

Faculty Senate Minutes #340

Monday, March 16, 2009

3:20 PM

Room 630 T

Present (39): Simon Baatz, Andrea Balis , Elton Beckett, Adam Berlin, Marvie Brooks, Erica Burleigh, Elise Champeil, Edward Davenport, JoEllen Delucia, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Gail Garfield, P. J. Gibson, Amy Green, Maki Haberfeld, Jay Hamilton, Kimberly Helmer, Karen Kaplowitz, Erica King-Toler, Ali Kocak, Tom Litwack, Vincent Maiorino, Evan Mandery, Mickey Melendez, Nicholas Petraco, Raul Romero, Francis Sheehan, Arthur Sherman, Staci Strobl, Robert Till, Shonna Trinch, Roberto Visani, Thalia Vrachopoulos, Joshua Wilson

Absent (11): Michael Alperstein, Teresa Booker, Virginia Diaz, Josh Freilich, Heather Holtman, Ping Ji, Allison Kavey, Joseph King, Michael Pfeifer, Tanya Rodriguez, Jodie Roure

Invited Guest: President Jeremy Travis

Agenda

1. Adoption of the agenda
2. Adoption of Minutes #339 of the March 5, 2009, meeting
3. Report of the Chair
5. Ratification of the selected recipients of the Faculty Senate CUNY BA
6. Nomination of candidates for the Faculty Personnel Committee at-large positions
7. Faculty panel to assess finalists for Dean of Undergraduate Studies position
8. Proposed amendments to the Faculty Personnel Guidelines and to the Form C
9. A Workload Proposal from the Task Force on Faculty Workload
10. Invited Guest: President Jeremy Travis
11. Discussion of student expectations of grades and of the amount of work required

1. Adoption of the agenda. Approved.
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2. **Announcements & Reports.** Noted.

2. **Adoption of Minutes #339 of the March 5, 2009, meeting.** Approved.

5. **Ratification of the selected recipients of the Faculty Senate CUNY BA Awards**

Upon the recommendation of Senators DeeDee Falkenbach and Shonna Trinch, the members of the Senate's ad hoc selection committee, and praise by Senators who have taught and mentored the three students, the Senate voted to award the Senate CUNY BA Graduation Awards to Erica Plass, Stephanie Mazza, and Silverio Bracaglia.

6. **Nomination of candidates for the Faculty Personnel Committee at-large positions**

A call for nominations and self-nominations for the at-large seats on the College's Faculty Personnel Committee, was posted on the Senate's listserve, facsen-announce. The Senate approved the nomination of the following faculty, all of whom have agreed to be candidates and to serve, if elected:

Dara Byrne – Theater & Communication Arts
Anthony Carpi – Science
Todd Clear – Criminal Justice
Roddrick Colvin – Public Administration
Janice Dunham – Library
Lior Gideon – Law, PS & CJA
Maria (Maki) Haberfeld – Law, PS & CJA
Bilal Khan – Mathematics
Adam McKible – English
Susan Opotow – Sociology
Carmen Solis – SEEK
Karen Terry – Criminal Justice

7. **Selection of the faculty panel to assess finalists for Dean of Undergraduate Studies**

The Senate ratified the membership of a panel to assess the finalists for the Dean of Undergraduate Studies position as follows:

Simon Baatz – History
Andrea Balis – History
Teresa Booker – African-Amer Studies
Erica Burleigh – English
Karen Kaplowitz – English
Patricia Lickliger – English
Tracy Musacchio – History

Henrietta Nunno – Science
Allison Pease – English
John Pittman – Philosophy
Tanya Rodriguez – Philosophy
Marilyn Rubin – Public Administration
Arthur Sherman – Comm. & Theater Arts
Staci Strobl – Law, PS, CJA

8. Proposed amendments to the Faculty Personnel Guidelines and to the Form C [Attachment A]

President Kaplowitz reported that all the suggested changes to the proposed Amendments to the Faculty Personnel Guidelines that were proposed at the Senate's previous meeting were accepted by the Faculty Personnel Committee. Now the Form C is being revised.

The Form C must be completed and submitted by all faculty members who are scheduled to have a personnel action, whether for reappointment, tenure, or promotion. The Faculty Personnel Committee will review these proposed amendments on March 20.

The Senate recommended several changes; President Kaplowitz said she will transmit these suggested revisions to Provost Bowers and to the Faculty Personnel Committee. She asked the Senate to again review the Faculty Personnel Guidelines and the Form C, because of the importance of these documents to the faculty, and to email her suggested improvements.

9. Workload Proposal from the Task Force on Faculty Workload [Attachment B]

This document will next be reviewed by the Provost's Advisory Committee, whose members are the President and VP of the Faculty Senate and the chairs of the academic departments. Senators were invited to email comments to Karen Kaplowitz and/or Francis Sheehan. These proposals are advisory to the Provost who will be implementing workload requirements and processes. They do not require governance action.

Senator Kim Helmer said that the definition of a contact hour in these guidelines would create a problem for full time faculty who teach writing courses. Currently adjuncts receive pay for four contact hours if they teach a writing course and newly hired writing professors have been told that they would receive the same compensation; however, these guidelines would not permit this. Senator JoEllen Delucia agreed with Senator Helmer that writing intensive courses involve an extra time commitment and should be so compensated.

It was pointed out that the document erroneously lists 30 actual hours a week as the work requirement for Librarians in faculty titles and for Counselors in faculty titles when the contract requires 35 hours a week for both (Section III.A); the definition of a contact hour needs to be revised to include language for online teaching (Section III.C); the definitions of the beginning and the end of the academic year must be changed to adhere to the language of the contract (Section III.H).

There was much objection to the new language about team teaching. The new proposed language (Section III.F) is as follows:

Team Teaching: The workload credit for faculty members who participate in team taught courses will be shared. The total instructional contact hours of a course, as indicated in the Undergraduate or Graduate Bulletins, will be split among all faculty members participating in a team taught course. For instance, three faculty members who are team teaching a 3-credit course will each earn one contract hour of workload credit. Only in special cases, and upon approval by the Provost in advance, may faculty members who are team teaching receive more than partial workload credit.

Several Senators said the guidelines if adopted as is would mean the end of ISP and any other team teaching arrangements because of the reduction in compensation compared to the current compensation. It was noted that many graduate courses are team taught and faculty would not continue team teaching with such a reduction in compensation. Currently, faculty members who team teach each receive credit full credit for the course.

A Senator said we need to keep in mind that the goal of the guidelines is to root out abuse, and while it may be that those who engage in team teaching deserve more than one contact hour of credit for team teaching a course, we do need guidelines to prevent abuse of the team teaching option. It was explained that some faculty members who team teach only meet with the students every other week or every other session and so should receive only half the compensation. But, it was pointed out, other faculty members who team teach participate in every class session and, indeed, team teaching is much more work for them because of the consultation and joint planning that has to go into each class session.

A Senator raised the issue of "large format classes" and the lack of specific guidelines at this point. President Kaplowitz said that several departments have been asked to evaluate these kinds of classes that they offer but she does not think there has yet been any discussion about this. A Senator said it is not clear to her why a large class is necessarily more work than a small class. President Kaplowitz said that grading essays for 160 students is clearly more work than grading essays for 30 students. A Senator countered that a professor teaching a 160-student class would not assign essays to that large a class. President Kaplowitz said that College policy requires that essays be assigned in all classes.

A Senator asked how the chairs view some of these workload guidelines and a Senator Evan Mandery, who is a chair, said that the reaction from chairs has been largely negative, but he

added that it is really wonderful that the Provost is trying to provide a transparent policy. He said the fact that we can even have a discussion like this is great.

10. Invited Guest: President Jeremy Travis. Noted.

President Travis gave a budget briefing. He left to allow the Senate time needed to discuss the critically important issue of student expectations of grades and of the amount of homework they need to do to get the grades they expect.

11. Discussion of student expectations of grades and the amount of work required: Senator Tom Litwack [Attachment C, D]

Senator Litwack said that a New York Times February 18 article, "Student Expectations Seen as Causing Grade Disputes," which is included in the agenda packet of today's meeting, at his request, raises issues worthy of a discussion by the Senate. He explained that he also requested that data from the National Survey of Student Engagement (NSSE) also be included [Attachment F]. The data show that that 22% of our first-year students and 29% of our seniors self-report that they spend only 1-5 hours a week preparing for class, which is defined in the survey as "studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities." And, additionally, he provided OIR data about grade distribution at John Jay [Attachment D].

Senator Litwack summarized the NY Times article, which reports about what some call students' sense of entitlement of good grades just for showing up or for doing the absolute minimum amount of work; a recent study cited in the article found that a third of students surveyed said that they expect B's just for attending lectures and 40% said they deserve a B for just completing the required reading.

President Kaplowitz said that the disturbing issue is that the majority of students expect to receive A's and B's, yet they also expect to have to prepare very little for each class. She said that what is especially troubling to her is that instead of John Jay seniors discovering that they must do more work preparing for class than they did when they were first-year students, there is a significant increase in the percentage of our seniors who report doing less work than they did during their first year which, she said, implies that they found the coursework easier as they took more and more advanced courses, which should not be possible.

Senator Litwack spoke in favor of tougher grading standards, saying that tough standards are needed in order for us to graduate students who can both write and think.

A Senator said he feels very confused because he is evaluated by how his students evaluate him and his students react very negatively to his strict grading. A Senator said that we need to do a better job of helping students make the transition from high school to college. A Senator said that students in her 400-level course are still not writing in full, grammatical sentences; she feels at a loss as to how to remediate students while trying to teach a content course and said one can expect our students to know absolutely nothing.

A Senator cited students who say, "But professor--everyone else has given me an A"; some are lying, she said, but some may be telling the truth. A Senator theorized that American students, who have to pay for their education, expect that they have paid for a good grade, whereas European students, who get a free education, have no such expectations. A Senator responded by asking what else would we expect from students in a consumer society and why would we expect them to leave their consumerism at the door. A Senator said she wants to get it on the record that a lot of our students are really very good and that they really rise to the high expectations that she sets for them.

A Senator said we are sending our students out into the world to compete and that retention should be more than about tenacity, it should be about quality. A Senator suggested that we are about to reach the point where it will be easier for us to give honest grades because we will be enrolling better prepared student. A Senator said that we are cheating our students by not giving honest grades. Another Senator said that is a nationwide problem, not just a local one. A Senator said that many students do not realize that there are differences among college degrees, adding that it is our responsibility to make sure that a John Jay degree is worth something.

President Kaplowitz asked what we on the Senate want to do to make sure that this discussion is not just a discussion but rather a prelude to action. A Senator said we have to learn how to inspire students rather than just wagging our fingers at them. Another Senator said that she does not feel it is fair to put this burden on professors and added that there ought to be tougher prerequisites for students to enter courses beyond introductory courses.

A Senator said that in Science, the expectation is that a professor should not pass any student who will fail the course that comes after his or hers. He said he fails 30% of his students each semester using that criterion. He added that junior faculty should not feel that student evaluations force them to have low standards. He explained that the evaluations are administered after the course drop date, so if a professor is giving honest grades, the students who really cannot do the work will have already dropped the course before the evaluations are done. But another Senator pointed out that while this is true, it is also true that students who would become ineligible for financial aid if they were to carry fewer than 12 credits will not drop any classes even if they are clearly failing.

A Senator said we have had these discussions repeatedly, but nothing has changed. What do we need to do to cause a change? A Senator said that change is possible in the Science

Department because the current college administration gives such strong support to the faculty who want to make these kinds of changes.

Senator Litwack made a motion that the Senate form an ad hoc committee to develop proposals to address these issues and that these proposals be on the agenda for discussion at the Senate's all-day Friday, May 8, meeting. The motion was adopted by unanimous vote. Senators were invited to contact President Kaplowitz to volunteer to serve on the ad hoc committee.

The Senate thanked Senator Litwack for submitting this as an agenda item and for providing the NY Times article, the NSSE data, and the grade distribution data from OIR.

The meeting was adjourned at 6:00 PM.

ATTACHMENT A

Amendments to the Faculty Personnel Guidelines

Spring 2009

Faculty Personnel Committee

Approved March 6, 2009

Lecturers and Instructors

III.E. Lecturers and Instructors

III.E.1 Lecturers

III.E.1.a. The title of Lecturer is used for full-time members of the faculty who are hired to teach and perform related faculty functions, but who do not have a research obligation ~~commitment~~.

III.E.1.b. The guidance for reappointment of Lecturers is the same as for Assistant Professors, in all areas, except for research and scholarship, which are not required.

III.E.1.c. Lecturers are eligible for a Certificate of Continuous Employment (CCE) after five years of continuous service.

III.E.1.d. The College has the option to convert a Lecturer line to an Assistant Professor line, and, if the Lecturer holds a Ph.D. or equivalent terminal degree, to appoint the Lecturer to the Assistant Professor line, without a search. The action is initiated by the Department and subject to approval by the Provost, consistent with other standards and procedures for the appointment of Assistant Professors. However, the College does not have an obligation to move a Lecturer to an Assistant Professor title.

III.E.1.e. A Lecturer with CCE can be appointed to the title of Assistant Professor. A Lecturer with CCE receives no service credit toward tenure. While working toward tenure in the Assistant Professor title, the lecturer with CCE is on leave from the Lecturer title and retains the right to return to the title with CCE.

III.E.1.f. The Distinguished Lecturer title is a full-time, non-tenure-bearing, faculty title. Distinguished Lecturers are eligible for annual reappointment but may not serve in the title for more than a total of ~~five~~ seven years. The guidance for reappointment for Distinguished Lecturers is the same as for Lecturers as explained in III.E.B above.

III.E.2. Instructors

III.E.2.a. The title of Instructor is used for full-time members of the faculty who are hired to teach and perform related faculty functions.

III.E.2.b. Instructors have a right to become Assistant Professors once they complete the Ph.D. or equivalent terminal degree if they were offered appointment as an Assistant Professor and placed in the Instructor title pending completion of the Ph.D. or equivalent terminal degree. They have a right to become Assistant Professors once they complete the Ph.D. or equivalent terminal degree if they were reappointed as Instructors pending completion of the Ph.D. or equivalent terminal degree. ~~and who are expected to qualify for appointment as Assistant Professor within five years of initial appointment.~~

III.E.2.c. The criteria for reappointment of Instructors are the same as for Assistant Professors, in all areas except for research and scholarship. With respect to research and scholarship, the following expectations apply:

- active progress toward the award of a terminal degree that would qualify the candidate for appointment as Assistant Professor within five years of initial appointment;
- demonstration of the capacity to maintain an active research program.

III.E.2.d. Appointment for the sixth year is conditioned on attainment of the terminal degree necessary to qualify for appointment as Assistant Professor. The title of Instructor can be held for no more than five years.

III.E.2.e. An Instructor may be appointed in the title Lecturer immediately following five years of continuous full-time service as an Instructor in the same department, in which case he or she shall receive a CCE as a Lecturer. This is an option, not a right. The Department/College has the right to non-reappoint an Instructor who has not made satisfactory progress toward the Ph.D. or equivalent terminal degree.

III.E.2.f. The Faculty Personnel Committee (FPC) will apply the following standard of review in evaluating cases of conversion from Instructor to Lecturer:

- The performance of the candidate in the position of Lecturer
- The departmental need for a faculty member serving as a Lecturer

The prospect of attainment of the Ph.D. or equivalent terminal degree shall not be a consideration, since the candidate has not succeeded for five years.

III.E.3 Waiver of Service Credit by Instructors and Lecturers

III.E.3.a. An Instructor or Lecturer who has been appointed in the title Assistant Professor shall, by August 31st preceding the first full-year appointment to the title of Assistant Professor, state in writing his/her preference regarding whether or not he/she wishes to waive the contractually-authorized two (2) years of service credit toward tenure.

III.E.3.b. If the employee wishes the service credit waived and the President or the President's designee approves, the service credit shall be waived irrevocably. If the employee wishes to have the service credit applied or does not state a preference, the service credit shall apply. Approval or denial of this request (to waive the service credit) is not grievable.

Sabbatical Leave

(All new language.)

II.E Sabbatical Leave

II.E.1. The policy of the College is to support timely sabbatical leaves for eligible members of the faculty. The standard of review is that the application must define a general plan for scholarship and research, which may include study and related travel, instructional enhancement, and/or creative work in literature and the arts. The application must explain how the sabbatical leave will advance this plan. The sabbatical does not have to result in an immediate work product, but should advance the prospects for a work product, such as a new course design or a publication, in the future.

II.E.2 The faculty member shall file an application using the leave application form maintained on the Provost's website.

II.E.3 Applications must first be voted on by the Department Personnel and Budget Committee. A committee may vote to deny an application based on insufficient merit and also on the basis that the number of leaves being applied for at one time is impractical for the department. However, if the only reason for denial is the impracticality of the number of leaves, absent extenuating conditions the Department Personnel and Budget Committee must approve the application for the following year.

II.E.4 Before consideration and vote by the FPC, sabbatical proposals shall be reviewed by the FPC Review Committee assigned responsibility for promotions.

II.E.5 The recommendations of the FPC are forwarded to the President who makes an independent determination that is forwarded to the Board of Trustees.

II.E.6 Full-pay one semester leave applications (at least one every other year as provided for under the labor contract) shall also be considered by the Promotions Review Committee and the FPC. The application process shall be the same as for regular leaves. The recommendations are advisory to the Provost and the President.

II.E.7 Within 30 days following the completion of the leave, the faculty member shall submit a report to the Chair and the Provost documenting how activities during the leave advanced the plan as proposed in the application.

Assignment of Faculty to Secondary Program or Department

(All new language.)

II.F. Assignment of Faculty to Secondary Program or Department

II.F.1. The Provost, with the consent and participation of a faculty member, his or her department chair in consultation with the Department Personnel and Budget Committee, and another program or department, may assign a faculty member to programs and to secondary departments, while retaining the faculty member's formal relationship to a single academic department as required under CUNY Bylaws. The College has developed and the College Council has adopted guidelines that provide a formal process to define responsibilities and expectations with respect to teaching, service, and participation in program and departmental administration and activities. The process protects the faculty member and also provides stability and predictability to the home department and to the secondary department or the interdisciplinary or non-departmental academic program to which the faculty member is assigned.

II.F.2. When a faculty member agrees to be assigned to a program or to a secondary department, the relationship shall be defined in a Faculty Assignment Letter (FAL), addressed by the Provost to the faculty member, signed by the faculty member, copied to the chair of the home department and the director of the program or the chair of the secondary department. The FAL shall describe the nature and duration of the assignment and the responsibilities and expectations with respect to teaching, service, and participation in program/department committees and activities.

II.F.3. The Chair or a member of the Department Personnel and Budget Committee designated by the chair of the department to which a faculty member is appointed (the home department) must conduct the annual personnel review in accordance with the PSC-CUNY Contract. In arriving at his or her assessment of the candidate, the chair or his/her designee shall confer with the program director or secondary department chair. The program director or secondary department chair may not be present at the annual evaluation conference or at the deliberations of the Personnel and Budget Committee of the home department unless he or she is a duly elected or appointed member of that committee. The home department chair presents the faculty member to the Faculty Personnel (FPC). As a statutory member of the FPC, the secondary department chair may contribute to the FPC's discussion of the faculty member. If a program coordinator is an at-large member of the FPC, he or she may contribute to the FPC's discussion of the faculty member.

In addition, the program director or secondary department chair shall meet annually with the faculty member for the purpose of mentoring and guiding him or her and shall keep a written record of these meetings and of the guidance given to the faculty member in each meeting. A copy of this written record shall be given to the faculty member and the home department chair. The written record shall be included in the personnel file with all contractual safeguards and provisions.

II.F.4. For members jointly assigned to the SEEK Department, the Board of trustees has provided the following: (Board of Trustees Minutes, 1994, 06-27, 007,_D) *“Faculty designated to teach developmental courses and employed in the SEEK Department shall be evaluated by the SEEK Department, but also reviewed separately by the pertinent academic department with the academic department report being submitted both to the SEEK Department and to the Dean of Faculty [Provost]. Faculty who are so designated or appointed and employed in an academic department shall be evaluated by the appropriate academic department, but also reviewed, separately, by the SEEK Department, with the SEEK Department report being submitted both to the appropriate academic department and to the dean of faculty [Provost]. . . . The reviews by both the SEEK Department and the academic department shall include reference to teaching effectiveness and sensitivity to the learning patterns of disadvantaged students and reference to the academic content and substance taught.”*

Combined Consideration of Reappointment and Promotion

II.D.6. The order of consideration of candidates will be as follows:

- collective consideration of reappointments without any negative votes from Departmental Personnel Committees, as specified in the Tenure Calendar tables above, and provided that any member may call for individual consideration of individual cases;
- individual consideration of all other reappointment candidates; considered by rank;
- individual consideration of tenure candidates; considered by rank;
- individual consideration of candidates for promotion to Associate Professor; and individual consideration of candidates for promotion to Full Professor.

When a candidate is being considered for reappointment and promotion during the same year, both actions will be taken up when reappointment is considered. Separate votes shall be taken on each action, with the reappointment or tenure action being voted on before the promotion action. The applicable standards of review shall be applied for each action.

II.G Nominating Distinguished Professors

(all new language)

II.G.1 Nominations for the position of Distinguished Professor may be proposed by members of the faculty or members of the administration. Nominees may either be external candidates or current members of the John Jay College faculty. Regardless of how nominations originate, they must be vetted and approved by the Personnel and Budget Committee (P & B) of the department to which the Distinguished Professor is to be appointed or in which the nominee currently has an appointment. The P & B, in reviewing the nomination, must apply the rigorous scholarly criteria required by CUNY Guidelines. Nominators, chairs and candidates are encouraged to review the CUNY guidelines and related documents posted on the CUNY website.

II.G.2 In the case of an external candidate, the nominee must initially be appointed, at the college level, to a faculty line as a full Professor. While the Board of Trustees may act to confirm the appointment as a full Professor concurrently with the approval of the designation as a Distinguished Professor, the appointment to a professorial line is a necessary precondition.

II.G.3 If the departmental P&B votes in favor, the nomination is forwarded to the Provost who independently makes a judgment about the merit of the nomination and determines whether CUNY will make a Distinguished Professor position available. If the Provost's assessment is positive, and if CUNY advises the Provost that an additional distinguished professorship can be assigned to the college, the Provost will forward a recommendation to the President who will decide whether to bring the nomination to the Faculty Personnel Committee for its review and vote.

II.G.4 The department chair shall solicit at least ten letters of evaluation from widely recognized authorities in the nominee's field, as required by CUNY procedures. The FPC shall review the nomination letter and the candidate's external letters of evaluation, and vote on the nomination.

II.G.5 Should the FPC vote in favor of the nomination, the next stage of the CUNY review process is put into effect. The application is sent to the Office of the Executive Vice-Chancellor and University Provost, including the candidate's current curriculum vitae, external letters of evaluation, letters of recommendation from the John Jay College President and Provost, and documentation of the college's review processes, to enable the university to make an independent determination of the merits of the appointment.

Proposal for Review Committee Structure

Informational Only – Not to be added to the Faculty Personnel Guidelines

The review committee structure needs to be changed to address the change in caseloads for the various committees - particularly the reappointments committee - resulting from a) more faculty members; and b) more years of reappointment reviews. This proposal is to split the reappointment review committee into two committees – Reappointment Review Committee A and Reappointment Review Committee B.

The Faculty Personnel Guidelines state: *II.3.C: The Provost shall fairly distribute workload or reassign workload among existing committees provided that similar personnel actions are considered by the same committee.*

- Thus, the review committee structure is discretionary to the Provost, and this restructuring proposal does not require a revision of the Guidelines.
- This proposed restructuring complies with the II.3.C because it assigns similar cases (based on reappointment year cohorts) to the two reappointment review committees, so it is consistent with the above rule. (For example, all of the third-year reappointments are considered by the same review committee.)

The seven-year reappointment and tenure clock applies to tenure-track faculty members whose tenure-track service at John Jay began in the Fall of 2007 or thereafter and to those whose tenure track service began in Fall 2006 who elected the seven year clock. The following is a summary of the review sequence for the first 7-year cohort.

- F06: initial appointment semester
- S07: reappointment to year 2
- F07: reappointment to year 3
- F08: reappointment to year 4
- F09: reappointment to year 5 (would have been considered by tenure committee under old clock)
- F10: reappointment to year 6 (would have been tenure decision review under the old clock)

Based on the above, it is apparent that in Fall 2009, the Tenure Committee will consider only the cases where the new faculty member chose a 5-year clock. The bulk of the cases would, if no change is made, shift to the Reappointments Committee, resulting in additional workload for that committee.

Under this proposal, a Reappointment B committee is created. This committee will consider cases in two of the years before tenure.¹

Decision Year	Appt. Type	2008-2009	2009-2010 and after
1	Appt to Year 2	Reappointment	Reappointment A
2	Appt to Year 3	Reappointment	Reappointment A
3	Appt to Year 4	Reappointment	Reappointment A
4	Appt to Year 5	Tenure	Reappointment B
5	Tenure (5-year clock)	Tenure	Tenure
5	Appt to Year 6		Tenure (See note 1)
6	Appt to Year 7		Reappointment B
7	Tenure (7-year clock)		Tenure
Any	Promotion	Promotion	Promotion

Since there are more members on the FPC, providing FPC members for the additional committee is feasible.

¹ The Faculty Personnel Guidelines recommended that the Tenure committee consider cases two years before the tenure decision rather than the year immediately before, in order to assess readiness for tenure and to make signaling recommendations in time for improvements to be made. Therefore, this proposal assigns 5th-to-6th cases to the Tenure Committee.

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

FACULTY REPORT AND SELF EVALUATION (Form C)

Background

1. Date:

2. Name:

(last)

(first)

3. Department:

4. Date of first JJC appointment on tenure bearing line

/
(month) (year)

5. Present Rank:

6. Effective Date of Present Rank

/
(month) (year)

7. If not a citizen of the U.S., indicate type of VISA held:

8. Master's Degree:

(institution)

/

(year)

9. Thesis Title:

10. Doctorate:

(institution)

/

(year)

11. Dissertation Title:

12. Progress toward doctorate (if not completed):

/

(Date Expected)

13. Doctoral Dissertation Advisor or Sponsor:

14. Summary of Previous Employment: (List in reverse chronological order):

Teaching

15. List all courses taught.

16. List other teaching/instructional responsibilities. These may include:

- Theses or Dissertations Supervised (include topic/title, name of student and expected date of completion or date of completion)
- Curriculum Development and Assessment
- Internship Supervision (unless listed as a course above)
- Formal Academic Advisement
- College Wide Programs (e.g. College Now, Freshman Learning Communities)
- Other (Explain)

Intellectual/Professional Development

*Within categories, list examples in reverse chronological order
(Use standard citation format, preferably APA, MLA, or Turabian)*

17. Publications: Please consult the *Faculty Personnel Process Guidelines*, Section I.B.3, for a list of the types of work that qualify as publications. Examples should be divided and clearly labeled as to type (e.g. Peer Reviewed Scholarly Books, Peer-Reviewed Articles, Peer Reviewed Exhibitions, etc.). Section 17 is to be divided into two parts.

17A. In this part, candidates for **promotion** should list only those publications released **since** their last promotion, and candidates for **tenure and reappointment** should list only those publications released **since** their appointment to the tenure track.

17 B. In this part, candidates for **promotion** should list only those publications released **prior** to their last promotion, and candidates for **tenure and reappointment** should list only those publications released **prior** to their appointment to the tenure track.

18. Papers Presented (Section 18 is to be divided into two parts.)

18A. In this part, candidates for **promotion** should list only those papers presented **since** their last promotion, and candidates for **tenure and reappointment** should list only those papers presented **since** their appointment to the tenure track.

18B. In this part, candidates for **promotion** should list only those papers presented **prior** to their last promotion, and candidates for **tenure and reappointment** should list only those papers presented **prior** to their appointment to the tenure track.

19. List Works in Progress (indicate stage of development):

20. List Honors, Prizes, and Awards

21. List Grant Activity (indicate full award amount and, for collaborative grants, indicate amount earmarked for JJC)

Service

22. List Administrative Assignments

23. List Department/College/University Committee Service

24. List College-wide Student Service

25. List Professional Activities

26. List any other Activities considered relevant

Self Evaluation

27. SELF EVALUATION: Candidates for **reappointment** should supply a cumulative evaluation of their work, beginning with a focus on the immediately preceding year, followed by a summary of prior years. Candidates for **tenure** should evaluate their work since their initial appointment. Candidates for **promotion** should evaluate their work since their last promotion. In a succinct but complete narrative, candidates should assess their teaching, scholarship, and service and should explain how their activities in these areas contribute to the success of their department and John Jay College. The self-evaluation provides candidates an opportunity to reflect on the values, philosophy, and intellectual interests that inform their teaching and scholarship. (See the *Faculty Personnel Process Guidelines*, Section I.B.5, for further guidance.)

(Signature)

NOTE: Candidates for tenure, certificate of continuous employment, or promotion should complete and attach a copy of their **Curriculum Vitae**.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Office of Academic Affairs
FACULTY WORKLOAD GUIDELINES*
Effective September 1, 2009

The purpose of this document is to provide guidance to the faculty and the Chairs about faculty workload expectations and the documentation of workload. These guidelines are based on the policies of the City University of New York as reflected in the provisions of the PSC/CUNY contract and CUNY Board of Trustees resolutions.

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*The Guidelines were developed in consultation with the Workload Ad-hoc Sub-committee of the Provost's Advisory Council. The sub-committee consisted of Provost Jane Bowers, Ned Benton, Karen Kaplowitz, Allison Kavey, Marny Tabb, and Ben Rohdin.

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I. Introduction

The collective bargaining agreement between the City University of New York (CUNY) and the Professional Staff Congress (PSC) has articulated expectations regarding the amount of teaching that a faculty member is required to do in a given year and how that teaching may be managed over time. There are a number of ways that John Jay College can manage the teaching load of faculty, including permitting the substitution of teaching responsibilities with other activities deemed important to the college. The university refers to the process by which we manage a faculty member's contractual obligations as managing faculty "workload." This document attempts to lay out both contractual obligations as well as university and college policies on the management, tracking, and reporting of faculty workload.

A. Categories of Workload

The Office of Institutional Research at CUNY has designated eight categories for tracking faculty workload, broadly broken down into two, Teaching and Other Than Teaching. These categories are directly tied to the City University Personnel System (CUPS). They are listed below:

1. Teaching

- A. Classroom Teaching - A teaching contact hour requires an organized class meeting at a regularly scheduled time during a semester, quarter, or session for a fifty-minute period.
- B. Other than Classroom Teaching - These categories are discussed in detail in Section III of this policy. They include independent studies, doctoral dissertation and master's thesis supervision, and online and hybrid courses.

2. Other than Teaching (the substitution of teaching responsibilities with other activities deemed important to the college)

- C. Sponsored Research
- D. Unsponsored Research,
- E. Departmental Administration,
- F. College and University Administration,
- G. Counseling, and
- H. Certain Other Activities.

Compensation in the form of reduced teaching load (reassigned time) is authorized at the discretion of the Provost and is allocated for a specific period of time, renewable only with the permission of the Provost.

It is recognized that faculty members can be granted reassigned time for other non-teaching responsibilities that are not included in the specific categories above (e.g. administrative assignments, special college-wide committee work, and program development). These assignments require the approval of the Provost and notification of the Department Chair. A reassigned time commitment form will be issued by the Provost's Office when such reassigned time is approved, and a reassigned time inventory will be maintained by the Provost's Office.

In terms of reporting, John Jay College must describe all faculty work activities aside from teaching within one of these eight workload categories.

B. Who Needs to Report Workload?

All instructional faculty and staff must report their workload. The reporting process for full-time faculty is different from that of part-time faculty but nonetheless all report their workload. Inclusive in instructional faculty and staff are College Lab Technicians, Graduate Assistants (A, B, and C), and Teaching Assistants.

C. CUNY Resources

- [The CUNY Workload Reporting Instructions](#)

D. Downloadable John Jay College Forms

- [The Workload Reporting Template for Full-Time Faculty](#)
- [Reassignment Inventory](#)

II. Summary of Applicable University and Contractual Policy

A. CUNY Board of Trustees Policy

On June 26, 1995, the CUNY Board of Trustees passed a series of budget planning and policy proposals. Sections that focus on workload read as follows:

The University should achieve an overall increase in instructional productivity at the senior and community colleges, thereby reducing adjunct expenditures. (BTM,1995,06-26,008,_A)

All faculty shall be assigned the contractual maximum for the teaching portion of their workload unless they are granted reassigned time for specific purposes or purchase reassigned time through sponsored projects. Each college shall review its reassigned time policies and practices to obtain the maximum aggregate contribution of each faculty member to instruction, scholarship, and public service. There is no requirement that the instructional portion of each faculty member's workload be identical within each college or department, but rather that the instructional portion of the workload reflect the college's judgment about how each faculty member can best contribute to the overall work of the college. (BTM,1995,06-26,008,_A)

It shall be the University's goal to maintain or increase reassigned time for research for those faculty who are actively engaged in professionally recognized research and scholarship, including junior faculty establishing their professional reputations. (BTM,1995,06-26,008,_A)

B. PSC/CUNY Collective Bargaining Agreement

1. Appendix A of the Collective Bargaining Agreement

Appendix A of the Collective Bargaining Agreement defines workload requirements:

The annual undergraduate teaching contact hour workload shall be as follows, it being understood that the term "undergraduate teaching contact hour workload" includes reassigned time assigned to the individual and approved in the college:

- *Professors, Associate Professors, Assistant Professors in the Senior colleges - 21 hours*
- *Professors, Associate Professors, Assistant Professors in the Community Colleges - 27 hours*
- *Instructors and Lecturers - 27 hours*

In order to avoid the loss of teaching hours due to difficulties in scheduling, the annual undergraduate teaching contact hour workload shall be managed over a three-year period. The intent of this provision is to ensure that classroom contact hours not scheduled in one year because the courses assigned to the faculty member do not permit an exact correspondence with the stated workload may be scheduled in a subsequent year within the three-year period. Calculated over the three-year period, the average annual undergraduate teaching contact hour workload of every faculty member shall equal the hours specified above.

2. Article 15 of the Collective Bargaining Agreement

Article 15 of the Labor Agreement further defines how workload is administered and documented, including the following provisions relating to reassigned instructional workload for untenured faculty members:

Effective October 31, 2002, untenured Assistant Professors, Associate Professors and Professors, except faculty librarians and faculty counselors, who are initially appointed on or after September 1, 2002 and before September 1, 2006, will receive a total of 12 contact hours of reassigned time during their first three (3) annual appointments in order to engage in scholarly and/or creative activities related to their academic disciplines. Assignment of such reassigned time will be made by the college pursuant to guidelines designed to encourage scholarship.

Effective September 1, 2006, untenured Assistant Professors, untenured Associate Professors and untenured Professors employed as faculty counselors or as faculty librarians who were initially appointed to those titles on September 1, 2002, September 1, 2003, September 1, 2004, or September 1, 2005 and who continue in active pay status will receive the equivalent of 12 contact hours of reassigned time to be used during the 2006-2007, 2007- 2008, and 2008-2009 academic years, regardless of tenure status, in order to engage in scholarly and/or creative activities related to their academic disciplines. Assignment of such reassigned time will be made by the college pursuant to guidelines designed to encourage scholarship.

Effective September 1, 2006, untenured Assistant Professors, untenured Associate Professors and untenured Professors (including those employed as faculty counselors or as faculty librarians) who receive an initial appointment to a professorial title on or after September 1, 2006 will receive twenty-four (24) contact hours of reassigned time (inclusive of the reassigned time provided for in 15.1 (d) (1) above), to be used during their first five (5) annual appointments, in order to engage in scholarly and/or creative activities related to their academic disciplines. Assignment of such reassigned time will be made by the college pursuant to guidelines designed to encourage scholarship.

- ✦ Independent study/tutorials (graduate and undergraduate) are credited at the rate of 1/10th of the course contact hours per student credit hour registered. (a faculty member teaching one student registered for a 3-credit independent study would earn 0.3 hours of workload credit)
- Master's level thesis supervision is credited at the rate of one-half of the course contact hours per student per semester. For any one student, credit in this category may be assigned for no more than two semesters. (A faculty member supervising one student registered in a 3-credit course will earn 1.5 hours of workload credit at the completion of the thesis.)
- The maximum amount that can be applied to the instructional workload for independent study and tutorial/thesis supervision is 3 contact hours per semester.

This credit formula will not be retroactive. Credit for service will not be given until course completion at semester's end.

E. Large Format Courses

Extra instructional workload may be granted to faculty who teach lectures with large enrollments in a specific class, provided that the arrangement is approved in advance by the Provost.

(Specific guidelines pertaining to workload compensation for teaching large format courses are under discussion and will be incorporated into this document at a future date.)

F. Team Teaching

The workload credit for faculty members who participate in team taught courses will be shared. The total instructional contact hours of a course, as indicated in the Undergraduate or Graduate Bulletins, will be split among all faculty members participating in a team taught course. For instance, three faculty members who are team teaching a 3-credit course will each earn one contact hour of workload credit. Only in special cases, and upon approval by the Provost in advance, may faculty members who are team teaching receive more than partial workload credit.

G. Other Teaching

The CUNY Graduate School and University Center manages its own workload policies and compensates John Jay College based on those workload policies. Credit given to faculty is consistent with the GSUC policies and generally is as follows:

1. Courses

Doctoral courses (students registered at the Graduate School and University Center - GSUC) are credited on the basis of actual contact hours.

2. Independent study/tutorials/thesis supervision:
- Doctoral (GSUC registered) independent study/tutorials are credited at the rate of 0.6 contact hours per student registration.
 - Doctoral dissertation supervision is credited at the rate of 0.6 contact hours per student per semester. For any one student, credit in this category may be assigned for no more than six semesters.
 - The maximum amount that can be applied to the instructional workload for doctoral (GSUC) independent study/tutorials and dissertation supervision is 3 contact hours per semester.
 - The Graduate Center reimburses the college for a maximum of one course per semester per faculty member for dissertation supervision, and a maximum of six semesters of dissertation advisement for a single student can be counted.
 - By College policy, there is a one-course per semester limit on dissertation supervision reassigned time.

For workload credit for activities performed at John Jay College in supervision of internships or other similar activities, consult the Provost's Office.

H. Summer and Winter Session Teaching

Faculty may not teach for workload credit during the summer sessions. Workload reporting is only relevant to the academic year as defined by the collective bargaining agreement which begins on September 1, and ends at commencement in June. All instructional activities between Commencement and September 1 may not be credited as fulfilling any part of the annual workload requirement.

Faculty may teach no more than one course during the winter session for workload credit.

J. Sick time or Conference Substitutes

When faculty members are not able to teach their classes due to sickness, and require a paid substitute, their workload will not be affected. Inability to teach due to sickness should be reported to the department chairperson immediately so that a substitute may be found to take over the class for the duration of the illness. If the illness is prolonged, Human Resources and the Office of Academic Affairs must be notified.

Faculty who miss class for professional purposes such as attending conferences and request a paid substitute will have their workload credit reduced proportionately to the number of hours missed. Faculty may not cancel class to accommodate such absences. (See the Faculty e-Handbook < <http://resources.jjay.cuny.edu/ehandbook/x.php> > for suggestions about covering a class in the case of a planned absence.)

K. Workload Balances and Deficits

Workload credit: All teaching assignments and approved reassigned time must be reported and recorded in the semester in which the work is completed. This constitutes the faculty member's workload for the semester. Pursuant to the PSC-CUNY collective bargaining agreement, workload will be managed over a three-year period. Accordingly, workload balances from year-to-year will be kept by the Provost's office to ensure compliance with the collective bargaining agreement.

Workload credit accumulated prior to September 1, 2007: Faculty members who have accumulated workload credit over the years preceding academic year 2007-2008 should submit to the Provost before April 30, 2009 an accounting of the "banked" time they believe they are owed, with written documentation if available, and a plan for the use of their "banked" time, developed in consultation with their department chair. The plan should accord with the teaching minimum rule in section III.B. of these guidelines. The Provost will make a determination of the amount of banked time a faculty member can reasonably claim and will review and approve the plan.

IV. Scholarship Workload

A. Un-sponsored Research

“Un-sponsored Research,” usually under the auspices of the college or the department, covers research or other academic projects not reimbursed from sources outside the University but supported from tax-levy funds.

1. Untenured faculty

Un-sponsored research, including reassigned time for new untenured faculty is provided under the contract as follows:

- In accordance with the contract, untenured assistant, associate, and full professors, except Librarians and Counselors, initially appointed on or after Sept. 1, 2002 may apply for reassigned time “not to exceed a total of 12 contact hours during their first three annual appointments in order to engage themselves in scholarly and/or creative activities related to their academic disciplines,” following College procedures.
- Those appointed on or after Sept. 1, 2006 or Feb. 1, 2006, are to receive 24 contact hours, to be used during their first five annual reappointments.

2. Exceptional Un-sponsored Research

Reassigned instructional workload for exceptional un-sponsored research or service may be authorized by the Provost under special circumstances, such as:

- Service to a professional organization of significance to the academic mission of the college, such as editing an important journal;
- A research program of distinction which shows promise of future sponsored support; or
- Reassigned time which was authorized for a period of time as part of a start-up or retention package.

B. Sponsored Research

“Sponsored Research” is defined as research and other projects for which the college is reimbursed from non-tax-levy sources, normally from outside the University (*e. g.*, the National Institute of Health) usually through The City University Research Foundation. The workload reported is the number of authorized teaching contact hours per week from which the Instructional Staff member has been reassigned to engage in Sponsored Research.

Reassigned time for effort on sponsored research and related projects is encouraged subject to the following guidelines for reimbursement of the College:

- The first 12 hours of reassigned time may be bought for 1/48th of the faculty member's base tax-levy salary per contact hour, not including fringe benefit costs.
- If the total number of hours bought out exceeds 12, the buy-out rate will be equivalent to the full replacement cost, or 1/21st of the faculty member's base tax-levy salary per contact hour, not including fringe benefits.

Exceptions to this policy based on special circumstances will be approved by the Provost on a case-by-case basis.

C. Fellowship and Other Leaves of Absence

Faculty may not teach for workload credit or for pay while on any kind of leave approved by the Committee on Faculty Personnel. Any instructional activities that a faculty member engages in while on leave will be considered a volunteer activity.

V. Department Administration and Support

A. Reassignment policy for Departmental Administration

Service Category	Credits or Formula	Explanation
Baseline	6-12 credits.	Each department receives 6 credits as a starting point. A new chair receives 3 additional credits for the first year. Three additional credits may be awarded annually to promote the department's high level of activity and productivity as determined in the chair's annual evaluation.
Large Department	3 credits for every 75 annual sections over 150	Departments receive this based on the number of class sections annually scheduled
Undergraduate Majors	3 credits if a department has one or more majors. 3 additional credits if the total enrollment for all majors exceeds 250 FTE students.	Departments with departmental majors receive these credits.
Special Academic Services	Provost Discretion	Departments with special academic functions may receive additional credits

Departmental Administration and Support reassigned time is authorized to perform departmental and programmatic administrative duties, which can be carried out by department chairs, deputy chairs, or program directors or coordinators. It is understood that 1 hour of reassigned time is equivalent to 3 hours of weekly activity.

B. Authorization and Approval of Departmental Administration Reassigned Time

Administrative reassigned time for departments will be allocated by the Provost on an annual basis and will be managed by the Chairs. If the Chair chooses to appoint an additional deputy chair and take less reassigned time for him/herself, or to appoint one fewer deputy and take more for him/herself, that would be acceptable provided that the Provost approves the planned usage. The Departments shall be notified as to their annual allocations prior to the development of the schedule for the year.

VI. College and University Administration

College and University Administration is not tied to a particular department and is assigned when a member of the instructional staff provides administrative service for the college or the university.

A. General

Reassigned time may be authorized only by the Provost for college services such as

- service as chair of a college-wide committee such as the IRB;
- service to complete a special project such as a accreditation report or technical study; or
- coordination of an extension program or special academic program

The Provost will maintain an inventory of authorized reassignments. Reassigned time is authorized for one year only (except in the case of fixed term appointments) and will be evaluated prior to the development of the annual schedule.

B. Doctoral Program Administration

Executive Officers and other program coordinators and deputies for doctoral programs shall be reassigned in accordance with the reassignment authorized by the Graduate Center

C. University Administration

Reassigned time authorized by the University administration will be authorized in accordance with the terms of the assignment by the University.

D. Undergraduate Non-departmental Program Coordinators

Reassigned time for non-departmental undergraduate program coordination or development will be allocated and authorized by the Provost in accordance with the following policy.

Service Category	Credits or Formula	Explanation
Baseline	6 Credits	These credits are assigned to the program.
Large or New Program	3-6 credits	3 credits if the program is in its first year of existence. A new director receives 3 additional credits for the first year of service. 3 additional credits if the total enrollment for the program exceeds 250 FTE students.
Special Academic Services	Provost Discretion	Programs with special academic functions may receive additional credits

An interdisciplinary undergraduate program is a major which is not administered within a single academic department with required core courses that are not scheduled by a single department.

E. Graduate Program Directors and Coordinators

Reassigned time for graduate program direction, coordination or development will be allocated and authorized by the Provost. The following policies apply.

Category of Service	Credits or Formula	Explanation
Baseline	6-12 credits	Each program director receives 6 credits as a starting point. A new program director receives an additional 3 credits for the first year. Three additional credits may be recommended to the Provost by the Dean based on a high level of productivity as determined in the director's annual evaluation.
Large Program	3 credits for every 150 FTE over 150 FTE students in the program.	Programs receive this based on the number of FTE students in the program.
Special Academic Services	Provost Discretion	Programs with special academic programs or functions may receive additional credits

F. Center Directors

Faculty who serve as Directors of Centers or Institutes receive 6-9 credits of reassigned time. 9 credits will be granted in the first two years of a Center's existence or in the first year of a Director's tenure. In all other cases, 6 credits will be standard.

Directors may use grant or contract allowances to buy themselves out of additional courses as long as their teaching load does not fall below the 1/1 minimum load. There is an expectation that centers will become financially self-sufficient; therefore, all sponsored funding will be directed to tax-levy subsidy before additional courses of reassigned time are granted.

VII. Other Workload

This category includes workload not previously described. Colleges are reminded to maintain documentation for contact hours reported under this heading. The workload of Librarians is reported in this category.

Any other reassignment under this category must be specifically authorized by the Provost.

VIII. Multiple Position Reporting

IX. Workload Reporting by Department Chairs

A Workload Management by the Chair

Workload reports are administered every semester by the Office of Academic Affairs. Twice a year, the Office of Academic Affairs will ask faculty to complete the Workload Reporting Form.

B Workload Reporting Timetable

Prospective annual workload reports shall be submitted by the end of April, for the academic year that begins the following September.

Final workload reports shall be submitted before the end of March for the academic year to which the report pertains.

C Workload Documentation

The Workload Reporting Form can be downloaded from the Office of Academic Affairs website.

D Workload Performance Assessment

X. Accountability and Non-compliance with Guidelines

IX. Glossary of Relevant Terms

Workload
Collective Bargaining Agreement
Labor Agreement
Reassigned Time
Released Time
Contact Hour
Credit Hour
P&B
PSC
IRB
Organized Class Meeting

Table 7
2008 John Jay NSSE Frequencies
Time Usage
N = 635

ATTACHMENT C

About how many hours do you spend in a typical 7-day week doing each of the following?	Response Options	First-Year Students ¹ (N = 233) %	Seniors ¹ (N = 402) %
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0 hr/wk	1%	1%
	1-5 hr/wk	22%	29%
	6-10 hr/wk	30%	27%
	11-15 hr/wk	18%	17%
	16-20 hr/wk	15%	12%
	21-25 hr/wk	9%	7%
	26-30 hr/wk	2%	3%
	30+ hr/wk	2%	4%
Working for pay <u>on campus</u>	0 hr/wk	97%	88%
	1-5 hr/wk	1%	2%
	6-10 hr/wk	1%	3%
	11-15 hr/wk	1%	1%
	16-20 hr/wk	0%	4%
	21-25 hr/wk	0%	0%
	26-30 hr/wk	0%	0%
	30+ hr/wk	0%	1%
Working for pay <u>off campus</u>	0 hr/wk	41%	22%
	1-5 hr/wk	6%	2%
	6-10 hr/wk	6%	3%
	11-15 hr/wk	8%	5%
	16-20 hr/wk	7%	9%
	21-25 hr/wk	14%	11%
	26-30 hr/wk	7%	7%
	30+ hr/wk	9%	40%
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk	80%	76%
	1-5 hr/wk	13%	13%
	6-10 hr/wk	5%	4%
	11-15 hr/wk	1%	1%
	16-20 hr/wk	1%	3%
	21-25 hr/wk	0%	1%
	26-30 hr/wk	0%	0%
	30+ hr/wk	1%	1%
Relaxing and socializing (watching TV, partying, etc.)	0 hr/wk	1%	3%
	1-5 hr/wk	34%	45%
	6-10 hr/wk	22%	25%
	11-15 hr/wk	18%	12%
	16-20 hr/wk	11%	8%
	21-25 hr/wk	4%	2%
	26-30 hr/wk	3%	2%
	30+ hr/wk	6%	3%

Table 7
2008 John Jay NSSE Frequencies
Time Usage
N = 635

About how many hours do you spend in a typical 7-day week doing each of the following?	Response Options	First-Year Students ¹ (N = 233) %	Seniors ¹ (N = 402) %
Providing care for dependents living with you (parents, children, spouse, etc.)	0 hr/wk	35%	35%
	1-5 hr/wk	27%	21%
	6-10 hr/wk	17%	14%
	11-15 hr/wk	6%	7%
	16-20 hr/wk	6%	5%
	21-25 hr/wk	3%	2%
	26-30 hr/wk	1%	2%
	30+ hr/wk	5%	14%
Commuting to class (driving, walking, etc.)	0 hr/wk	1%	1%
	1-5 hr/wk	30%	35%
	6-10 hr/wk	34%	37%
	11-15 hr/wk	24%	15%
	16-20 hr/wk	9%	5%
	21-25 hr/wk	2%	3%
	26-30 hr/wk	0%	1%
	30+ hr/wk	1%	2%

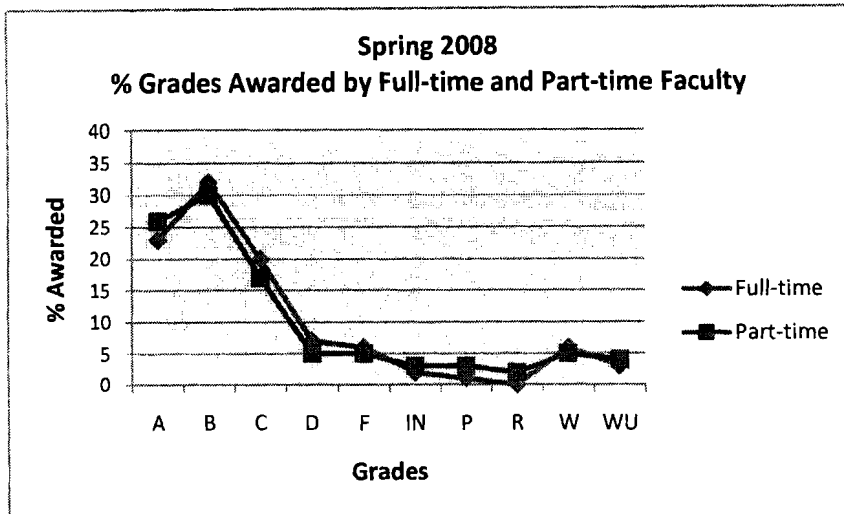
¹ Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

ATTACHMENT D

**TABLE 3
FALL 2008 GRADE DISTRIBUTION IN UNDERGRADUATE COURSES
BY COURSE LEVEL**

% GRADES AWARDED BY ALL FACULTY

LEVEL	TOTAL	% A	% B	% C	% D	% F	% IN	% P	% R	% W	% WU	% WN	% WA
< 100	248	4	28	21	7	2	0	15	10	5	6	0	0
100	27516	22	28	17	7	7	2	4	3	5	4	0.5	0.1
200	18616	26	35	19	5	4	2	0	0	5	2	0.3	0.1
300	4181	32	36	14	4	3	3	0	0	5	2	0.4	0.02
400	1222	33	32	18	5	2	3	0	0	4	1	0.3	0
500	685	30	41	15	1	3	1	0	0	4	5	0.3	0.2
TOTAL	52468	25	32	18	6	5	2	2	1	5	3	0.4	0.1



A comparison of grades awarded by course level, excluding < 100-level and 500-level (ISP) courses, reveals that 300- and 400-level courses had a higher percent of A and B grades awarded than other course levels and that over one-third of the grades awarded in 200-, 300-, and 400-level courses were B's.

