defined by the faculty).

In the Disciplinary Component, students will be required to take three courses from a list

of select courses offered by departments, chosen in consultation with a faculty advisor and selected for inclusion based on a determination of their relevance to the goals of the program. The Disciplinary Component might include a combination of existing courses and newly designed experimental courses.

The Core Courses in combination with the Disciplinary Component provide students with a liberal arts foundation while preparing them to formulate and carry out community-based research projects.

All students in the program will complete the Core Capstone experience. The capstone is a two course senior year sequence. The junior year core course, Ways of Knowing, prepares students to carry out the capstone research project. It will address comparative research epistemologies and methodologies of the liberal arts. It will introduce students to the varying approaches to formulating and understanding problems across different disciplines. In the senior year, students will develop and carry out their research. The capstone will combine theory and practice in developing research projects for the public good. Students will use the tools of their individual disciplines, but will work together in an interdisciplinary course to identify and address research questions in and for the public good.

The capstone is designed for majors in all disciplines at the college and gives students an opportunity to carry out research within their major discipline while working collaboratively with their peers from other disciplines to address the question at hand. Students will complete team-based projects and present them in a public forum as the culmination of the capstone. This will be a year long project from inception to action to evaluation of its benefits in promoting justice/social good in the community. Projects may range from issues of aesthetics in community life to crime prevention, framed by the goal of promoting justice and working collaboratively to attain this.

The goals for this sequence of courses are that students become critical observers and critical thinkers in real time. Students will learn to observe, analyze, critique and apply their knowledge.

G. Students

1. Admission Routes: The program has multiple entry points. Students may enter as freshmen, lower-level sophomores or lower-level juniors. We will recruit a freshman entry cohort. We will also recruit students for the program from within our student body beginning with lower level sophomores and if possible second semester freshmen. We envision a significant cohort of the program to be students recruited from within our own student body. Students entering as freshmen or sophomores will be maintained as a cohort for the first two years. Freshman, sophomore and junior entry students will become a cohort in the junior-senior sequence.
2. Non-traditional students: We will maintain our commitment to access for our working and non-traditional students within our recruitment and program design/implementation approaches.

3. Projected size of program: 50 freshmen (40 incoming, 10 recruited from spring admission freshmen), 60 sophomores, 40 juniors
4. Admission criteria: We anticipate admission criteria based on multiple measures and at this point would characterize it as a portfolio of characteristics and qualities. The notion of “excellence” requires faculty debate. We anticipate this issue to be addressed in the coming academic year.

H. Relation to General Education Requirements

The college is currently studying how to revise the general education requirements. At present we cannot anticipate how we will structure gen ed at the college. Until then , we anticipate that this program will satisfy many of those requirements, but will need to re-examine this once that process has been completed.

I. Requirements and Curriculum

The Honors Program Requirements:

Maximum: 6 core courses, 3 disciplinary courses, plus Honors Composition. (the capstone is a year long sequence and counted as 2 core courses)

- **Freshman entry: 27** credits to complete the Honors Program. 6 core courses, 3 disciplinary courses (plus 6 credits Honors Composition)
- **Sophomore entry: 21** credits. (4 core courses, 3 disciplinary courses)
- **Junior entry: 18** credits, including the Intellectual Foundations course taken in the junior year (4 core courses, 2 disciplinary courses).

FRESHMAN YEAR

Goals:

Engage in critical thinking/logic

Develop student community

Explore NYC

Appreciate the social fabric of the city

Understand relationship of globalization and NYC

Begin field experiences

Fall Semester

1. Honors Composition ENG 101H (3 credits; Required, but not considered part of Honors Core) (satisfies gen ed)

2. City as Classroom Part I (3 credits, will satisfy gen ed).

The City as Classroom I: Liberal Arts and Sciences in the Global City

Students will explore the diversity of New York City through the arts, sciences, humanities or social sciences. This course introduces the concepts of “neighborhood,” “community,” “global city” and “the public good” through exposing students to the diverse communities of New York City. The course will emphasize community building within the classroom and community connection outside of it. It will emphasize writing, research and “field work” (experiential learning outside the classroom), as will each core course in the program.

Spring Semester

The City as Classroom Part II: (3 credits, will satisfy gen ed)

The City as Classroom II: Liberal Arts and Sciences in the Global City

This is a continuation of the Fall semester course which will include disciplines not covered in the first semester.

Ideally, students will be linked together as a community in their Core and Composition classes (assuming the enrollment permits 2 or more honors sections for freshmen)

SOPHOMORE YEAR

Goals:

Develop deeper understanding of concepts of the public good within disciplines

Develop understanding of interdisciplinary models

Gain a more in-depth NYC experience

Develop conceptual frame for problem solving research

I. Intellectual Foundations and the Public Good (3 credits, will satisfy gen ed)

Intellectual Foundations and the Public Good

Building on the theme of the public good, the second year seminar considers how disciplines construct seminal questions evolving out of social concerns of particular societies and philosophical concerns of particular disciplines. By emphasizing the historical and philosophical contexts that have shaped and continue to shape questions of the public good, this course asks students to think about such questions from various disciplinary perspectives and to understand the differences in theoretical approaches and frameworks. The course will include field experiences and address themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. While participating faculty will shape the syllabus, the course will emphasize writing, research and field work consistent with the other offerings in the Honors Core.

JUNIOR YEAR

Goals

Understand disciplinary epistemologies and methods for solving real-life social problems

Examine issues of the public good through the lens of a New York City experience

Explore globalization in contemporary societies

Experience real-life processes of addressing the common good

II. Epistemologies and Methodologies: Ways of Knowing/Ways of Doing in the Global City

Multiple course offerings includes a practicum (3 credits, will satisfy gen ed or major requirement)

Epistemologies and Methodologies: Ways of Knowing/Ways of Doing in the Global City

Introduces students to the world of observation and research and is offered in conjunction with a practicum experience. Students learn how to be observers, interviewers, researchers and members of collaborative research teams. Students learn how to assess issues from the public's perspective. Methods in the humanities, social sciences and sciences will be explored and compared as students develop expertise as researchers and come to understand how each discipline contributes their methodologies to addressing issues of the public good. The practicum will provide students the opportunity to understand the relationship between theory and practice and to apply these models and their skills of observation to formulating a research agenda that is academically rigorous and theoretically based. The practicum will enable students to appreciate the unique contributions of each of the liberal arts in defining and addressing social issues for the public good.

SENIOR YEAR

Goals

Develop student teamwork

Experience student-community collaboration

Learn to apply knowledge and academic resources to address actual community concerns

Produce completed research project and present to colleagues and community

Understand how to engage in research for the public good

III. Capstone Seminar and Project (year-long, 6 credits)

Capstone Seminar and Project

Research in/for the Public Good: A New York City Experience

Students will develop research projects in the public interest/for the public good focused on New York City as “our global city”. Projects may be developed in conjunction with the senior capstone of their major. The year long capstone will expose students to collaboration within the academy, and between the academy and the community as they collaboratively develop research projects that address or reflect community concerns to promote the public good. It emphasizes community building in promoting team-based research and collaboration on projects across disciplines. It places importance on understanding diversity within the city and the city within the global community as part of both the research and the seminar discussions. The projects will enable students to integrate disciplinary perspectives with “real world” concerns. It will enable students to integrate the earlier academic exploration of New York City with contemporary research agendas and to consider the significance of an ongoing understanding of one’s community (however defined) in being able to contribute to its health and well being.

The final project may be a form appropriate to its content and to its benefit to the academy and community. That may include theatrical performance, community website, public lecture, etc.

ADDITIONAL COMPONENTS

IV. The Disciplinary Component (3 courses, 2 must be taken at the 300 level or above)

These courses will be chosen by the student, in consultation with the faculty advisor. The courses will be among our existing course offerings, and newly-designed, experimental courses. Such courses can be tailored to the student’s interest and/or major, but will share with the “core” courses an emphasis on research, writing and “field work.”

**JOHN JAY COLLEGE HONORS PROGRAM (DRAFT)
 TEMPLATE OF THE HONORS PROGRAM CURRICULUM**

Freshman		Sophomore		Junior		Senior
Fall	Spring	Fall	Spring	Fall	Spring	Fall and Spring
FE	FE	FE, SE		FE, SE, JE	FE, SE, JE	FE, SE, JE
<u>Core Course</u> 1. <u>City as Classroom I: Liberal Arts and Sciences in the Global City I</u> (3 credits)	<u>Core Course</u> 2. <u>City as Classroom II: Liberal Arts and Sciences in the Global City II</u> (3 credits)	<u>Core Course</u> 3. <u>Intellectual Foundations and the Public Good</u> (3 credits)		<u>Core Course</u> 4. <u>Epistemologies & Methodologies: Ways of Knowing/Ways of Doing in the Global City</u> (3 credits)		<u>Core Courses</u> 5. <u>Capstone I and II Research in/for the Public Good: A New York City Experience Seminar and Project</u> Fall and Spring semesters (3 credits/semester) (Total: 6 credits)
			Disciplinary component 200 level (3 credits)	Disciplinary component 300 level (3 credits)	Disciplinary component 300 level (3 credits)	
English Composition Honors I (3 credits)	English Composition Honors II (3 credits)					

Total Credits:

Freshman Entry: 18 Honors Core + 9 Disciplinary Component = Total 27 credits (+6 credits English Composition Honors)

Sophomore Entry: 12 Honors Core + 9 Disciplinary Component = Total 21 credits

Junior Entry: 12 Honors Core (includes Intellectual Foundations, taken in Junior year) + 6 Disciplinary Component (may be satisfied by completion of courses prior to entering the Honors Program) = Total 18 credit

ATTACHMENT D

Department Bylaws Template

Version 1.1

Note: Sentences in **BOLD** are required and may not be modified.
Sentences in *ITALICS* are explanatory and are not be included in the final version.
All other sentences are optional and may included, deleted or modified.

Article 1: Title and Purpose

This document is the Bylaws of the Department of _____ at John Jay College of Criminal Justice, City University of New York. Bylaws are required pursuant to Article II Section 3 of the College Charter. The purpose of the document is to define the governance, organization and operation of the department.

Article 2: Department Chair

The chair of the department shall be the chief executive officer. He or she must hold professorial rank, and shall be elected by secret ballot for a term of three (3) years by an absolute majority of all voting members of the full-time faculty of the department, as defined in Article I, Section 3.a.i, subject to the approval of the President and the CUNY Board of Trustees.

Elections shall be held in May of the year in which the chairperson's term expires. The new chairperson shall take office as of July 1 of the year in which he or she is elected.

A department may want to specify that there may be one or more deputy chairs, and specify authority, function, and mode of appointment or election.

Article 3: Departmental Committee on Faculty Personnel and Budget

The Committee on Faculty Personnel and Budget shall be chaired by the chair of the department. In addition, the full-time faculty of the department, as defined in Article I, Section 3.a.i, shall elect four (4) full-time members of the faculty, as defined in Charter Article I, Section 3.a.i, each of whom shall serve for one year. At least four (4) of the committee members shall be tenured. If the department has fewer than four (4) tenured faculty members, the committee shall be established as set forth in Article 9.1 of the Bylaws of the CUNY Board of Trustees.

The committee shall vote on all faculty personnel actions. Initial appointments of regular and substitute faculty shall require a majority vote of the committee.

The committee shall also approve any departmental budget proposals, and approve any expenditure plans for funds allocated to the department. The Chair shall provide quarterly expenditure reports to the committee.

The committee shall approve assignments to faculty offices and other departmental spaces

The committee shall act as the search committee for each faculty search, or may designate a search committee to make recommendations to the Departmental Committee. Regardless of the approach, initial appointments of regular and substitute faculty shall require a majority vote of the committee.

Article 4: Departmental Committees

The department shall elect a Committee on Student Grade Appeals consisting of full-time members of the faculty, as defined in Charter Article I, Section 3.a.i.

The faculty may vote to designate the Departmental Committee on Faculty Personnel and Budget to serve as the Student Grade Appeals Committee.

The department shall elect a Curriculum Committee consisting of full-time members of the faculty, as defined in Charter Article I, Section 3.a.i.

The faculty may vote to designate the Departmental Committee on Faculty Personnel and Budget to serve as the Departmental Curriculums Committee.

A department may want to specify other committees in this section.

Article 5: Departmental Representatives

The department shall elect representatives to college governance committees as provided by the charter, including representatives to the College Council, the Faculty Senate, and the Committee on Undergraduate Curriculum and Academic Standards.

The Department Committee on Faculty Personnel and Budget, or the faculty by vote at a department meeting, may instruct the department representatives to college committees as to how to vote on an upcoming issue.

Article 6: Undergraduate Program Governance

The Chair shall serve as or appoint a coordinator for each of the undergraduate majors offered by the department. Each coordinator shall serve on the Council of Undergraduate Program Coordinators as defined in Charter Article I, Section 9.j.

Article 7: Students

This section might document how the department provides for systematic student input on curricular and personnel matters.

Article 8: Departmental Policy

Departmental policy may be established by vote of the eligible faculty at a regular meeting. Alternatively, departmental policy may be established by the Departmental Committee on Faculty Personnel and Budget, or the Department Curriculum Committee, provided however that the policy shall not take effect until after the next scheduled faculty meeting when the faculty may vote to modify or disapprove the policy. If the policy is not modified or disapproved at such a meeting, it takes effect.

Article 9: Meetings, Elections and Voting

The department holds faculty meetings not less than twice each semester. Elections shall be held in May of each year.

Each member of the full-time faculty, as defined in Article I, Section 3.a.i, shall be allowed one (1) vote in all College and departmental elections.

The election of the Chair and the members of the Committee on Faculty Personnel and Budget shall be by secret ballot, and election shall require a majority of the eligible voting faculty members in the department. If, after three ballots, a candidate does not receive the necessary number of vote for each position, the candidate receiving the highest number of votes shall be recommended to the President, who may accept or reject the recommendation.

Candidates for all other positions may be nominated individually or as a slate of candidates, and the election may be by show of hands.

There shall be action minutes of all department meetings.

The annual evaluation of the Chair by the President and Provost shall be distributed to the faculty upon receipt by the Chair, and shall be placed on the agenda of the next faculty meeting for discussion.

A department may want to include specific language from the departmental elections guidelines.

Article 10: Amendments to the Bylaws

These Bylaws may be amended by vote of a majority plus one of the department full-time faculty in a noticed meeting where a quorum of the full-time faculty is present. The amendment must then be submitted to the Executive Committee of the College Council. When the Executive Committee of the College Council approves the amendment, it shall then be considered final and shall take effect immediately.

ATTACHMENT E

Curriculum and Academic Standards Committee
Resolution
October 24, 2008

Be it resolved that John Jay College continue the phase out of the associate degree programs approved by the College Council in May 2006, begun with the fall 2007 semester and reaffirmed by the College Council for the fall 2008 semester by:

- Establishing a minimum College Academic Average (CAA) of 75 for admission to an associate degree program and require that all associate degree students demonstrate proficiency in at least one skills area.

Be it further resolved that:

- That in addition to the minimum SAT requirement of 800 total on the SAT that the College raise the minimum College Academic Average (CAA) for admission to a baccalaureate degree program to 78 beginning with the fall 2009 freshman class.

Brief Rationale

Since May 2006 the College has endeavored to phase out its associate degree programs and raise minimum standards for its baccalaureate degree programs. Due to these changes the CAA for the admitted freshman class has risen from 80.7 to 83.4 from fall 2006 to fall 2008. The average SAT score for admitted students has increased from 973 to 989 over the same period.

At the same time, the size and composition of the freshman class has also changed. The freshman class has declined from more than 2,850 students in fall 2007 to 2,435 students in fall 2008. This is a planned diminution in the size of the freshmen class. The composition of the class has changed from more than 63% associate degree students in fall 2006 to one that is more than 58% baccalaureate in fall 2008.

If no change is made in the admissions requirements for the baccalaureate degree students, the CAA will be the same for the admission to both the baccalaureate and associate degree programs.

Proposal to the Curriculum Committee Fall 2008 Undergraduate Freshman Admissions Requirements

Academic History

During the spring 2006 semester the College Council voted to phase out the college's associate degree programs and admit only baccalaureate degree students for the fall 2010 semester. During the fall 2006 semester the College Council took action to begin this phase out by agreeing to the following:

Associate Degree Standards

- A minimum high school average of 70 for admission to the associate degree program as of fall 2007
- A minimum high school average of 72 for admission and demonstrated proficiency in at least one skills area prior to enrollment in the associate degree program as of fall 2008
- A minimum high school average of 75 for admission and demonstrated proficiency in at least one skills area prior to enrollment in the associate degree program as of fall 2009
- The application of the baccalaureate admission standard to all students admitted as of fall 2010.

Baccalaureate Degree Standards

- That consistent with the College Council Resolution passed in May 2006, John Jay College will continue its current baccalaureate admissions standards (80 High School Average and/or minimum SAT score of 1020); and that John Jay College will no longer admit applicants to its baccalaureate degree programs with high school averages lower than 75, regardless of SAT score or UAPC index

During the fall 2007 semester, as required by the College Council resolution, the College Council reviewed the policy as established in fall 2007. The standards for the phase out of the associate degree program were affirmed. In addition the resolution below was passed regarding the baccalaureate degree admissions standards:

- Resolved: The College establishes a minimum SAT requirement for admission to its baccalaureate degree programs at 800 for the fall 2008 freshman class. It is further resolved that the College's Undergraduate Academic Standards Committee will review this minimum requirement each fall semester

This new admission standard was implemented for the fall 2008 freshman class. A comparison of the data for the last three freshman baccalaureate classes is provided on the attached tables from CUNY. Also, a brief summary of the fall 2008 admissions requirements of the other CUNY Colleges is attached.

Budget Issues

As a part of CUNY's continued investment in John Jay College and the College's transformation, The College agreed to maintain level enrollment during the period it was phasing out the associate degree programs. This requires that the College frame its decisions about admissions requirements with this agreement in mind. Effectively, this agreement means that the College needs to grow baccalaureate, transfer and graduate enrollment and, at the same time, increase rates of retention.

Fall 2008 Enrollment Picture

The table below describes the result of the College's enrollment process for fall 2007 and fall 2008. The table depicts significant changes in the composition of the student body.

**Table 1 - Form A Enrollment
Key Fall Enrollment Indicators and Targets**

	10/3/2007	10/3/2008		
	2007	2008	Difference	% Change
Total Enrollment	14902	14907	5	0.03%
Total FTE	11465.9	11347.7	-118.2	-1.03%
FTE/Enrollment	76.9%	76.1%		
<u>New Students</u>	2007	2008	Difference	% Change
Freshmen	2796	2435	-361	-12.91%
Baccalaureate		1414		
Associate		1021		
SEEK	231	272	41	17.75%
Readmits	626	685	59	9.42%
Graduate	567	577	10	1.76%
Transfers	997	1211	214	21.46%
% Baccalaureate Freshmen		58.07%		
<u>All Students by Class</u>	2007	2008	Difference	% Change
Freshmen	5474	4935	-539	-9.85%
Sophomores	2729	2975	246	9.01%
Juniors	2303	2462	159	6.90%
Seniors	2054	2168	114	5.55%
2nd & Non Degree	389	459	70	17.99%
Graduate	1953	1910	-43	-2.20%
Total	14902	14909	7	0.05%
Net Change Sophomore, Juniors, Seniors			519	
Net Change Readmits and Transfers			273	
Change in Sophomores, Juniors, Seniors			246	
Adjusted percent increase in Retention for Sophomores, Juniors and Seniors				3.47%
Undergraduate by Degree Program				
	Fall 2007	%	Fall 2008	%
Baccalaureate	8998	73.04%	9457	77.01%
Associate	3321	26.96%	2823	22.99%

The total enrollment picture has remained relatively stable this year and we have continued our process of transformation. We have almost achieved our overall enrollment target. The changes that have occurred are in the individual enrollment categories. The College enrolled 361 less freshman students which increasing the number of freshman baccalaureate degree students by 174 students.

All other admission categories reflect an increase in students. SEEK freshman registrations increased 17.5%, readmitted students increased more than 9%, graduates increased slightly and new transfer student enrollment increased by more than 21%. At the same time, retention is showing an increase. The sophomore, junior and senior classes grew by 9%, 6.9% and 5.5%. When this growth is adjusted for the increase in transfer and readmitted students there is increase in retention of almost 3.5%.

Finally, the College is succeeding in phasing out the associate degree students. The percentage of baccalaureate degree students in our undergraduate student population increased from 73% in fall 2007 to 77% in fall 2008. Our plans are clearly moving forward.

New Changes for the Fall 2009 Class

The College’s plan to maintain constant enrollment projected a freshman baccalaureate class of 1440 new baccalaureate degree students this semester. We missed the target by 26 students. If all of our admission standards remain the same, the projected target for baccalaureate freshmen for fall 2009 grows to 1,690 freshmen. This is a significant increase.

At the same time we would like to maintain the momentum of the past two years and maintain the process of incrementally increasing standards with an eye toward our budgetary enrollment requirements. There are two possible scenarios for changing the standards:

1. Increase the high school average required for admission
2. Increase the minimum SAT score required for admission

Increase the High school Average (CAA)

Analyses we have conducted in the past indicate that CAA is a predictor of academic success for our students. In addition, this year the CAA for admission to our associate degree programs rises to 75.0 for the fall 2009 semester. Table 2 describes the probable enrollment effect of changes in CAA.

Table 2
Proposed Changes in CAA and Effect on Enrollment

CAA Scenarios	New Target	Loss in Eligible	Current Target	New above to meet target
No Change	1690	0	1440	250
CAA to 76	1690	65	1440	315
CAA to 77	1690	137	1440	387
CAA to 78	1690	210	1440	460
CAA to 79	1690	284	1440	534
CAA to 80	1690	362	1440	612

The new target is the planned target to achieve constant enrollment in the phase out of our associate degree programs. The loss in eligible column is the number of students who were admitted in fall 2008 who would no longer be eligible for admission if the standard is raised to that level. When that is added to the fall 2009 semester's target, it gives the number of additional newly qualified students to meet the new standard.

As an example, if the CAA is raised to a minimum of 78.0, 210 students in our current baccalaureate freshman class would not have been admitted as baccalaureate degree students. This means that in order to make the target enrollment of 1690, the College would need to recruit an additional 460 students.

Raising the CAA without changing the minimum SAT score will have some positive effect on the average SAT score.

Increase the Minimum SAT Score

Table 3 describes a set of possible changes in the minimum SAT score for admission to the baccalaureate degree program.

Table 3
Proposed Changes in SAT and Enrollment Effect

SAT Scenarios	New Target	Loss in eligible	Current Target	New above to meet target
No change	1690	0	1440	250
SAT to 810	1690	67	1440	317
SAT to 820	1690	95	1440	345
SAT to 830	1690	119	1440	369
SAT to 840	1690	155	1440	405
SAT to 850	1690	192	1440	442

Again, if we do nothing we will have to increase our baccalaureate eligible freshmen by 250 just to meet our enrollment target or next fall semester. Raising the minimum SAT to 830 would cause 119 students admitted this fall semester to not be admitted for fall 2009. This would require that an additional 369 qualified students be recruited to make the fall 2009 enrollment target.

Recommendation

Our current transformation and balanced budget efforts require that we seek a balance between rising academic standards and achieving sufficient enrollment to achieve a balanced budget. Also, since our associate degree CAA average requirement will be 75 for the fall 2009 semester, we must take some action to differentiate between the baccalaureate and associate degree programs. Based on these considerations, it is recommended that the CAA for admission to the baccalaureate degree programs be raised to 78 for the fall 2009 class.

FALL 2008 FRESHMAN ADMISSION PROFILE

	GENERAL ¹		MACAULAY HONORS COLLEGE		SEEK/COLLEGE DISCOVERY	
FOUR-YEAR COLLEGES	MEAN GPA	MEAN SAT ³	MEAN GPA	MEAN SAT ³	MEAN GPA	MEAN SAT ³
Baruch College	88.1	1182	93.2	1405	82.1	1044
Brooklyn College	87.1	1087	93.7	1341	79.5	860
The City College	86.5	1104	94.6	1400	80.4	845
The Sophie Davis School of Biomedical Education	94.0	1280	—	—	—	—
CSI	83.6	1006	92.9	1300	72.3	772
Hunter College	87.4	1149	92.9	1415	82.8	965
John Jay College of Criminal Justice	83.4	989	—	—	77.1	781
Lehman College	82.2	950	95.5	1405	78.8	785
Medgar Evers College ²	74.4	793	—	—	70.7	766
New York City College of Technology ²	76.1	835	—	—	71.9	772
Queens College	87.2	1116	93.5	1360	81.5	830
York College	81.0	904	—	—	73.9	765
COMMUNITY COLLEGES						
Borough of Manhattan Community College	74.6	—	—	—	70.2	—
Bronx Community College	74.1	—	—	—	70.3	—
Hostos Community College	74.7	—	—	—	70.2	—
Kingsborough Community College	74.9	—	—	—	71.0	—
LaGuardia Community College	74.5	—	—	—	70.7	—
Queensborough Community College	74.8	—	—	—	70.9	—

¹ Includes students admitted to Macaulay Honors College.

² Based on students admitted to both associate and bachelor's programs.

³ The mean SAT score only includes Critical Reading and Mathematics.

Fall 2007 Freshman Admission Profile¹

College ⁵	Regular ²		Regular ³		Honors College		SEEK/College Discovery ⁴	
	College Admissions		College Admissions		College Admissions		College Admissions	
	Average	Total SAT	Average	Total SAT	Average	Total SAT	Average	Total SAT
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Baruch	87.8	1162	87.4	1145	93.3	1380	81.8	1044
Brooklyn	86.2	1097	85.7	1079	94.4	1368	80.0	858
City	86.4	1080	85.9	1062	94.7	1395	77.7	833
Hunter	86.7	1138	86.2	1119	93.0	1384	83.2	951
Lehman	83.6	952	83.4	942	90.0	1287	73.9	774
Queens	87.2	1097	86.9	1084	93.5	1355	80.7	840
York	80.1	902	--	--	--	--	73.6	768
John Jay ⁶	83.1	973	--	--	--	--	76.0	798
Medgar Evers ⁷	74.6	809	--	--	--	--	71.2	763
NYCCT ⁷	76.1	839	--	--	--	--	71.9	773
Staten Island ⁷	78.2	879	78.0	872	92.5	1266	72.5	776
BMCC	73.5	--	--	--	--	--	70.0	--
Bronx	73.3	--	--	--	--	--	70.0	--
Hostos	73.0	--	--	--	--	--	69.5	--
Kingsborough	74.6	--	--	--	--	--	70.7	--
LaGuardia	74.1	--	--	--	--	--	70.9	--
Queensborough	75.1	--	--	--	--	--	71.3	--

¹Averages are based on admissions through phase 13.

²Includes students admitted to the Macaulay Honors College.

³Excludes students admitted to the Macaulay Honors College.

⁴Excludes 39 students admitted to KCC's bilingual College Discovery.

⁵A student's SAT score and admissions average are counted only at the college to which the student was allocated (final allocation).

⁶Averages are based on students admitted to bachelor's programs only.

⁷Averages are based on students admitted to both associate and bachelor's programs if CAA and SAT scores were available.

Fall 2006 Freshman Admission Profile

	Total Ungergraduate Enrollment	Honors College		Teacher Academy		General ¹		SEEK/College Discovery ²	
		Mean Average	Mean SAT	Mean Average	Mean SAT	Mean Average	Mean SAT	Mean Average	Mean SAT
Senior Colleges									
Baruch College	12,734	93.5	1386	—	—	87.0	1155	81.7	1015
Brooklyn College	11,922	94.8	1412	86.1	1137	85.9	1112	79.5	839
The City College	10,144	94.2	1393	91.4	1120	86.8	1115	76.4	826
The Sophie Davis School of Biomedical Education	432	—	—	—	—	94.0	1283	—	—
Hunter College	16,059	93.7	1394	89.7	1185	86.7	1136	83.7	910
Lehman College	9,002	90.3	1272	89.6	1088	83.4	978	73.8	776
Queens College	13,567	94.3	1370	89.2	1120	86.8	1102	80.0	858
York College	6,164	—	—	—	—	80.2	915	72.7	758
Senior Comprehensive Colleges ³									
College of Staten Island	11,275	93.0	1291	87.6	1095	78.2	880	72.3	783
John Jay College of Criminal Justice	12,898	—	—	—	—	80.7	973	74.8	828
Medgar Evers College	5,558	—	—	—	—	74.0	796	71.0	756
New York City College of Technology	13,080	—	—	—	—	75.6	832	72.1	784
Community Colleges ⁴									
Borough of Mnhattan Community College	18,615	—	—	—	—	73.8	—	70.0	—
Bronx Community College	8,750	—	—	—	—	73.6	—	70.1	—
Hostos Community College	4,667	—	—	—	—	73.8	—	70.0	—
Kingsborough Community College	15,562	—	—	—	—	74.1	—	70.7	—
LaGuardia Community College	13,606	—	—	—	—	73.7	—	71.0	—
Queensborough Community College	13,519	—	—	—	—	74.6	—	71.3	—

¹ Include students admitted to CUNY Honors College and Teacher Academy.

² SEEK is the Opportunity Program at the senior colleges; College Discovery is the Opportunity Program at the community colleges.

³ Include students admitted to associate's degree programs.

⁴ SAT scores are not required for admission.