Faculty Senate Minutes #343

Friday, May 8, 2009 **9:30 PM** **Room 630 T**

Present (37): Simon Baatz, Andrea Balis, Elton Beckett, Adam Berlin, Teresa Booker, Marvie Brooks, Erica Burleigh, Elise Champeil, Shuki Cohen, Edward Davenport, JoEllen Delucia, Virginia Diaz, DeeDee Falkenbach, Beverly Frazier, P. J. Gibson, Maki Haberfeld, Jay Hamilton, Richard Haw, Heather Holtman, Ping Ji, Karen Kaplowitz, Ali Kocak, Tom Litwack, Vincent Maiorino, Evan Mandery, Mickey Melendez, Nicholas Petraco, Michael Pfeifer, Raul Romero, Francis Sheehan, Richard Schwester, Staci Strobl, Robert Till, Shonna Trinch, Roberto Visani, Valerie West, Joshua Wilson

Absent (13): Michael Alperstein, Janice Dunham, Joshua Freilich, Gail Garfield, Amy Green, Kimberly Helmer, Allison Kavey, Joseph King, Erica King-Toler, Tanya Rodriguez, Jodie Roure, Arthur Sherman, Thalia Vrachopoulos

Guests: Professors Ned Benton, Marco Navarro

Invited Guests: Professor George Andreopoulos, Provost Jane Bowers

Agenda

1. **Adoption of the agenda**
2. **Approval of Minutes #342 of the April 20, 2009, meeting**
3. **Announcements & Reports**
4. **Approval of the calendar of 2009-10 Faculty Senate meetings**
5. **Recommendation from the ad hoc Senate group regarding grades and academic standards**
6. **Review of the agenda of the May 11 College Council meeting**
7. **Report of Keeling and Associates, Consultants, on Retention at John Jay**
8. **Consideration and vote on candidates for honorary degrees**
9. **Proposal for student evaluation of online courses**
10. **Discussion about proposals for a community period**
11. **Proposed amendment of the CUNY Bylaws to establish term limits for department chairs**
12. **Invited Guest: Provost Jane Bowers**

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

2. **Adoption of Minutes #342 of the April 20, 2009, meeting.** Approved.

3. **Announcements & Reports [Attachment A]**

Attachment A is the relevant pages of the CUNY Performance Management Final Year-End Report for 2007-8. It was provided by Director of OIR Gail Hauss in response to a request from the President of the Senate for data about the graduation and retention rates of John Jay's baccalaureate and master's students and of the students at all the other CUNY colleges [Attachment A]. This information was requested to help inform the Senate's discussion of the Retention Report by Keeling and Associates, the consultants who drafted the Report.

The three at-large members of the 2009-10 College Faculty Personnel Committee who have just been elected by the full-time faculty are Professors Anthony Carpi (Science), Janice Dunham (Library), and Karen Terry (Criminal Justice). The three alternate at-large members are Todd Clear (Criminal Justice), Bilal Khan (Mathematics), and Carmen Solis (SEEK).

4. **Approval of the calendar of 2009-10 Faculty Senate meetings [Attachment B]**

5. **Recommendation from the Senate ad hoc Senate committee on student expectations of grades and academic standards [Attachment C]**

The Senate approved the letter to the faculty on "Grading and Definitions of Undergraduate Grades" drafted by an ad hoc Faculty Senate group: Erica Burleigh, Shuki Cohen, Kimberly Helmer, Karen Kaplowitz, Tom Litwack, and Roberto Visani [Attachment C].

The Senate authorized President Kaplowitz to send the letter to all full-time and adjunct faculty each semester; to recommend to the Undergraduate Curriculum & Academic Standards Committee that all faculty be required to include the official definition of undergraduate grades in their course syllabi; and to inform the administration that the Undergraduate Bulletin has a serious error, that of including the definitions of graduate course grades in the Undergraduate Bulletin, on the same page as the definitions of undergraduate course grades and with no explanation that one set of definitions is for graduate course grades erroneously making it seem that the graduate definitions pertain to undergraduate course grades.

6. **Review of the agenda of the May 11 College Council meeting [Attachment D]**

The agenda of the May 11 College Council meeting includes: a letter of intent for a B.A. Degree in Law and Society; a letter of intent for a B.A. Degree in Philosophy; a 2+2 Joint Degree Program with BMCC for an A.A. Degree in Criminal Justice/B.A. Degree in Criminal Justice; two course revisions in history and economics; four new history courses; two new courses in Government; a new Literature course; a new English/Anthropology course; a new PED course; a proposal to revise the B.A. Degree in Government; a proposal for a new minor in Health and Physical Education; proposed Learning Objectives and Principles for the Revision of the General Education Program; and a proposal for a New Honors Program.

President Kaplowitz distributed the proposal for a new Undergraduate Honors Program [Attachment D] and explained that the Council of Chairs has just expressed unease about the proposal, asking the Provost to delay consideration of the proposal until next semester. Provost Bowers wrote a blistering reply, criticizing the Chairs for bringing their concerns to the table so late in a discussion which has been going on all year.

Senator Evan Mandery expressed his opposition to the Honors Program proposal. He said he has participated in John Jay's Honors Program for several years and that it has experienced a tremendously high rate of attrition, as high as 90%. He said the Honors Program as proposed will be very expensive and added that there is no evidence that such a program will help John Jay get into the CUNY Honors College, which requires that we enroll more students with higher SAT scores. Senator Mandery spoke against the proposed program, saying that we could offer fellowships that would attract more students with high SAT scores to John Jay, without running this expensive program.

VP Francis Sheehan said he likes the concept of taking the best students from each department and getting them together in an honors program but he does not think this is part of the proposal before us. He recommended that Senators go to College Council and vote to table this proposal.

Senator Litwack said he is not on the College Council and cannot attend the College Council meeting at which this proposal will be voted on. However, his recommendation is that this proposal be approved only with the proviso that full outside funding must be achieved. He said the college is already running an annual deficit of more than $2 million and cannot afford to take on a new and expensive program without a clear budget plan.

Senator Ping Ji said she agrees with Senator Litwack that it would be really helpful to have a more detailed budget report. Senator Heather Holtman said that the College has many areas where more money is needed, such as are outlined in the Retention Report, so it might not make sense to devote efforts to raising funds for this new program when we have more pressing needs.

Senator Mandery said he is all in favor of an honors program but he thinks there is a much more cost-effective way to run such a program. He said the bottom line problem with this program is that science students who are the largest group of honors students we have, cannot participate in it.

Senator Litwack suggested that having a really good honors program will attract especially good students. Not having a good program will impede progress to gaining the kind of academically well prepared students that we want. He added that haste would not be in the best interest of the College. Others senators were concerned that the Honors Program proposal is a shell with little substantive information and that such a proposal would ultimately not be attractive to philanthropic funding.

Senator Andrea Balis said she has been following this proposal for a long time and she has never heard the issue of funding discussed before, which she finds surprising.

Senator Ping Ji said she had written and obtained funding for many programs in the Sciences and she sees the lack of a budget document as crucial.

Senator Mandery said he is surprised at the direction the discussion has taken. He does not think this proposal was designed primarily to apply to potential funders.

Senator Adam Berlin said that it was his sense when this proposal was brought to the Senate at an earlier point that the Honors Program Ad Hoc Committee had not done its homework. There were so many holes to be filled that he is not surprised that many people still have questions about the substance of this proposal. Senator Beverly Frazier said we need to have our questions answered before we vote.

7. <u>Report of Keeling and Associates, Consultants, on Retention at John Jay</u> [Attachment E]

During a discussion of the Retention Report [Attachment E] there was general disagreement with the assumption in the report that faculty who have attended elite colleges are probably not able to serve John Jay's student population. All agreed that this is an insult to both our students and faculty.

Senator Valerie West asked that we be given an explanation of what is meant by a "change in the culture of the institution" which is called for in the report. Senator Shuki Cohen reported that at a CUNY faculty development workshop he attended, junior faculty were told that research and grant applications are much more important than teaching. Senator West said she also attended this workshop and heard the same message. She said the charitable interpretation is that junior faculty were being advised how to manage the impossible workload they are given; the message is that faculty have too many jobs to do, all of which are important,

but self-preservation does not lead to the same set of priorities as does attempting to provide a good liberal education or attempting to remedy social injustices. Senator West said that she found the Retention Report upsetting.

8. Consideration and vote on candidates for honorary degrees: Professor George Andreopoulos, Chair, Committee on Honorary Degrees

By secret ballot, the Senate approved four candidates by at least the 75% affirmative vote of those Senators present and voting: Taylor Branch, Denis Mukwege, Suzan Lori-Park, and Scott Turow. Because only 3 honorary degrees may be conferred, a rule recently established by the Chancellor, by secret ballot the Senate rank-ordered the four. The three highest ranked candidates were Taylor Branch, Denis Mukwege, and Suzan Lori-Parks.

9. Proposal for student evaluation of online courses [Attachment F]

The Senate voted unanimously to recommend to the Provost that the proposed pilot of online courses [Attachment F] be revised to include questions about the students' experience of taking the course online; to remove the N/A option because it implies that the qualities and experiences being assessed might not be applicable and, rather, to remove any questions that are, in fact, not applicable; to include fully the Student Evaluation of the Faculty Committee in the process because it is the appropriate committee and because it includes students.

10. Discussion about proposals for a community period: Senators Karen Kaplowitz & Tom Litwack [Attachment G]

Senator Litwack explained that he and Karen Kaplowitz represented the Faculty Senate on a task force appointed by President Travis and chaired by VP Richard Saulnier whose charge was to develop possible proposals for a community period during which time during which no classes would be scheduled. The task force recommended five possible class grids and community periods for consideration by the College community. However only four proposals are included in VP Saulnier's memo [Attachment G]

The Senate unanimously voted that the community period must be at the same time every day, rather than at different times on different days as two of the options call for. The Senate declined to further review the remaining proposals until all the task force's proposals are transmitted for review.

11. Discussion and vote on a resolution regarding the proposed amendment of the CUNY Bylaws establishing term limits for department chairs [Attachment H, I]

President Kaplowitz introduced a motion from the Executive Committee that the Faculty Senate endorse a Resolution [Attachment H] adopted by the University Faculty Senate (UFS) opposing the proposed amendment of the CUNY Bylaws that would establish term limits for chairs of academic departments [Attachment I].

Senator Litwack said that the logic of the fifth "whereas" clause is flawed and, therefore, he cannot vote to endorse the Resolution even though he opposes term limits for chairs. Several other Senators agreed with Senator Litwack and said that they would also abstain although they, too, oppose the proposed term limits.

President Kaplowitz said that she appreciates the criticism about the fifth "whereas" clause but we are not free to alter the UFS Resolution; furthermore, she said, the most important aspect of the Resolution, in her opinion, is the "resolved" clause: "Therefore, be it Resolved, that the University Faculty Senate joins the Council of Faculty Governance Leaders in urging the Board of Trustees to reject this proposal."

Senator Evan Mandery made an argument in favor of term limits for chairs.

President Kaplowitz responded that each academic department has the right to establish term limits for itself and to incorporate such term limits in its department bylaws; indeed, an academic department at Baruch College has adopted term limits for the chair of its department. The problem with the proposed amendment is that if approved term limits will be imposed on all departments as if all departments in all the colleges are alike.

The motion to support the UFS resolution was adopted by a vote of 23 to 2, with 5 abstentions.

13. Invited Guest: Provost Jane Bowers [Attachment D]

Provost Jane Bowers was welcomed and was asked questions about the proposal for a new honors program that is on the agenda of the May 11 meeting of the College Council [Attachment D] and especially about the budget for the proposed honors program. Provost Bowers said the budget for the proposed program has not yet been worked out. Several Senators said they do not see how faculty can be asked to vote for the proposal without information about the budget for the program and several said that they cannot vote for such a program if it is a truly expensive program. The Provost said she rejects the idea that we should do without an honors program because there would be costs associated with it. She said the decision to have an honors program at John Jay has already been made.

The Provost said that the decision to get John Jay admitted into the CUNY Honors College has already been made, and one requirement of the CUNY Honors College is that we must have our own honors program. She explained how desirable it would be for John Jay to be part of the CUNY Honors College.

Senator Ping said that she understands the reasons for wanting John Jay to be in the CUNY Honors College, and she also understands that there will be costs associated with this. She said she cannot vote for such a program without knowing what the costs associated with it will be. Also, she said, she might really, really want a BMW but she might have to accept that she cannot afford one right now, and the same logic might restrict John Jay from adding every educational program which might be advantageous to us or to our students. Senator Ping Ji said that if there were more details in the proposal it would be easier to calculate how much the program would cost.

Provost Bowers said that a fund-raising person is being hired by the College and that when the person is hired this person can help us get a better idea about the costs of this proposal. She explained that we need to have an honors program in existence in order to raise funds to support it.

Senator Tom Litwack pressed the Provost to explain where the money would come from to support the program if the development officer could not raise enough funds to provide all the student scholarships we will need. The Provost said that we will not take scholarship money from the College's operating budget; the honors program will be paid for entirely with outside funding, she said. She added that she will pledge herself to this. Senator Tom Litwack said he is satisfied with these assurances.

Senator Evan Mandery said he has a different set of concerns and they are about the substance rather than the costs of the proposal. He said he is going to say this at the College Council meeting on May 11, and he does not want the Provost to be blindsided by his dissent. He said the disproportionate share of students we have who are suitable for an Honors Program are students in the sciences and an honors program as proposed will discourage participation in the program by students in the sciences. He also spoke about the tremendously high attrition rate of our current honors program, in which he teaches.

The Provost said she can address all of his concerns. She said the question about attrition rates in honors programs is an excellent question. She said honors programs often do have a high attrition rate, but in the CUNY Honors College, which she started, 85% of the first class stayed in the program until graduation.

The Provost said that she cannot yet show a curriculum and that that is deliberate, because she wants the faculty of the college involved in designing the curriculum of the new honors program. VP Sheehan suggested that choosing students for the program based on GPA is unfair to science students because the grades in science courses are not as high as the grades in other

courses. He suggested taking the top 5% or 10% of students in each department, rather than using GPA alone. The Provost said she believes she can support something along these lines.

Senator Valerie West said she wholeheartedly supports the idea of getting John Jay included in the CUNY Honors College. She said that the honors program proposal has been discussed at the Senate at many meetings and she has expressed many reservations about the proposal in each of its iterations at those meetings, but she has not seen her concerns addressed in iteration after iteration of the proposal; she said she feels that her concerns and those of other faculty are being ignored. The Provost asked what suggestions Senator West feels have been ignored, and Senator West said she can provide an entire list. The Provost listed a series of concerns which she has heard raised and which have resulted in changes in the proposal.

The Provost spoke about the work she has been doing to get the new honors program started. She conceded that at present we may have no students who qualify for the CUNY Honors College, but she thinks that it is reasonable to expect that in a few years we might have 6 or 7 students who qualify, and then we would be in the same position that Lehman College and the College of Staten Island were in when they were accepted into the CUNY Honors College.

Senator Erica Burleigh spoke about being a teacher in the John Jay Honors Program this year and said that 25% of her students are leaving the program because the College cannot afford to provide scholarships or other incentives that are provided at most colleges to students for doing the additional amount of work which is demanded of the honors students.

The Provost agreed that we should try to get the money to provide incentives, but she said we first have to have a program before we can raise money for it, and that is why she is putting this proposal forward.

Senator Burleigh said she still does not see what is new and appealing in this proposal and she does not see what will give donors the incentive to donate money now when they have not done so before. Senator P. J. Gibson said she shares Senator Burleigh's concern that the program as now envisaged does not offer students enough incentive to take part in it.

Senator Mandery said he thinks everyone in this room wants the same thing. Yet, he said, he does not see how the problems causing attrition among students in the current honors program are addressed by the proposal before us. He said we should have focus groups among students to find out why they did not stay in the present program and find out what it would take to attract students to such a program, which has not been done to his best knowledge.

The meeting was adjourned at 5:15 PM.

ATTACHMENT A

University Performance Management Report

2007-08
Year-End University Report
(Final)

Office of Institutional Research and Assessment
July 29, 2008

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates

University Target: Graduation rates will progressively increase in baccalaureate/master's programs and in associate programs.

Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years

Baccalaureate Programs

	Entering Class of Fall 1998	Entering Class of Fall 1999	Entering Class of Fall 2000	Entering Class of Fall 2001
Senior				
Baruch	53.1	58.7	56.8	59.8
Brooklyn	43.7	39.4	44.3	46.9
City	30.9	34.8	30.3	36.2
Hunter	31.9	36.7	37.5	35.9
Lehman	35.1	33.9	30.4	33.6
Queens	51.1	50.5	52.6	52.7
York	28.3	29.9	23.8	27.6
Senior College Average	**40.2**	**41.8**	**42.2**	**44.7**
Comprehensive				
John Jay	31.6	35.7	42.3	42.1
Medgar Evers	7.4	17.6*	20.0*	10.3
NYCCT	6.9	6.1	9.1*	11.1
Staten Island	36.8	50.8	51.4	44.3
Comprehensive College Average	**31.7**	**38.3**	**43.5**	**39.3**
University Average	**38.6**	**41.2**	**42.3**	**43.9**

Note: Students are counted as graduates from the college of entry in the cohort year if they earn the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once.

*Based on fewer than 25 students.

Goal: Improve Student Success

Objective 4: Increase retention and graduation rates

University Target: Graduation rates will progressively increase in baccalaureate/master's programs and in associate programs.

Four-year Graduation Rate: Percentage of master's students who graduated within four years of entry into master's program

Master's Programs

	Entering Class of Fall 2000	Entering Class of Fall 2001	Entering Class of Fall 2002	Entering Class of Fall 2003
Senior				
Baruch	73.8	76.6	77.0	75.2
Brooklyn	61.9	60.3	67.6	70.0
City	54.9	58.0	53.2	60.4
Hunter	67.4	65.5	68.0	67.7
Lehman	68.0	67.9	68.5	73.9
Queens	69.6	67.9	70.0	70.6
Senior College Average	**67.3**	**67.2**	**68.7**	**69.4**
Comprehensive				
John Jay	66.3	60.2	61.5	54.6
Staten Island	62.3	62.6	62.9	56.0
Comprehensive College Average	**64.5**	**61.0**	**61.9**	**55.0**
University Average	**66.9**	**66.4**	**67.7**	**67.3**

Note: Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. This is a system rate reflecting graduation from any CUNY college, which may not necessarily be the same college at which the student first entered the master's program.

ATTACHMENT B

Proposed Faculty Senate Calendar of Meetings for 2009-2010

Fall 2009

Thursday, September 10
Wednesday, September 23
Wednesday, October 7
Thursday, October 22
Tuesday, November 3
Wednesday, November 18
Friday, December 4 – all-day meeting

Spring 2010

Thursday, February 11
Monday, February 22
Thursday, March 11
Wednesday, March 24
Thursday, April 8
Wednesday, April 21
Friday, May 7 – all-day meeting

First meeting of the 2010-2011 Senate

Wednesday, May 19

All meetings are at 3:15 pm in Room 630T.

ATTACHMENT C

To: The Faculty

From: The Faculty Senate

Re: Grading and Definitions of Undergraduate Grades

The Faculty Senate believes it is critically important to remind all faculty members of the official definitions of the following Undergraduate grades, as established by the College Council:

A, A-	*Excellent*
B+, B, B-	*Very Good*
C+, C	*Satisfactory*
C-, D+, D, D-	*Poor*
F	*Failure*

It is the position of the Faculty Senate that giving grades to students who have not demonstrated commensurate achievement and competence in their courses harms students in at least four ways:

- We send the wrong message to students that they need not work harder, nor improve further, in order to achieve actual success both within the College and beyond.

- We devalue the work of other students receiving the same grade who in fact produce superior work and achieve greater competency.

- We give students false expectations of success in advanced courses and in courses in which grades are given commensurate with performance and competence; in obtaining admission to and being successful in graduate school, law school, or other professional schools; and in their professional lives.

- If we reward with high grades something less than superior college level performance, then in time we can expect graduate schools, law schools and employers to devalue our grades and degrees, and the grades and degrees of our truly high performing students, accordingly.

The Faculty Senate urges every faculty member to adopt these official definitions, to include these definitions on every undergraduate course syllabus, and to provide specific guidance to students regarding how high grades in the faculty member's course can be achieved.

The Faculty Senate also invites you to share this letter with your undergraduate students. We will be resending this letter to the entire faculty again at the beginning of the Fall semester and subsequently.

N.B. These definitions of final grades appear in the *Undergraduate Bulletin.* However, by mistake, the very different definitions of grades for Graduate Program courses also appear on the top of the same page and, furthermore, they appear without an explanation that one set of definitions is for undergraduate grades and the other is for graduate grades. This is important to know because students may be influenced erroneously by this mistake. The Faculty Senate has notified the Administration of this error and has strongly requested that it be corrected as quickly as possible.

ATTACHMENT D

Proposal for a New Undergraduate Honors Program at John Jay College

Submitted by the Chair of the UCASC
to the College Council for consideration at its May 11, 2009 meeting

I. Development Process

In fall 2007, the Provost charged a small faculty committee, chaired by Professor Sondra Leftoff,[1] to develop a proposal for a new honors program for undergraduate students at John Jay College. The College currently has an excellent honors program, which has graduated several classes of high achieving students. That program is focused on the study of Criminal Justice. The advent and growth of liberal arts majors at the college called for a more broadly-based liberal arts honors program that would reflect the expansion of the John Jay curriculum beyond the study of criminal justice and related fields. The committee was expected to propose a program that would

- provide a four-year liberal arts course of study for exceptional undergraduates,
- reflect the highest standards and best practices of honors education nationally and in CUNY,
- reflect the mission of the College,
- address the needs and goals of John Jay students, and
- serve as a faculty "laboratory" for the development of innovative curriculum and pedagogy

In developing the program described herein, the committee engaged in the following activities:

- gathered and evaluated information about existing honors programs at over twenty colleges and universities, including the colleges of the City University of New York;
- gathered information from presentations and discussions at two annual conferences of the National Collegiate Honors Council (2007 & 2008);
- reviewed the literature about honors education, including *Place as Text: Approaches to Active Learning* (Braid, Bernice, and Long, 2000) and *Beginning in Honors: A Handbook* (Schulman, 2006), both published by the National Collegiate Honors Council;
- consulted with administrators of the Macaulay (CUNY) Honors College;

[1] Originally, the members were Professor Alisse Waterston (Anthropology) and Professor Judy-Lynne Peters (Public Management). Professor Peters, who was unable to continue on the committee, was later replaced by Professor Caroline Reitz (English)

- consulted with administrators of honors program at several CUNY senior colleges that are participants in the Macaulay (CUNY) Honors College (Brooklyn, City, Hunter, & Queens);
- consulted with CUNY central Office of Academic Affairs personnel and with the staff of the CUNY Leadership Academy;
- attended the November 2008 CUNY Honors Conference;
- consulted with the faculty and administrators of the existing John Jay College Honors Program;
- met with nearly all departments at the College, sharing draft versions of the proposal as it developed and collecting feedback from faculty chosen to participate by department chairs; and
- established an Honors Program Steering Committee, consisting of representatives from the UCASC, the Council of Chairs, and the Faculty Senate.

The development committee was guided by a set of principles in creating the proposed program. According to these principles, the Honors Program at John Jay College will

- maintain the student diversity that characterizes the College's undergraduate student population;
- meet the educational needs of academically outstanding students;
- promote the core values of a liberal arts education with a design that is inclusive of all disciplines at the college;
- embrace the college's mission of broadly educating for justice and preparing students to be responsible citizens in the global community; and
- support a pedagogical approach emphasizing active learning and community building.

II. Benefits of the Proposed Program

A. For Students

- an enriched, challenging, interdisciplinary curriculum framed by an over-arching theme;
- participation in an ongoing learning community;
- opportunities for research with faculty, including participation in community-based research projects relevant to the program theme;
- opportunities for the presentation of research at national conferences;
- close faculty interaction and supervision;
- attentive advising and mentoring;
- on-campus employment;
- leadership opportunities;
- strong preparation for graduate school and the professions;
- recognition of excellence and accomplishment (on transcript/diploma); and
- scholarships and other benefits as funding permits.

B. For the Institution

- an opportunity to recruit and retain high achieving and highly motivated freshmen;
- a way to provide, through multiple entry points, an honors experience for students already at the College and students transferring in;
- a program of study and a cadre of students that will qualify John Jay to participate in the Macaulay Honors College;
- a catalyst for curriculum development, pedagogical innovations, and faculty collaborations across disciplines; and
- a program that will be attractive to donors and granting agencies.

III. Mission Statement

The Honors Program at John Jay College reflects the unique mission of the college in its academic focus on the liberal arts and the study of justice and in its goal to "inspire both students and faculty to attain/maintain the highest ideals of citizenship and public service" (John Jay College Mission Statement). The program will combine the rigors of a liberal arts education with a commitment to exploring the idea of the common good both as the theme of the program and as a basis for research projects by students. The program emphasizes critical thinking, creativity, and ethical decision-making with attention to global concerns, community responsibility, and civic mindedness.

IV. Program Theme

The organizing theme of the John Jay College Honors Program curriculum is "the common good." This theme flows from our college mission statement and provides an intellectual frame for the curriculum. Recognizing that the concept "the common good" represents a debate rather than a definition, the program enables students to consider the varying disciplinary and contextual factors relevant to understanding the concept of the common good and its construction. It is broad enough to encompass a wide range of interests (from poetry to politics) while providing an organizing principle around which students can develop a focused learning community and can ask broader questions than their individual disciplines might enable.

Students will be challenged to consider questions of the common good in an era of increasing globalization. The program's design asks students to explore the theme in relation to

- enduring questions of human existence;
- contemporary questions of social justice;
- perspectives from the humanities, social sciences, and sciences; and
- their own experiences in community building, both inside the classroom and beyond, including the role of the citizen-academic-practitioner in establishing and maintaining democratic societies.

V. The Proposed Program

A. Overview

The thematically-based curriculum is designed to promote academic excellence and to be inclusive of students in all majors at the college. The proposal is for a four-year program with multiple entry points. Students may enter as first semester freshmen or as transfer students. A significant cohort will be recruited from within our own student body, with entry possible at the upper-freshman/lower-sophomore level and at the lower-junior level. The Honors Core Curriculum focuses in the first two years on the concept of the common good, with a particular emphasis in the first year on the global city as context. In the third and fourth years, the curriculum enables students to emphasize either research in their chosen disciplines or research that addresses contemporary community problems. The latter prepares students to consider how the academy can effectively collaborate directly with communities in addressing the common good through academic projects and discipline-based research. The final senior seminar brings the entire graduating class of the program back together to present and discuss their various senior projects and the relevance of these projects to the theme of the program. The seminar provides an opportunity for students to reflect on how the ongoing exploration of the idea of the common good has prepared them for their roles as scholars, practitioners, and citizens of a global community.

The curriculum combines Honors Core courses with disciplinary courses. Together, these courses take students on a journey from exploration to expertise, while providing the flexibility to respond both to individual student interests and faculty research agendas. In its emphasis on writing, academic rigor and research, the program helps students make creative and ethical connections in and between the many communities of our city and world.

B. Overview of the Structure of the Program

The proposed Honors Program is comprised of two aspects: the "**Honors Core**" and the "**Disciplinary Component.**" The Honors Core will involve a (maximum) sequence of seven "core" courses within the Humanities, Social Sciences, and Sciences (see Course Descriptions and Curriculum Template).

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. The courses in the Disciplinary Component will be selected for inclusion in the Honors Program by the Program Director and the Honors Program Faculty Advisory Board, 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 junior year methodologies course will prepare students to pursue Capstone Option A or Option B in their senior year.

All students in the program will complete a capstone research experience. Students may choose one of two options for this capstone experience. Each option requires a research project. Option A enables students to design a research project exclusively

within their majors under the guidance of a faculty member in the major. Option B enables students to design a research project that addresses and acts to solve a community-based problem relevant to the theme of the common good (see below for description).

Capstone Research Option B: Research in/for the Common Good:
The capstone research option to develop community-based projects addressing local problems and concerns challenges students to apply their academic skills to the concerns of the communities of our city and the problems we share in the global community. Introducing students early in their careers to the significance of collaboration between the academy and community in addressing social problems and issues of social justice will foster students' ongoing commitment to public service and civic engagement. Students may work in interdisciplinary research teams in Option B. When working together to achieve mutually desired goals, students will understand the complexities of leadership, community building, and collaboration. Projects may range from subway poetry to crime prevention, but they will share the goal of addressing the common good.

Credit requirements vary depending on point of entry:

- **Freshman entry: 30** credits to complete the Honors Program. (7 core courses, 3 disciplinary courses)
- **Upper-Freshman or Sophomore entry: 24** credits. (5 core courses, 3 disciplinary courses)
- **Junior entry: 18** credits, including the Intellectual Foundations I course taken in the junior year (4 core courses, 2 disciplinary courses).

C. Relationship of the Program to General Education Requirements and Majors

The College is presently considering the revision of its general education requirements. When that process has been completed, the College will determine which general education requirements can be satisfied by courses in the program. We anticipate most courses in the program will satisfy general education requirements or credits in the major.

VI. Admissions, Retention, and Graduation Policies

A. Size of Program Based on Multiple Entry Points

The program is predicted to enroll 25 freshmen, 30 sophomores, 20 juniors. We will maintain our commitment to access for our working and non-traditional students within our recruitment approaches.

B. Admissions

The purpose of the John Jay Honors Program admissions criteria and application process is to ensure that only students who have the ability and the motivation to succeed are accepted into the program. The John Jay Honors Program admissions criteria reflect the National Collegiate Honors Council (NCHC) guidelines for admissions: "What matters [in admissions] is where those students are positioned in relationship to other students at that particular institution, not so much where

they rank nationally. What seems important is the relative nature of academic superiority."

Accordingly, entering freshmen and freshmen in their first semester at the college with a high school average and an SAT score that places the student in the top 10% of the (previous year's) John Jay College freshman cohort will be invited to apply to the program. The minimum cumulative GPA for students applying to the program as sophomores and juniors is 3.3.

Consistent with admissions policies across CUNY campuses and the recommendation of the NCHC, admission to the John Jay Honors Program will be based on a portfolio not on a single criterion. This is consistent with admissions policies across CUNY campuses and the recommendation of the NCHC.

Portfolio for entering freshmen and freshmen in their first semester at the College:

- High School Average: Rank in top 10 percent of the (previous year's) John Jay College freshman cohort.
- ACT Composite Score or SAT score: Rank in the top 10% of the (previous year's) John Jay College freshman cohort.
- Two page biographical essay including an explanation of their interests in this particular program
- Interview by Honors faculty member

Portfolio for current John Jay students and transfer students

- GPA: 3.3 or higher
- Writing Sample: approximately 500 words (previously graded work)
- Two page biographical essay including an explanation of their interests in this particular program
- Two letters of recommendation: at least one must be from a John Jay faculty member (transfer students need at least one letter from a faculty member at their previous institution)
- Interview by Honors faculty member
- Interview by current or former student in the program (optional)

Applications will be reviewed by an admissions committee chaired by the Director of the Honors Program and with members drawn from the Honors Program Advisory Board.

The admissions criteria will be re-examined after two years. The Honors Program Director will report to the UCASC Standards Subcommittee on the impact of the criteria on the size, composition, and performance of the previous years' cohorts. A report regarding the students admitted to the program and any recommended changes in admission criteria will go through the college governance process.

C. Retention

Students in the Honors Program will be expected to maintain outstanding performance in order to be retained in the program. Students will be evaluated each semester, considering academic performance and commitment to the learning community of which they are part. Students will be expected to maintain a minimum overall GPA of 3.3 each semester. Students who do not maintain the minimum GPA or who do not maintain an overall outstanding record will be placed on probation for a semester and re-evaluated. They can be removed from the program if their performance does not meet these criteria. The Director and faculty in the program will collaboratively make this determination. [2]

D. Graduating with Program Honors

To graduate with the designation of Member of the John Jay College Honors Program on the transcript, freshmen and sophomore-entry students must complete the program with an overall 3.3 GPA. Junior entry students who maintain a 3.3 GPA will graduate with the designation of Member of the John Jay College Junior-Senior Honors Program on the transcript.

VII. Faculty Governance and Participation

A. Faculty Governance

The Honors Program Faculty Advisory Committee (presently the Faculty Steering Committee) will become the faculty governance structure of the program, with an ongoing role of reviewing and revising the program. It will collaborate with the faculty administration of the program to address essential functions, such as reviewing admissions and retention criteria and assessment and learning outcomes data, selecting courses for inclusion in the disciplinary component of the program, and determining faculty participation in the program. The Advisory Committee will be comprised of faculty representing the academic diversity of the college and the various governance bodies of the faculty. It will include representatives from the Council of Chairs, Faculty Senate, and Undergraduate Curriculum and Academic Standards Committee (UCASC); two at large representatives; and the faculty

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[2] John Jay internal admissions and retention standard is consistent with the range of CUNY admissions and retention criteria for honors, as indicated in the following chart:

CUNY College	Admissions/Retention GPA	Additional info
Queens	3.0 GPA	
City College	3.0 GPA	
York	3.25 GPA	4 semester program
Queensborough CC	3.4 GPA	
Hunter	3.65 GPA	Junior-senior year program only

administrator of the program for a total of six members. One at-large member will be recommended by the Faculty Senate and one by the UCASC. The composition of the committee will be balanced to include representation from the humanities, social sciences and sciences. It will hold regular meetings during each semester and provide progress reports to the Provost and Dean of Undergraduate Studies on an ongoing basis. Both may be invited to attend these meeting for discussion and consultation.

The program will be administered by a director who is a full-time member of the faculty. That person will be appropriately compensated for the position.

B. Faculty Participation

Teaching faculty for the program will be selected through self-referral and recommendations by department chairs and by other faculty. Only full time faculty will teach in this program. Faculty will rotate through the program in two year terms. There will not be a permanent Honors Program faculty; rather, faculty throughout the college will have an opportunity to participate.

VIII. Assessment Plan

Learning Objectives

Upon completion of the Honors Program:

- Students will be able to demonstrate a critical understanding of the concept of the common good, and its relation to issues of social justice.
- Students will integrate and communicate perspectives of the humanities, social sciences and sciences in written and oral work, and in research endeavors
- Students will apply leadership skills to their research projects, community work and other professional endeavors.
- Students will write and speak with competence in appropriate academic language
- Students will develop their own perspectives on ethical issues regarding community, society and the common good

Assessment Methodology

We will set up an assessment sub-committee for the Honors Program composed of faculty teaching in the program to carry out ongoing assessment. It will work closely with the college's Director of Academic Assessment. Student performance will be assessed throughout the program. In the initial stages of the program, assessment will focus on the upper sophomore leadership course and the senior capstone seminar. At the sophomore level this can include evaluations of final projects or papers and/or evaluation of reflective journals that each student will keep. At the senior level, assessment may include evaluation of the final capstone seminar paper and presentation using rubrics.

Ongoing assessment methods can include (but will not be restricted to):

Evaluation of the program

A. Assessment through student data (examples)

- Final papers
- Class presentations
- Senior capstone reflective journal on ethical issues regarding community, society and the common good
- Student exit interviews on completing or leaving the program
- Student focus groups regarding the learning experience
- Use of rubrics for evaluation

B. Assessment through institutional data

- Graduation rate, retention at the college, retention in the honors program, time taken to complete the undergraduate program
- Placement in jobs, acceptance in graduate schools and professional schools
- Number of undergraduate research experiences undertaken by honors students
- Number and quality of student presentations at professional conferences
- Student initiated community projects relevant to the theme of the program
- Interviews with community organizations associated with the Honors Program Leadership roles at the college undertaken by Honors Program students

IX. CURRICULUM [3]

FRESHMAN YEAR
Learning Objectives:
Engage in critical thinking
Develop student community
Appreciate the social fabric of the city
Understand relationship of globalization and NYC

Fall Semester
Community and the Common Good: Exploration in the Global City, Part I (3 credits)
Writing Intensive
Honors 1XX

Community and the Common Good: Exploration in the Global City, Part I

Concepts of "community" and the "common good" will be examined both in and out of the classroom in a writing-intensive course taught by full-time faculty from different departments. New York City will provide the context for this introduction to the Honors Program and to the college. Students will use the city's abundant resources to examine questions that are central to the Honors experience. While syllabi for this course will change depending on the professor, "Community and the Common Good" will allow students to begin the conversation about how modernity, creativity, globalization, and mobility—hallmarks of New York life—impact how we understand, experience and articulate who we are and what we have in common. The course will emphasize community building within the classroom and community exploration outside of it.

Spring Semester
Public Discourse and the Common Good: Exploration in the Global City, Part II: (3 credits) Writing Intensive

Honors 2XX

Public Discourse and the Common Good: Exploration in the Global City, Part II

This is the second part of the two-semester introductory honors course, which will focus attention on the ways in which writing shapes and is shaped by different disciplines and on the role of public discourse in constructing our sense of community and the common good. It will maintain the emphasis on student community building and on an interdisciplinary understanding of what constitutes, threatens, and invigorates the common good.

[3] The curriculum presented here provides a framework. It is understood that course proposals will be developed and presented for consideration to the UCASC.

SOPHOMORE YEAR

Learning Objectives:

Develop deeper understanding of concepts of the common good within disciplines
Develop understanding of interdisciplinary models
Develop conceptual models of leadership
Develop student teamwork

Part I. Fall or Spring Semester
Intellectual Foundations I: What is the Common Good? (3 credits)
Honors 2XX

Intellectual Foundations I: What is the Common Good?

This course will emphasize how different disciplines frame seminal questions about the historical, religious, scientific, and philosophical contexts that have shaped and continue to shape questions of the common good. The course will address themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. The course will emphasize writing, research and community experiences consistent with the other offerings in the Honors Core.

Part II. Fall or Spring Semester
Intellectual Foundations II: Leadership and the Common Good (3 credits)
Honors 2XX

Intellectual Foundations II: Leadership and the Common Good

This course will examine models and ideas of leadership across cultures and over time, keeping in mind how questions of the common good shape such models and ideas. The course will enable students to consider the relation between collective goals, individual needs, and the challenges that leaders and communities face in promoting the common good. The final project for this course will use John Jay College as a case study.*

* *Students can develop and implement this project for credit in the junior year.*

JUNIOR YEAR

Learning Objectives:

Understand disciplinary epistemologies and methodologies
Develop conceptual frame for problem-solving research
Understand interdisciplinary research approaches

Fall or Spring Semester
Comparative Epistemologies and Methodologies (3 credits).

Choose Option A or B Both options introduce students to disciplinary approaches to formulating research questions and the underlying epistemologies that determine these approaches. Either course will function a a pre-requisite for the senior capstone research options. Option B emphasizes research questions and methodologies relevant to community-based research and social justice concerns.

Students will choose one of these two options in consultation with their major and honors advisors

Option A

Honors 3XX

Comparative Epistemologies and Methodologies A:
The Idea of the Common Good across Disciplines

Epistemologies and methodologies 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 common good. Each student will develop a research proposal on an aspect of the common good, incorporating at least two of the three areas of the liberal arts and sciences.

Option B

Honors 3XX

Comparative Epistemologies and Methodologies B:
Formulating Research Questions on the Common Good

This course focuses on questions of methodologies and epistemologies in considering community-based research and collaborative models relevant to social justice concerns. The course will enable students to appreciate the unique contributions of each of the liberal arts and sciences in defining and addressing social issues for the common good. It will also address issues of power and control in defining problems and constructing research agendas where inequities of power and colonialist legacies are relevant concerns in such production of knowledge. 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 and to critique constructions of social identity in developing relevant research models. Each student will develop a research proposal that will address a community concern through designs which are academically rigorous, theoretically based and geared toward social change and the common/public good. This course is recommended for students who plan to take Option B, Research in/for the Common Good: A New York Experience, as their senior capstone research option.

SENIOR YEAR

Learning Objectives:

Understand how to engage in research for the common good
Produce completed research project and present to colleagues and community
Learn to apply knowledge and academic resources to research questions in your field (Options A & B)
Learn to apply knowledge and academic resources to address actual community concerns (Option B)

Fall Semester

Capstone Research (Credits for Option A will be granted in the major department; Credits for Option B will be determined by the Honors Program in consultation with the student's major advisor.) (3 credits)

Option A

Capstone Research
Research in the Major

Students will complete their capstone project in their major. The major and honors advisors will consult on the development of the project to determine how the idea of the common good will be represented by the student in his/her final project.

Option B

Honors 4XX

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

Students will develop research projects in the common interest/for the common good focused on New York City as "our global city." The 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 common 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. 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.

Spring Semester
Capstone Seminar: Research and the Theme of the Common Good. (required for all students in the program) (3 credits)
Honors 4XX

Capstone Seminar: Research and the Theme of the Common Good

All honors students will take part in the senior honors seminar. They will present their senior projects and discuss the relevance of the project to the core concepts of the four-year program. Each student will develop a reflective paper or project on the relevance of the theme of the program in their intellectual development and undergraduate experience.

ADDITIONAL COMPONENTS

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 the College's 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

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	FE, SE, JE	FE, SE, JE	FE, SE, JE
Core Course Community and the Common Good: Explorations in the Global City I. (**3 credits**)	**Core Course** Public Discourse and the Common Good: Explorations in the Global City II (**3 credits**)	**Core Course** Intellectual Foundations I What is the Common Good? (**3 credits**)	**Core Course** Intellectual Foundations II: Leadership and the Common Good (**3 credits**)	**Core Course A** Comparative Epistemologies & Methodologies A: The Idea of the Common Good across Disciplines OR **Core Course B** Comparative Epistemologies & Methodologies B Formulating Research Questions on the Common Good (recommended for those who will enroll in the Senior Capstone Research Option B) (**3 credits**)		**Core Course I** Capstone Research **Option A** Research in Major (credit to be granted in the major department) **Option B** Research in/for the Common Good: A New York City Experience (students may select this option with approval of their major advisor) (**3 credits**). **Spring Semester** **Core Course II** Capstone Seminar: Research and the Theme of Common Good Required for all students (**3 credits**)

			Disciplinary component 200 level **(3 credits)**	Disciplinary component 300 level **(3 credits)**	Disciplinary component 300 level **(3 credits)**	

Maximum Total Credits:
Freshman Entry: 21 Honors Core + 9 Disciplinary Component = Total 30 credits
Sophomore Entry: 15 Honors Core + 9 Disciplinary Component = Total 24 credits
Junior Entry: 12 Honors Core (junior entry students will be required to take Intellectual Foundations I in their junior year) + 6 Disciplinary Component (may be satisfied by completion of courses prior to entering the Honors Program).). = Total 18 credits.

ATTACHMENT E

John Jay College of Criminal Justice

Final Report of Findings and Recommendations

April 28, 2009

KEELING & ASSOCIATES *vision, strategy, and results in higher education*

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Introduction

The purpose of this project was to assist the John Jay College of Criminal Justice of the City University of New York (John Jay; the College) in developing strategies to support greater student retention, especially for undergraduates. Keeling & Associates, LLC (K&A) provided consulting services, technical assistance, and the customized application of proprietary intellectual assets, resources, and materials appropriate to the content and purposes of the project. Additional information about K&A is available on our Web site (www.keelingassociates.com).

The primary product of K&A's work will be an institution-wide strategic retention plan that will provide guidance and direction through short- and long-term goals and objectives and will include implementation and change management plans. This document is the final report of K&A's findings and recommendations; it will inform the development of the strategic retention plan,[1] which K&A will prepare following review and approval of this report.

Context

Factors usually associated with student retention are complex, multiple, and interrelated. Categories of those factors include, at minimum:

- Personal/student characteristics and challenges (including personal health and well-being and social, relational, and family concerns)
- Ability to pay the costs of education; hardships caused by bearing or financing those costs on students and/or their families and supporters
- Levels of student engagement with the institution and its educational programs (in intellectual, recreational, and social, or community domains)

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[1] This revised final version of the report supersedes two previous drafts, which were presented to and reviewed by the President, Provost, and Vice Presidents for Enrollment Management and Student Development on March 5 and 31, 2009. It incorporates changes and clarifications discussed during those meetings and others requested by the President and Provost in subsequent email correspondence.

Before developing the first draft of the report, K&A presented both a summary of findings (organized as primary themes) and our first set of preliminary recommendations to the Provost and Vice Presidents for Enrollment Management and Student Development in a meeting at John Jay on January 30, 2009.

- Institutional engagement with, or investment in, students (including faculty attitudes toward students and their potential; standards for services provided to students; levels of expectations and accountability of students in academic and non-academic learning experiences; accountability for academic conduct; and expectations for personal conduct)
- Elements of the institutional learning environment (campus culture, perceived encouragement to learn, distractors, and the sense of connectedness or community on- and off-campus)
- Learning support provided to students (including academic advising, personal and career counseling, monitoring of academic achievement, tutoring, mentoring, and teaching of cognitive skills)
- The quality of academic programs (curriculum, general education, range and diversity of majors, degree of coupling of classroom and experiential learning)
- Quality and effectiveness of teaching; students' access to and ability to develop meaningful, ongoing relationships with full-time faculty members
- Institutional policy and regulations
- Features of the surrounding community, and the interactions of the community with the campus
- Access to the campus; difficulty students face in getting from home or work to campus

An effective approach to retention at John Jay must take into account at least the major pertinent factors included in the list above. Determining which of those factors are most important and pressing for John Jay's students, and which may be suspected or recognized as critical retention concerns within the institution, is an essential initial step. Once probable key factors in retention at John Jay are identified and prioritized, it becomes possible to develop an institution-wide approach to retention that responds specifically to those factors using evidence-based analysis and known best practices. Recommended strategies will likely call for action from all parts of the College.

Since retention is a broad institutional responsibility, the goals and objectives developed must be infused in the work of faculty, student affairs staff, and administrators. Accordingly, implementation of the strategic retention plan will require effective dissemination, communication, professional development, and change management activities.

Finally, a sound strategic retention plan requires evaluation; using effective evaluation methods, the College can determine what aspects of the retention plan are successfully implemented (formative evaluation) and what the outcomes of those activities are (impact evaluation).

Even the richest research universities and most comprehensive state colleges and universities in this country do not do full justice to undergraduate education -- and, therefore, to support for student success and retention -- because the incentive and reward system for the faculty is so skewed towards scholarship and research. K&A understands that John Jay wishes to identify specific, short-term actions that the College can take to support greater student retention, including, as possible examples, better academic advising and further development of student affairs programs and services. We will consider those short-term needs in developing the strategic retention plan. At the same time, and as emphasized in this report, it is likely that actions necessary to improve retention will require more than minor or isolated and categorical changes, as would also be true in other institutions.

Method

K&A consultants and consulting associates spent about six days on-site[2] at John Jay and conducted 33 individual and group meetings with more than 115 students, faculty, staff, and administrators. At least one senior consultant and one consulting associate attended and recorded notes at each meeting. After the meetings, consultants and associates transcribed their notes; all notes were collated, aggregated, edited for clarity, and read by at least two senior consultants.

The consultants also reviewed reports and data provided by John Jay and available on the institution's Web site. Key findings from those reports and data were integrated with notes from the meetings and interviews. Readers (both senior consultants and consulting associates) identified and highlighted important themes in the collated notes. One senior consultant then developed an initial list of repeated and consistent themes; the other senior consultants and associates reviewed and affirmed or challenged the list. Senior consultants discussed and resolved differences. The final consensus list of themes

[2] Dates: October 31; November 7, 24, and 25; December 11 and 22.

provided the basis for the analysis provided in the original thematic summary from which the consultants developed this report.

As noted earlier, K&A reviewed our findings in a summary of themes and a list of preliminary recommendations with the Provost and Vice Presidents for Enrollment Management and Student Development, who affirmed that the findings were generally consistent with their knowledge and experience.

Project Timeline

Activity	Oct	Nov	Dec	Jan	Feb	March - April	May - June
Orient project team; begin project management; review of documents and data; preliminary interviews							
Final data collection and project plans							
Data collection, including survey(s)							
Short-term recommendations							
Analysis and formulation of drafts							
Final strategic retention plan							
Implementation assistance							

Findings and Analysis: Major Themes

The Priority of Retention

President Travis has established enrollment and retention goals (to be met by 2014): to raise the six-year baccalaureate graduation rate above 50% (currently 42.1%; CUNY senior college rate is 45%) and four-year completion rate for graduate students above 66% (currently 55%). The Chancellor of the City University of New York (CUNY) System expects increases in retention in all schools.

The discontinuation of associate degree programs at John Jay -- a policy decision with which the consultants strongly agree -- created pressing needs to a) enroll higher number of baccalaureate freshmen and transfers, b) retain a higher proportion of baccalaureate students, and c) recruit and retain more graduate students, especially at the master's level.

- Between Academic Year (AY) 2007 and AY 2009, the number of incoming baccalaureate freshmen increased from 1,027 to 1,414 (38% improvement); the College intends to enroll 1,900 baccalaureate freshmen by AY 2011. In AY 2009, John Jay enrolled 1,200 transfers, up from 1,000 the previous year (50% from CUNY schools, the rest primarily from community colleges in Long Island and New Jersey). John Jay intends to increase retention 2% per year and transfer numbers by 10% per year over the next 5 years.

- CUNY educational partnerships are designed to allow seamless transition from community colleges to John Jay; because of these arrangements, John Jay believes it is not "abandoning" or disadvantaging the historical population of students who came to the College for associate degrees. Assuming they do well in community college, students may transfer to John Jay and graduate with both associate and bachelor's degrees.

- The discontinuation of associate degree programs did not eliminate the need for remedial courses. Those courses now have different names and formats but are, if anything, more challenging to provide and administer.[3]

President Travis seeks to strengthen academic standards as one key way to improve academic quality and retention (i.e., by the admission of more qualified students): the minimum required high school score is now 75, and will increase to 80 in AY 2010;

[3] See later comments about the adequacy of preparation of incoming freshmen.

minimum SAT is now 800.[4] This improvement in academic standards is linked to broader efforts to strengthen the College's academic offerings and institutional profile. Subject to certain considerations described later in this report -- primarily the possibility that higher admissions standards may result, in the short term, in lower total enrollment -- the consultants support the President's intention to strengthen admissions standards.

Retention: A Multifactorial Challenge

Many factors at John Jay may discourage undergraduate retention. Therefore, improving retention, given a variety of institutional and demographic realities described below, is a multifactorial challenge.

Perspective: Retention is always some part infrastructure, and some part culture—perhaps more culture than infrastructure in most institutions. Note that here we define retention not simply as keeping students in school until they graduate, but as ensuring their ability to demonstrate competency and skills worthy of the bachelor's degree. The implication of this conjoining of retention with quality is that in the short run, John Jay could raise its expectations and standards for both admission and graduation -- but if that is all that it does, it may suffer a decrease in retention and graduation rates.

But the research shows that if an institution simultaneously raises standards AND improves the learning environment (e.g., better teaching and relationships with faculty members, student personal and academic support, advising, feedback via appropriate and timely assessment, tutoring, learning communities, etc.), then it can raise standards and retention through to graduation, assuming it effectively communicates standards and expectations to students before admission and again at matriculation.

Improving retention is very difficult across all kinds of institutions, and the reason little gain is made is because most institutions assume that changing one or a few things (e.g., establishing or improving first-year seminars, improved advising, better first-year orientation programs) will make big differences, when in fact sustainable improvement in retention to graduation requires significant campus cultural change to achieve a collective and cumulative effect. It is the synergistic and cumulative effect of many improvements simultaneously that finally helps an institution reach a tipping point or critical mass of

[4] This reflects the required minimum score on the traditional SAT mathematics and verbal test components, without the additional writing section.

change to effect retention -- a multivariate problem with multifactorial solutions. This is the difficulty the consultants face in making useful, practical recommendations for short-term actions that would authentically and predictably improve retention.

Obstacles and Barriers to Retention at John Jay

Given both the characteristics and levels of academic preparedness of the students now arriving at John Jay and the limited institutional resources available with which to support those students as learners, it is remarkable that the College is doing as well as it is. We attribute this to a dedicated, if overburdened, faculty and staff, most of whom we found to be extraordinarily committed to the institution and its students. The spirit with which John Jay's teachers and administrators repeatedly and consistently make the most of limited resources is one of the College's greatest strengths.

Admissions

Undergraduate baccalaureate admissions standards at John Jay have historically been low and admission has not been selective. The continuing supply of students for the associate degree programs obviated the need to make serious investments in associate or baccalaureate level retention. One respondent in our interviews said, "The College's enrollment challenges have largely been an admissions problem -- it was a revolving door." John Jay did not in the past provide sufficient academic and personal support for either the associate or baccalaureate degree students. Therefore, the College does not have a legacy of strong experience or success in supporting students as learners.

Now, however, John Jay needs to increase retention and focus on student success at the baccalaureate level when many students admitted to the College are not up to the intellectual challenge and requirements of college-level work.

- A group of recently recruited faculty members interviewed by the consultants estimated that at least 20-25% of freshmen in their classes are not functionally qualified or prepared to be in college. Other faculty gave even higher estimates -- as many as 30-40% of freshmen in their classes underprepared for college.
- Faculty also emphasized, however, that the high-performing students at John Jay, though small in number and few as a proportion of their classes, are as good as those in any other university.

- The complexity of students' lives leads to additional challenges: even if they are academically prepared and are able to do well in class, many students do not have enough time, life flexibility, family support, or resources to allow time for study or reading outside class. Their ability to devote sufficient time on task to support effective learning is very limited, given their economic, transportation, and personal challenges.[5] In the 2008 CUNY Student Experience Survey, only about half (49%) of John Jay students reported preparing for class for 6 hours or more per week -- a smaller percentage than reported by students at CUNY senior colleges (60%) or in the total CUNY cohort (54%).[6]

- The average entering SAT score for John Jay students is 937[7]; this figure has gone down slightly over the past four years. This average reflects performance in the 20th to 30th percentiles for all students taking the SAT.[8] These metrics reinforce the level of academic preparedness of, and, therefore, the degree of educational challenge faced by, students admitted to John Jay.

- Students have the option under existing College academic policy to take as many as six courses per semester, though faculty (and the great majority of students with whom the consultants spoke) report that they can barely handle four, in most cases. Many faculty members regard this option as unfortunate, and some described it as "destructive."

- Faculty members who earned their Ph.D.'s at the best research universities may not be professionally well-prepared to support and teach the kind of students who come to John Jay. John Jay's students often require levels of academic support and caring that exceed both the faculty members' personal experience as students themselves and their professional capacity and preparation.

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[5] See also later discussion.

[6] The percentage of John Jay students who spend at least 6 hours per week preparing for class has declined in successive administrations of the Student Experience Survey. Those percentages were 63% in 2002, 55% in 2004, 54% in 2006, and 49% in 2008.

[7] Average score for traditional mathematics and verbal tests only.

[8] SAT Percentile Ranks for Males, Females, and Total Group: 2007 College-Bound Seniors—Critical Reading + Mathematics + Writing. (PDF) College Board.

Characteristics and Challenges of Students

Most John Jay students have extraordinary personal, family, and financial challenges. Seventy-five percent come from New York City high schools; more than half are first generation college students. High proportions work full or part time,[9] spend many hours commuting to campus, and have to provide care for formal or informal dependents -- these rates are in each case worse than those for students in John Jay's peer institutions, according to the results of the National Survey of Student Engagement (NSSE) in 2008.[10] John Jay students are often distracted by these complex "life factors" and have little margin for error caused by stress, etc. A family event or change in the student's personal or family financial picture may interfere with focus, funding, motivation, and time for school and study -- and therefore lead to departure.

However: despite their out-of-class time commitments, John Jay students surveyed in the 2008 administration of NSSE also reported levels of engagement with academic work that are generally similar to those of students in three groups of peer institutions.

- Seventy-six percent of students at John Jay receive financial aid (grants, loans, or work study). The National Postsecondary Student Aid Study (NPSAS) shows that, overall, 66% of all undergraduates nationally received some type of financial aid in 2007/2008; in public 4-year doctorate granting institutions, 72% of undergraduates received financial aid.[11] In the CUNY system, 70% of degree-seeking students receive financial aid.[12]

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[9] In responding to the spring 2008 CUNY Student Experience Survey, 63% of John Jay students said they work full or part-time. In comparison to the total CUNY student cohort and the CUNY senior college student cohort, John Jay students were sightly more likely to work for pay and more likely to work 21 hours or more per week.

[10] The 2008 NSSE results showed that John Jay first-year students and seniors both reported devoting large amounts of their time working for pay off campus, commuting to class, and providing care to dependents. Moreover, John Jay students spent significantly more time on these activities than do students at the peer institutions. Two examples: 1) 70% of John Jay first year students and 63% of John Jay seniors reported spending at least 6 hours a week commuting to class -- far higher than the 28-30% of first year students and 30-34% of seniors in the three groups of peer comparison schools; and 2) more than twice as many John Jay first year students -- 38% versus 17% in all three groups of peer institutions -- spent at least 6 hours a week caring for dependents.

[11] Source: 2007-2008 National Postsecondary Student Aid Study, April 2009; http://nces.ed.gov/pubs2009/2009166.pdf, accessed 4/10/09.

[12] Source: CUNY Web site: http://web.cuny.edu/about/index.html, accessed 3/20/09.

- Given these challenges and the reality of "stop in/stop out" enrollment patterns, John Jay may have to recognize graduation rates in intervals longer than six years; in other words, measuring 6 year graduation rates may understate actual completion rates at John Jay.

Limited Student Support Services

The College offers limited personal and academic support services for students in any category. The Registrar reports that students who leave the College most often cite personal, relationship, family, health, and financial concerns as reasons for their departure. One respondent summarized the situation as follows: "Once they get here, they get lost; they have no connection with counselors or advisors, they're taught by adjuncts who know little about the institution, they get little information...you wonder how people actually get here and once they've been here how they get to graduation."

In their responses to the 2008 administration of NSSE, high percentages of first-year students and seniors reported that the College provides only very little or some support to promote their success. For example: 26% of first year students and 27% of seniors endorsed "some" or "very little" regarding the extent to which the College emphasized spending significant amounts of time studying and on academic work; 29% of first year students and 39% of seniors endorsed "some" or "very little" regarding the extent to which the College provided them with the support they needed to help them succeed academically. And 61% of first year students and 69% of seniors checked "some" or "very little" regarding the extent to which the College helped them cope with their non-academic responsibilities.

- Many respondents in our interviews felt that no level of support services would be sufficient to retain some minority of current undergraduates who are so underprepared or unready for college that they will almost certainly not succeed regardless of attempts to assist and support them. Speaking directly about an issue implied by many others, one respondent said, "If we aren't going to serve and support them, we shouldn't admit them."

- A much more diverse and sophisticated portfolio of support services would be necessary to support the potential for achievement and success of another large proportion of students.

- The Office of the Dean of Undergraduate Studies has responsibility for undergraduate student success and retention initiatives but has extremely limited resources of staff, space, and funds.

- A common view among both faculty and staff whom we interviewed is that students do not take full advantage of existing support services. As one respondent said, "We don't have enough support services, yet the students don't even take advantage of what currently is out there. The students don't spend enough time on campus to know about, find, or use these services." But there has been mostly a "walk-in" mentality regarding the delivery of student support services; there is no active surveillance, case-finding, etc. Services therefore may be utilized primarily by students who self-identify and self-refer, but many other students may "fall through the cracks." Students who most need help may not have sufficient self-efficacy and self-advocacy attitudes and skills to ask for it. This, obviously, may explain some part of the perception that students do not use existing services.

- Infrastructure and technology for most student support services is exceedingly limited and generally out-of-date; there are insufficient telephone lines and staff to meet students' needs.

- The College has established a new Advising Center (space pending) with a Director and 3 advisors who have been hired. While the development of the Advising Center and the deployment of new resources to provide academic guidance are important steps, all respondents in our interviews and meetings recognized the limitations this level of resources imposes; many reported that other CUNY colleges have far more staff doing this type of work.[13] Only about half of John Jay students responding to the 2008 CUNY Student Experience Survey were satisfied with academic advising.[14]

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[13] As an example: the Center for Academic Advisement at Baruch College has, in addition to the Director, a staff of 12 advisors who provide both appointment and walk-in advising with extended hours on two days a week. Baruch has about 13,000 undergraduates -- within about 10% of the number enrolled at John Jay.

[14] In that survey, 51% of John Jay students felt satisfied to very satisfied with academic advising while 20% felt dissatisfied to very dissatisfied with academic advising. The remainder, 28% were neutral towards academic advising. In comparison, the CUNY Total cohort had a slightly higher percentage of satisfaction towards academic advising (53%), a similar level of dissatisfaction (21%), and a smaller level of neutral responses (25%).

  - At the same time, some faculty and department chairs with whom we met objected to "civilianizing" advising -- believing that advising by staff members will be just about compliance with regulations.

  - The faculty collective bargaining agreement defines faculty workload in such a way that advisement is not considered part of workload unless faculty are given reassigned time to do it.

- There is a very limited staff and availability of appointments in Writing Center.

- The Office of First Year Experience has only one staff member.

- There is no required first year seminar/transition to college course; establishing one is under consideration, but is still in the planning stages.

  - A new common-reading program developed by faculty members and the Office of the Dean for Undergraduate Studies is a bold and promising experiment: the "Subway Series." The idea was to allow students to transition to college within the context of the symbols, systems, and realities of their own worlds. The students, most of whom are commuters, could 'navigate' this idea as if it were a subway map. Common readings address the general theme, but different disciplines contributed their ideas (art, math, poetry on placards in subway cars) to engage students on a level they can understand and engage.[15]

- The new student orientation program is very limited, has a tiny budget, and is supervised by one employee who manages the program outside her regular work responsibilities.

- No summer experience program is available to freshmen before they start school aside from the summer basic skills immersion programs mandated by the University for students who are not skills-certified.

- Peer tutoring programs have been developed in science but have not been implemented at scale in other areas.

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[15] In an unplanned, informal, non-scientific "study" of 11 freshmen in an elevator, one of the consultants found that 100% of the students were familiar with the Subway Series; several described their experiences with it in some detail.

Weak Sense of Community and Student Engagement

Student campus culture is (as reported by students themselves) easily and quickly described: "Come to school -- do what you need to do (classes) -- leave." Most students work, many have family responsibilities, and most travel long distances to get to John Jay, as noted earlier. Both students and Student Development staff agreed: "There is no sense of community at John Jay."

- There are few gathering spaces; even groups of students in majors have little or no collective study or meeting space.

- Students object to John Jay policy and practice on student events and activities; they feel College administration is highly and excessively risk averse and overestimates risks of events. Student government seeks more up-to-date student activities, greater support from that office, easier guest access, less demand for extensive security forces at events. The work of Student Activities has historically been primarily compliance and paperwork-based. It is a tiny office with three staff for 12,000 undergraduate students. The cost of this level of institutional risk aversion (security) is reduced student engagement and a the loss of a sense of community.

Organizational Structure

- There is really no central, senior position with accountability for retention -- no "retention czar."

- Currently, the Director of Graduate Admissions reports to the Vice President for Enrollment Management. In our interviews, some academic administrators suggested that a different organizational placement for Graduate Admissions, in which the Director reported instead to the Dean of Graduate Studies, might better align graduate admissions with the goals of Graduate Studies.

Academic Policy and Practice

- In the first two years, many undergraduates see no full-time faculty members. General education courses are taught primarily by adjunct instructors. John Jay has encouraged full-time faculty to teach in general education courses but with little success; there is no specific reward or positive incentive for faculty members to do so.

- New full-time faculty have 24 credit hours of release time in the first five years of their appointment to the faculty. Although 35% of the full-time faculty have been hired within the last four years, there is a serious problem with faculty coverage in undergraduate classes because of a) the contractual release time, b) contrary institutional expectations for scholarship and research, and c) need for full-time faculty to cover advanced level courses.

- 42% of all undergraduate instructional FTE is delivered by full-time faculty -- which means more than half is delivered by part-time/adjunct faculty.

- The quality of teaching and student relationships developed by adjunct faculty members is reported by full-time faculty, students, and administrators to be highly variable; the scope of their contracts and levels of compensation do not encourage their strong engagement with student learning and retention.

  - There is no consistently applied process or procedure for evaluating and improving the teaching done by adjuncts.

- The general education curriculum, courses, and policy have been recently reviewed. The main thrust of a recent report from the responsible Committee is that general education has to focus on the principles of what makes a good general education program in a national context, and on determining and establishing general education learning outcomes -- looking toward the future, not the past. That report is now under review.

- John Jay does not have formally designated gateway courses that must be passed successfully before students move ahead academically (that is, there is no competency-based process of incrementally advancing students in the lower division); instead, the College has informally (and likely unintentionally) "controlled" academic quality by failing students in early required courses. Example: Government 101, which is not intended as a barrier course, has as much as 40-50% failure rate in some sections; introductory mathematics course is another example. There are many problems in these introductory courses -- adjunct faculty, policy problems trying to engage full-time faculty (doing so would have put adjuncts in classrooms as teachers for senior major courses), and the relatively poor levels of preparedness of many students.

- The College has not consistently or regularly provided "second best" options (alternative programs) for students who are unable to succeed in their originally chosen program of study. This is especially true in forensic sciences; students who do not do well in forensic sciences should be able to shift their academic program to an alternative program without losing the value and time invested in courses already taken and passed.

- Several faculty respondents claimed that some of their faculty colleagues tend to "pass-through" students (give passing grades despite poor performance) to get them out of school regardless of their capacities.

Academic Scheduling

Scheduling of classes for undergraduates and graduate students has historically been faculty-centered, rather than student-centered (schedules have been determined primarily on the basis of the convenience or preferences of the faculty member).[16] In the 2008 CUNY Student Experience Survey, about ⅔ of John Jay students reported that courses were offered at times when they could take them *and* that they could register for every course they wanted to take -- which means that about ⅓ of students indicated otherwise. These percentages are similar, however, to those recorded for the overall CUNY and CUNY senior college cohorts.

- It has been difficult to correct this problem because faculty resist having staff tell them when to schedule classes -- an example, respondents in our interviews often cited of the need for faculty culture change.

- As a result, the Registrar has not been able to guarantee students that they will be able to graduate in a given time because she cannot be sure all the required courses will be offered, or that the student will be able to get in those classes, or that the class schedule will work for them.

- When students cannot take a needed course, they are allowed to "substitute" another course; the substitute courses may have little to do with the course for which they are substituted, or with the major, and students who take substitute courses -- which are

[16] On March 5, during the presentation of the first draft of this report, the consultants learned that a committee has made strong recommendations that would address this problem; those recommendations had not yet at that point been implemented.

apparently far less commonly approved in other CUNY schools -- may graduate less well prepared.

- John Jay similarly has historically made few adjustments to accommodate the reality of schedules for graduate students. Most graduate students have classes in the evening, but the counselors aren't on campus at that time. There also is only one graduate student career advisor.

Institutional Vision, Direction, and Strategy

President Travis has described a three-pronged strategy for John Jay: 1) becoming a senior college and aggressively raising admissions standards ; 2) criminal justice focus—in the transition from comprehensive to senior college status and in the introduction of new liberal arts majors, retaining the criminal justice emphasis [majors in forensic psychology, criminal justice, forensic science] and brand; and 3) scholarly activity -- becoming an institution noted for scholarship as well as teaching and for broad intellectual and practical contributions to the field of criminal justice.

John Jay's academic and administrative leaders hold differing views about institutional direction and vision; especially, there is concern among some leaders about whether the College can realistically and simultaneously both 1) improve undergraduate education and retention and 2) strengthen scholarship, publishing, and national impact.

- Many participants in our interviews -- both faculty and staff -- described two major internal institutional tensions at John Jay:

  1. Admissions standards: raising admissions standards (and therefore requiring higher levels of preparedness for college) versus continuing to admit students representative of John Jay's historical, traditional population.

     - In our meetings, many members of the faculty and staff emphasized that John Jay attracts students who believe in the idea of education for justice. Many are public-service oriented, and they persist, regardless of conditions and levels of support. Many of the students come from what they, and faculty members, describe as rough backgrounds; John Jay is a public institution and, in the view of many faculty and academic leaders, educating students who are not privileged is what the College stands for. One expression of that perspective

serves to illustrate many similar comments: "We have to work with our students as they are...and stay loyal to our mission." Professors and leaders who agree are concerned that raising admissions standards and focusing on academic quality will disenfranchise the population of students who have traditionally chosen John Jay.

- To the extent that higher standards and a stronger focus on quality alter the profile of admitted students, however, other faculty at John Jay emphasize that the CUNY community colleges remain available to provide educational access.

2. Priority and emphasis in academic programs: supporting undergraduate education and student success versus expanding graduate/research programs, emphasizing scholarship, and hiring research faculty.

   - In the view of many faculty and some academic leaders, trying to become a research university that makes significant practical and scholarly contributions to the public good while also improving undergraduate education and retention is not possible; these are seen as fundamentally opposed, conflicting goals. Many do not see how the College, with limited resources, can support both priorities; they fear, especially, that undergraduate education will not receive sufficient resources.

   - Many faculty members believe that they are "overused" in terms of teaching time. Young faculty have 24 credits of release time and must inevitably focus on promotion and tenure. At the same time, both John Jay and CUNY seek to increase retention and student success. Faculty believe that these goals do not mutually reinforce each other.

   - Many academic leaders believe John Jay cannot maintain a focus on research, Centers, and Institutes without hollowing out the needed strong core of undergraduate learning.

   - Now the institution and CUNY are asking for increased research and scholarly production and hiring new faculty on criteria different than in years past -- faculty who expect to be rewarded for their scholarship, not their teaching, at a time when John Jay also needs to increase contact between students and full-time faculty exponentially. Given limited resources, especially in this austere economy, John Jay may not have the elasticity to take on those two priorities. Many

faculty and academic leaders think the administration is going to have to "back off from recruiting stars," and focus on teaching. Many current elite faculty have their own institutes or branches within programs. They do not see working with undergraduate students -- especially lower division students -- as part of their duties/responsibilities.

- Teaching loads for full-time faculty are too high to support premier-level scholarship and research, in most instances -- especially for senior faculty, for whom the contractual 24 credit hour release no longer applies. That contractual provision takes more recently hired faculty out of the classroom, and, by doing so, creates a barrier to retention. This is a serious "structural" problem in that teaching loads are matters of University-wide faculty contracts that are not under John Jay's control. Given that teaching loads may not be able to be changed, the alternative solution would be to expand the number of faculty lines (enough to compensate for the release time given to each new faculty member).

- Scholarship is a necessary condition for faculty to maintain currency in their field, but great teaching, of the variety required by John Jay students, takes much time and demands a skill level that most faculty did not acquire in their doctoral preparation programs.

- Some academic leaders have suggested that John Jay develop a dual faculty structure so that the College can address both needs (teaching and scholarship/research). At the same time, they are aware of the potential pitfalls of such a system and hesitate to advocate the creation of different tiers, or categories, of faculty.

- There seems to be no consistent messaging/communications plan for the President's vision; various participants in our interviews knew of, or emphasized, different elements, or segments, of that vision, but none expressed it in its entirety.[17]

- Some observers see the conflict over vision and direction as a question of inadequate strategic planning and priority-setting. They note that, in their opinion, John Jay is doing too much and reaching out too far. "We want a top-scholar program while we

[17] A specific example is the use of the term "institution of consequence," which is widely attributed to the President and said to have been used in his major addresses; the President recalls only one instance of his using the term, and it is not found in any of the texts of his speeches available on the Web site.

simultaneously are reaching out to the community," one faculty member said, adding, "One of our biggest problems is we aren't prioritizing anything."

- The Office of Academic Affairs (OAA) has annual strategic plans in place, and each Dean reporting to the Provost has annual goals that map to the strategic plan and for which they are accountable; OAA has developed a five-year vision but has deferred finalization of that document pending the renewal of the College's larger strategic planning process.[18]

- The College's current strategic plan expires at the end of 2010; John Jay will begin a new planning process to produce a five-year strategy for the period 2010-2015.

- Despite the existence of both institutional and academic strategic plans, as noted above, many respondents told the consultants that there is no current and functional strategic plan in Academic Affairs. They objected that the absence of such a plan left Academic Affairs with no way to prioritize or judge the best allocation of resources.

- Similarly, many participants in our meetings told the consultants that there was no functional institutional strategic plan, and that, in the absence of a guiding strategy, excessive authority over the allocation of resources rested with the Senior Vice President for Finance and Administration.

- More significantly, many respondents in our meetings and interviews said that the College has not historically been willing to shift resources, terminate programs and staff, etc. to make change -- but all of that may be necessary to improve undergraduate retention. Change involving *additions* has been far easier at John Jay than change requiring *subtractions* or *terminations*. But several respondents gave specific examples of programs that, in their view, do not "work" and should be terminated.

- One consequence of the unresolved uncertainty about institutional direction is tension in the allocation of the College investments -- e.g., in the library, where deepening of the College's world-class collection in criminal justice research is limited by the need to have basic resources for liberal arts programs.

[18] Summarized in email correspondence from the Provost, dated March 23, 2009.

Faculty Culture, Roles, and Responsibilities

Faculty must bear the greatest responsibility for supporting student learning, retention, and success. To make this possible, both changes in institutional policy and significant culture change within the faculty will be required.

The responses of students in 2008 to NSSE questions about student/faculty relationships and interactions suggest that greater engagement between faculty and students is needed. For example: 52% of first-year students and 45% of seniors report only "sometimes" or "never" discussing grades or assignments with an instructor; moreover, students' responses showed minimal interactions with faculty outside of class, and 23% of first year students and 40% of seniors reported that they do not plan to work on a research project with a faculty member outside of course or program requirements.

- At John Jay, the key to organizational change to support retention must come through engagement and comrnitment by the faculty. Younger faculty "get" this idea; legacy faculty, however, are less often engaged.
- There will probably not be sufficient resources to develop strong and robust student personal and academic support structures in the short term, though the President believes some additional funding may be provided by CUNY.
- The overarching issue is how faculty perceive their relationship with students and their obligations to institutional purposes.
    - To create a culture of learning, assessment, and retention, John Jay will have to figure out how to initiate and then generalize culture change through the faculty.
- *Concern:* this is largely a new discussion among the faculty, including the faculty leaders. Faculty have not been engaged with questions of undergraduate retention before. Institutional research data are collected and posted but may not be viewed. The discussion at John Jay historically has emphasized access, not success; the assumption, whether or not justified, has always been "there will always be more students," and, during the time of associate degree programs, there usually were. Many faculty report that they do not see a role for themselves in mentoring individual students and supporting retention.

  - An attitude commonly perceived about faculty at John Jay is that problems in retention are students' fault -- "we should get better prepared students."

- Last year the Provost and President held a retreat (about 50 members of the faculty and staff attended) on student success; it is reported that there was some good discussion, but then that conversation turned from a focus on students to an emphasis on the interests of faculty. Little evidence of change was produced.

- Administrators and some academic leaders say that no one is pushing the tenured professors to be better teachers, or to improve their pedagogy.

- Summarizing a very common view, one respondent said, "We need teachers. It is that simple and that hard."

- There is concern that increasing teaching loads will make newly recruited junior faculty leave -- especially because they were recruited with expectations of scholarship and research, and anticipate having to make tenure based on those criteria, not on grounds of teaching and service. Most faculty were not present at President's address when he emphasized getting more full-time faculty into the classroom.

- Fifty percent of FTE instruction at the graduate level is provided by full-time faculty, but this is declining, down from 60%. Only 42% of undergraduate FTE instruction is provided by full-time faculty. John Jay has hired many new faculty members in recent years,[19] but the new hires are more likely to be research scholars, and are not in the classroom. And newly hired faculty in general are entitled to contractual course release time, as noted earlier. A major indicator for CUNY is the number of full-time faculty in the classroom, but hiring research faculty may make those numbers go down. *None of this takes away from the important success John Jay has had in recruiting new and well-qualified faculty members under President Travis' administration. The question is only how those faculty members can be and will be utilized to support student success and retention.*

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[19] Source: President's State of the College Address, November 5,2008: "419 full time faculty, 25% more than four years ago. Fully 35% of our faculty have been hired in the last four years. With 32 searches underway as we speak, we could well reach a new milestone of 422 full time faculty in fall 2009."

- Both students and staff describe the need for greater ethnic and cultural diversity among faculty, despite recent gains in hiring faculty of color; John Jay's very diverse student body may not "see" themselves in the faculty and may not, therefore, feel comfortable seeking advising from them.
- More recently recruited faculty describe a strong connection with students: "I do care whether you pass my course or not." They described making significant investments in relationships with students and making themselves available in person or by email for students' questions.
- The Center for the Advancement of Teaching is a first step in bringing faculty together. But there has been an Interim Director, and there are no other staff. Many respondents likened this, on the faculty side, to the single-person-office programs in Student Development.
- Faculty reward systems and structures are not aligned with support for undergraduate education. It is not clear to faculty that they will be supported or rewarded for investing in quality of undergraduate education or support for students.

Assessment and Evaluation

Primary in the mission and goals of every post-secondary institution is education itself – the process that students experience as learning. Knowing how to assess the kind of learning that occurs in higher education is central to the ability of educators – both inside and outside the classroom, in the traditional academic faculty or in student development and support – to do their best work. The assessment of learning explores how effectively engagement with the institution increased students' ability, skill, or competency in various domains as a result of various learning experiences – a curriculum, academic major, certificate program, course, specific classroom activity, student development experience (such as leadership development), or experiential learning activity. These assessment processes are central to ensuring that the College advances student learning and success. As noted in comments at the beginning of this report, *retention* should embrace *achievement of desired learning outcomes* -- not just persistence in enrollment to graduation.

John Jay is required to update the Middle States Commission on Higher Education (MSCHE) on "continued implementation of comprehensive, integrated, and sustained processes to assess institutional effectiveness and the achievement of student learning outcomes (Standards 7 and 14)" by December 1, 2009. The institution is beginning preparations for a self study review by Middle States in 2013, which will also need to demonstrate progress in assessment and institutional effectiveness processes.

Assessment of student learning is an essential contributor to improvements in retention and student success. Such assessment has not yet been widely developed and implemented at John Jay.

Recommendations

1. First and foremost, John Jay -- as an institution, an administration, a leadership team, a faculty, and a community -- should recognize that retention is a complex matter deeply embedded in institutional culture; that the factors influencing retention are multiple and diverse; and that approaches to improving retention are inevitably multifactorial and interlinked. *It is not possible to improve retention simply by "tweaking" policies or practices, making small or incremental changes, or purchasing a vendor's program or product. Improving retention at John Jay will require fundamental change in the culture of the institution, and especially among the faculty. This change in turn will require a diligent and rigorous strategic planning process based on a strong consensus among College leaders that clearly defines the vision and priorities of the institution.*

2. The College does not have the resources to support *both* significant new and additional investments in signature graduate programs and centers *and* major enhancements in undergraduate student learning, retention, and success. To improve retention, the College must assign short-term priority to supporting, assessing, and strengthening undergraduate learning. *This does not require that the College reverse direction, or abdicate its commitment to improving academic quality, scholarship, and research. But, in the coming two to three years, the primary priority for assignment and reallocation of resources should be for student learning and success.*

The rest of our recommendations (3-15) depend upon the College's affirmation of the need for culture change and its assignment of priority to undergraduate learning and retention. Both greater engagement by faculty with student learning and success and greater allocation of resources to student and academic support services are needed.

3. The College should, as soon as possible, begin its process of institutional strategic planning for 2010-2015. That process can (and should) in and of itself build community and foster institutional change; a healthy, broad-based strategic planning effort should produce key changes in College policy and priorities that will support changes in institutional and faculty culture.

4. In parallel, the Office of Academic Affairs should complete a new academic strategic plan with specific goals, objectives, and timelines to guide further decision-making. As is true at the institutional level, this is an opportunity for community-based discussions leading to institutional change for learning.

5. Both the institutional and academic strategic plans, and the derivative plans for implementation of their goals, should emphasize *redistribution of resources.* Even if John Jay is fortunate enough to receive a significant distribution of new resources from CUNY or external funding from foundations/corporations, reallocations will be needed to support student success. While the addition of $1M or more, for example, to the institutional budget for support of student success would certainly have an impact, it would not alone relieve the conditions that impair retention at John Jay. The redistribution, or reallocation, of resources should locate an increasing proportion of institutional funds, positions, and infrastructure in academic and support programs that support student learning and retention. *This required redistribution is itself a goal for institutional culture change at John Jay that should be supported in the new strategic plan.*

6. John Jay should inform decision making about the redistribution of resources with clear, sound assessment data that demonstrate the outcomes, value, and worth of various programs and activities. The College can use a decision matrix approach -- ranking programs (both academic and student development or support services) on the intersecting axes of *mission-centeredness* and *greatest good for the greatest number;* in both cases, rankings should be made on the basis of outcomes data, not impressions or history. Developing and using this decision matrix will require -- and reflect -- the creation of a culture of evidence in the institution.

7. The consultants enthusiastically support the Provost's decision to recruit an Associate Provost for Assessment and Planning. This position is essential to support the processes of institutional and academic strategic planning, outcomes-based decision-making, and creation of a culture of assessment and evidence. John Jay should recruit and hire an experienced educator and administrator and *rest responsibility and accountability for assessment and strategy in that position.* Note, however, that identifying and hiring the right person for this complex and demanding role will be challenging -- and that having an excellent individual in the position is not a "silver bullet"; filling the position will not absolve other faculty and administrators of shared responsibility for assessment and planning.

8. The College should develop and implement a rigorous system for assessment of student learning applied to all classroom and out-of-classroom learning experiences. Success in this endeavor will require increasing the capacity of faculty members, primarily, to conduct clear, transparent, and meaningful assessments of student learning. These assessments, when linked to strong institutional commitments to renewal and change in academic programs, will enable John Jay to ensure that it is providing educational offerings, pedagogy, and content that address its desired core learning outcomes for students.

9. Given the College's significant resource limitations in student academic and personal support services, John Jay should a) continue to increase resources in those areas as much as possible in each budget cycle, and b) change the service and practice models of the services to emphasize early recognition of and intervention with students who have academic or personal/social/family/financial problems that are interfering with their achievement and progress. With only three cross-College academic advisors, for

example, John Jay should provide priority access to those advisors for students who are self- or faculty-identified as having academic distress.

10. The College should create and implement reliable, sturdy systems of academic monitoring and support designed to facilitate the early recognition of students with emerging academic limitations or problems. These systems will require greater faculty engagement with students and the willingness of faculty members to intervene when students exhibit evidence of personal problems or constraints in academic performance. John Jay will need to institute College-wide policies supporting a) ongoing formative evaluation of student learning in classes, b) criteria for notification by faculty members to advisors or counselors that students are "in trouble," and c) systems that make it easy for faculty members to make easy referrals of troubled students to advisors or sources of personal counseling and assistance.

11. While the consultants warmly endorse the College's attempts to increase academic standards for admission, we caution John Jay that the short-term consequences of significant changes in academic standards can run counter to the goal of maintaining enrollment. In the longer term, higher standards may result in a College that is somewhat smaller but has much higher retention rates and stable or higher enrollment revenues. *At minimum we support raising standards sufficiently to avoid admission of students whose academic portfolios are so weak that they will almost certainly fail in college.*

    - John Jay should work diligently to convey the facts, and the significance, of higher academic standards to prospective students, parents, high school guidance staff, and high school teachers.

12. The complexity and difficulty of students' lives are major challenges to retention at John Jay. We recommend that the College take several steps to provide assistance to students who are facing those challenges:

    - We endorse recent work done by the College to make class schedules more convenient for students. The *student-centeredness* underscored by this action will be a core feature of movement toward an institutional culture that emphasizes student learning and success.

- Similarly, the College should ensure that student personal and academic support services observe office hours that more closely match the days and times that both undergraduate and graduate students are on campus.

- There should be no decrease in funding or human resources for personal support services such as counseling and health; over time, the College should redistribute resource to augment the scope and scale of these programs.

- The College should continue to support and implement innovative programs that allow students to integrate life and learning more completely -- such as the recent "Subway Series."

- John Jay should do everything possible to facilitate students' access to financial aid for which they are eligible.

13. Academic support services also need additional resources. We recommend that the College:

- Implement policies and practices designed to promote the early recognition and referral of students with emerging academic difficulty, as suggested above.

- Provide faculty and professional development training to prepare teaching faculty, administrators, and student life professionals to recognize and refer students with academic or personal problems that limit achievement.

- Strengthen the resources (including funding, space, and human resources) and programs of the Office of the Dean of Undergraduate Studies.

- Though new monies and/or redistribution of resources, increase staffing in the cross-College advising service (Advising Center) to at least 15 positions over the coming 5 years.

- Develop and implement learning communities of students focused on academic disciplines or topics of common interest.

- Engage students in peer mentoring and peer tutoring programs in all academic departments and in general education.

- Establish a credit-bearing and required first semester/first year transition to college course designed to enhance students' academic, study, and cognitive skills and strengthen their engagement with the College and its programs.

- Develop a summer orientation experience through which to facilitate students' adjustment to college, prepare them for college-level academic expectations, and link them to academic and personal support services.

- Continue to administer and disseminate results of the National Survey of Student Engagement (NSSE).

- Create better internal transfer options for students who encounter academic difficulty in their first choice academic programs. "Students often are discouraged and drop out when they find that they are not performing well in their "first choice" program. Others encounter what they perceive as a "no forgiveness" policy -- if they leave on academic probation, move to an alternative option and show appropriate improvement, they are then admitted "on probation." While some of these issues may be rectified by better academic advising, changes in academic policy will also be required.

14. Faculty will bear the greatest responsibility for supporting student learning, retention, and success. To make this possible, both changes in institutional policy and practices and significant culture change within the faculty will be required. John Jay must strengthen the engagement of faculty with student learning, retention, and success. The overarching issue is how faculty perceive their relationship with students and how they understand and discharge their obligations to the achievement of high-priority institutional purposes.

    - Strengthen, enlarge, and expand resources for the Center for the Advancement of Teaching and engage larger numbers of faculty with its programs.

- Provide faculty development programs on student learning and development, current research on learning, and research and scholarship on teaching and learning.

- Infuse a culture of assessment in all academic programs; begin providing students with extensive, detailed feedback about their performance not only at the end of classes (summative evaluation) but throughout the class cycle (formative evaluation). Help students learn to self-assess and to understand the assessments provided by faculty. Provide faculty development activities regarding assessment of student learning.

- Use the conclusions of the recently completed review of general education to reinforce the reorientation of faculty priorities toward teaching, assessment, and student success.

- Revise faculty promotion and tenure criteria to emphasize engagement with students, effective teaching, the accomplishment of student learning outcomes, and student success. It must be clear to faculty that they will be supported or rewarded for investing in the quality of undergraduate education or providing support for students.

15. Adjust policies, programs, and practices to support the creation of a greater sense of community at John Jay.

- Review and revise the policies and programs of the Office of Student Activities as needed to improve students' engagement with programs and the campus.

ATTACHMENT F

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

Memo

To: **Ad Hoc Faculty Committee for Online Teaching Effectiveness**
From: **Jane P. Bowers, Provost**
Date: **April 12, 2009**
Re: **Report and Recommendations**

Thank you for your work in developing the proposed online faculty/course evaluation instruments, both for student evaluation of faculty and for peer observation.

I am adopting the recommendations you put forward in your March 15, 2009 memo to me and in Bill Brennan's April 6, 2009 summary report. Specifically, I approve, as a pilot program, the administration of the proposed online student evaluation of faculty and peer evaluation of teaching to between 10 and 20 faculty teaching online in fall 2009, with the understanding that the results of this administration are to be used for analysis and testing purposes only and NOT for personnel records.

I ask that Pat O'Hara reconvene the committee with these additional members: Keith Markus, Gail Hauss, and Kevin Nesbitt. As you yourselves suggested, Gail Hauss is an essential addition given her expertise in survey creation, administration, and analysis. Keith Markus is a newly elected member of the College Council subcommittee on Student Evaluation of Faculty, and he can represent that group's interests. As you move forward from pilot to adoption, it will be important to involve the Student Evaluation of Faculty Committee as the appropriate governance body to move adoption. I will ask Kevin Nesbitt to serve on your committee because as the new Director of Faculty Services, he will be managing the student evaluation of faculty process in my office and is the person best suited to represent the Office of the Provost on your committee.

The **first** task of your newly reconfigured committee will be to plan for the implementation of the pilot. **Second**, you will see to it that the pilot is in fact implemented in fall 2009. **Third**, you will meet to analyze the overall results of the fall 2009 pilot and to recommend instruments and accompanying protocols to the Committee on Student Evaluation of Faculty and from there to the College Council in spring 2010. **Fourth**, you will report your results to me with further recommendations as appropriate. And **finally**, you will be involved in the selection of a third party software product to allow for online administration, recording, and analysis of data.

At such time as we are ready to move the instruments and protocols through governance, it will be important to consult Rosemarie Maldonado & Don Gray to be sure that we are in compliance with the contract, and it will also be important to involve ITSS in decisions about and application of the appropriate software product.

Thank you again for your work on this important project. As we increase our online offerings, it is crucial that we evaluate the quality of online teaching; the work of your committee goes a long way toward helping us do that.

899 TENTH AVENUE NEW YORK, NY 10019 T. 212.237-8801 F. 212.237.8623

Results and Recommendations
Of Provost's Ad Hoc Committee for Online Teaching Effectiveness

Submitted April 6, 2009

The following will provide an overview of the efforts of the Provost's ad hoc committee to recommend guidelines for faculty online teaching. The work of the committee began in the late fall of 2008 and culminated with recommendations for a Student Evaluation of Faculty Online Classes process and evaluation document, along with a companion Peer Evaluation of Faculty Teaching Online process and evaluation documents submitted on March 26th (attached). Also attached is a chronological record of committee emails beginning on February 3rd and culminating with the final submission on March 26th.

Members of the committee included Bill Brennan, Committee Coordinator, Dr. Pat O'Hara, Dr. Peter Mameli, Dr. Anthony Carpi, Dr. Jay Hamilton, and Professor Adam Wandt as faculty contributors, along with Ms. Helen Keier and Ms. Megan Duffy. Professor Ned Benton, who begged off direct participation due to other commitments, was supportive of the work of the committee and was copied on all key committee documents and correspondence.

A key theme of the committee's efforts was agreement that any process recommended should mirror, as closely as possible, existing contractually approved evaluation processes present within the faculty collective bargaining agreement. A companion theme was the sentiment that all forms and documents used, whenever and wherever possible, reflect pre-existing language contained within existing traditional course student and peer evaluation forms and processes.

In keeping with the previously mentioned themes, the guidelines and procedures for peer evaluation for asynchronous courses are designed to supplement the College's current peer evaluation method. The recommendations were adopted from Hostos College's guidelines and were modified to fit John Jay. Specific attention was given to ensure compliance with article 18-2 of the PSC/CUNY agreement regarding professional evaluation. Every effort was made to ensure that the guidelines mirror, to the degree possible, the current "in-class" peer evaluation method.

The committee recommends that in order to move the online evaluation process forward that the following be implemented.

1. Approve, as a pilot program, the administration of the online versions of the proposed student evaluation of faculty and peer evaluation of teaching to between 10 and 20-faculty teaching online in the Fall of 2009.
2. All such evaluations are to be for analysis and testing purposes only. These pilot evaluations are NOT personnel records, and can only be used to assess the degree to which the evaluations themselves produce feedback that bears as reliability on teaching effectiveness as current classroom versions of the same instruments; and also explore any issues of process, confidentiality and rater confidence that may surface in this new mode of administering these instruments.
3. Based upon an analysis of the overall results of the Fall 2009 pilot group, this committee would reconvene for purposes of recommending these instruments and their accompanying protocols, amended as necessary based upon the pilot, to the appropriate College governing bodies.

The committee also recommended that should it reconvene to complete the tasks cited above that Ms. Gail Hauss be given strong consideration as a member to be added to the committee membership.

One other important deliberation of the committee was focused upon implementation logistics for the student evaluation. It was generally agreed that post pilot the formal rollout of the student evaluation would need to be electronic. It was recommended that whichever Academic Affairs office is charged with the implementation and oversight of the student online evaluation, that it will need to work closely with ITSS to select and implement a third party software product that would allow for online administration, recording, and analysis of the data. While the Blackboard product does contain a course evaluation module the committee felt for numerous reasons it would not be the appropriate vehicle for instructor evaluation. It was felt that Blackboard could be considered at a future date for actual course content evaluation but that decision can be addressed at a later date.

Attached for review are the actual pilot evaluation forms and a chronological record of committee emails.

To: Provost Jane Bowers

From: Members of the Committee for Online Course Standards and Evaluation

Date: March 15, 2009

Re: Proposal for moving forward with online evaluation development.

We would propose that the Provost, after such consultation as she deems appropriate:

1. Approve, as a pilot program, the administration of the online versions of the proposed student evaluation of faculty (see below) and the peer evaluation of teaching (also appended) to between 10 and 20 faculty teaching who are teaching online in Spring 2009.
2. All such evaluations are to be for analysis and testing purposes only. These pilot evaluations are NOT personnel records, and can be used only to assess the degree to which the evaluations themselves produce feedback that bears as reliably on teaching effectiveness as current classroom versions of the same instruments; and also to explore any issues of process, confidentiality and rater confidence that may surface in this new mode of administering these instruments.
3. Based on an analysis of the overall results of the Spring 2009 pilot group, this committee will reconvene in Fall 2009 for the purposes of recommending these instruments and their accompanying protocols, amended as necessary based on the pilot, to the appropriate governing bodies of the college.

Implementation Steps: **Student evaluation of faculty**

- Enter into a trial relationship with an online survey provider in order to conduct, outside of Blackboard or other CMS, student evaluations of faculty who are teaching online classes in spring 2009.
- Ask all instructors teaching online this semester for their voluntary participation with a guarantee that no results go into any personnel file or process, and that any volunteer may request that his/her identifying information be stripped from any and all survey results.
- Announce the pilot, emphasizing its "test" nature and the fact that the online instruments are virtually identical to their classroom counterparts.
- Establish a mechanism whereby students are advised of the survey's availability and directed to the survey site.
- Specify protocols for reporting survey results to the Provost's Office, and distributing results in a secure manner to authorized parties.
- Officially designate the Committee for Online Course Standards and Evaluation as the entity for the initial analysis of the results, and such further recommendations as might be based thereupon.

STUDENT EVALUATION OF FACULTY—ONLINE CLASSES

Name Faculty/Course Evaluation

Description This survey is anonymous. You are taking this survey through a secure facility independent of Blackboard, and the results are reported directly to the Provost's Office, which does not release the re to faculty until the following semester.

Evaluation is critical for online courses. Online faculty not only create course syllabi and determine learning content, but also help design the architecture in which students operate. Classroom teachers instance, rarely worry if students will find the room or will be able to hear the lesson. Such issues are real online. Students can "get lost." Online lessons can end up in parts of the course site where stude are challenged to find them.

The evaluation below consists of several sections. The first section (Questions 1-16) is very similar to student evaluation of faculty for on-campus classes, including an option (Question 16) for comments.

The second section (Questions 17 to 22) asks you to assess this online version of the faculty evaluati which is being tested this academic year. Your feedback will help improve this survey.

Instructions Complete all questions below. For "scaled" questions (e.g., strongly disagree, disagree, neither disag nor agree, agree, strongly agree) 5 will always be the most favorable response and 1 the least favorable. A final item in some "scaled" questions will be "not applicable." Commentary is optional but valuable, so "write in" your opinion if just checking off boxes left you with more to say. Your feedback valuable tool that helps faculty continually improve course offerings.

Add Question Here

Question 1 — **Opinion Scale/Likert**

Question Class lessons are well organized

Answer
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. Not Applicable

Add Question Here

Question 2 — **Opinion Scale/Likert**

Question Course material is presented clearly

	Answer	1 Strongly Disagree 2 Disagree 3 Neither Agree nor Disagree 4 Agree 5 Strongly Agree 6 Not Applicable
Add Question Here		
Question 3	**Opinion Scale/Likert**	
	Question Graded materials are returned soon enough to be helpful.	
	Answer	1 Strongly Disagree 2 Disagree 3 Neither Agree nor Disagree 4 Agree 5 Strongly Agree 6 Not Applicable
Add Question Here		

Question 3	**Opinion Scale/Likert**
	Question Graded materials are returned soon enough to be helpful. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 4	**Opinion Scale/Likert**
	Question Grades are determined fairly. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 5	**Opinion Scale/Likert**
	Question Student questions or comments are handled effectively. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 6	**Opinion Scale/Likert**
	Question Instructional time is well used. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 7	**Opinion Scale/Likert**
	Question Efforts are made to clarify difficult points of the lesson.

	Answer 1 Strongly Disagree 2 Disagree 3 Neither Agree nor Disagree 4 Agree 5 Strongly Agree 6 Not Applicable
Add Question Here	
Question 8	**Opinion Scale/Likert**
	Question The instructor is enthusiastic about teaching. **Answer** 1 Strongly Disagree 2 Disagree 3 Neither Agree nor Disagree 4 Agree 5 Strongly agree 6 Not applicable
Add Question Here	
Question 9	**Opinion Scale/Likert**
	Question The instructor treats students respectfully. **Answer** 1 Strongly Disagree 2 Disagree 3 Neither Agree nor Disagree 4 Agree 5 Strongly Agree 6 Not Applicable
Add Question Here	
Question 10	**Opinion Scale/Likert**
	Question The instructor deals fairly with different points of view. **Answer** 1 Strongly Disagree 2 Disagree 3 Neither Agree nor Disagree 4 Agree 5 Strongly Agree 6 Not Applicable
Add Question Here	
Question 11	**Opinion Scale/Likert**
	Question The instructor attempts to motivate student interest in the course material. **Answer** 1 Strongly Disagree 2 Disagree 3 Neither Agree nor Disagree

	4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 12	**Opinion Scale/Likert**
	Question The instructor demonstrates a thorough knowledge of the subject matter. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 13	**Opinion Scale/Likert**
	Question The instructor maintains proper order in the course. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 14	**Opinion Scale/Likert**
	Question The instructor encourages students to reason for themselves. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 15	**Opinion Scale/Likert**
	Question Overall, the instructor is an effective teacher. **Answer** 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable

Add Question Here

Question 16	Essay
	Question Please use the field below for any written comments that you may wish to add to any or all of you and your previous responses will be reviewed after this semester by the instructor, department cl members of the department and college personnel committees.)

NOTICE TO STUDENTS: You have just completed a student evaluation of faculty survey that is being applied for the firs As one of the first "evaluators" of online faculty performance, your feedback on the several questions below would be ver doing so will help improve the evaluation and delivery of future online classes.

EVALUATION OF THE SURVEY JUST COMPLETED

Question 17	Opinion Scale/Likert
	Question The faculty evaluation questions above measure all the important qualities that an or
	Answer 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable

Add Question Here

Question 18	Essay
	Question If you answered disagree or strongly disagree to the last question, indicate below wh by the faculty evaluation.

Add Question Here

Question 19	Opinion Scale/Likert
	Question One or more of the faculty evaluation questions were inappropriate for measuring hc
	Answer 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree

	4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 20	Essay
	Question What question or questions seemed to you inappropriate, and why?
Add Question Here	
Question 21	Opinion Scale/Likert
	Question I have no problem with the way in which this online faculty evaluation was adminis
	Answer 1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 6. Not Applicable
Add Question Here	
Question 22	Essay
	Question If you answered disagree or strongly disagree to the last question, indicate below wh

PEER EVALUATION OF FACULTY TEACHING ONLINE

The recommended protocols were adapted from Hostos' online peer evaluation guidelines, which were crafted to incorporate PSC/CUNY understandings regarding professional evaluation. The proposed John Jay online peer evaluation guidelines below mirror the protocols and instruments currently in use for "in class" peer evaluations at the college, with minor modifications reflecting the electronic environment in which online peer review occurs.

Protocol:

- Only faculty with experience in asynchronous online teaching may conduct observations of asynchronous online courses.

- The observer and the person being observed will agree on a time window of 24 hours on a day certain in which the observation will take place.

- The forms to be used for the observation are those in current usage in the in-class peer evaluations, as modified immediately below.

- The observer and the person being observed will arrange to meet for a short briefing prior to the observation. The observer should be provided with a syllabus and brief tour of all relevant elements of the course interface.

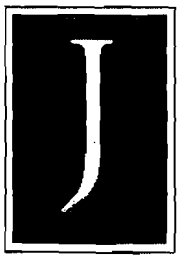
- The person being observed will provide the observer with student-role access to the course on the date and time agreed.

- After the 24 hour observation window has expired, the person being observed shall convert the observer's status to "unavailable."

- After observing, the observer shall meet with the person observed. The presence of a third party may be requested by the observer or the person observed. The third party faculty member chosen should have training or experience with online teaching.

- The Observer shall prepare the Post Observation Conference Memorandum. The person being observed may attach comments or rebuttal for review.

Forms to be used: (1) Observation Form; (2) Post-Observation Conference Memorandum



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

OBSERVATION OF ONLINE TEACHING

Candidate:
Rank:
Observer:

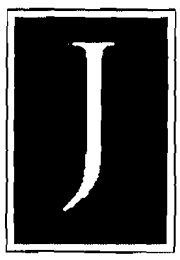
Date:
Course/Section:

Present your observations below. The committee is interested in all aspects of the candidate's performance: Knowledge and organization of subject matter, method and appropriateness of presentation, ability to explain, encouragement of thinking on the part of students, personal manner and attitude toward students, student response, and communication ability. When illustrations will clarify your comments, please illustrate. A balanced assessment of the candidate's strengths and weaknesses will be most helpful.

Observer's Signature: _____ __/__/__

Chairperson's Signature: _____ __/__/__

Form B



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

POST OBSERVATION CONFERENCE MEMORANDUM

Observation Date:
Date of Observation Report:
Filed with Chairperson:

Names of Department Representatives Present
Observer:
Department P & B Member or Other
Assigned By Chairperson:

Candidate
Rank:
Date of Discussion:

Signed:_____
Rank:_____
(Observer)

My signature below indicates that I have read the above memorandum. I understand that I may attach comments or rebuttals.

Faculty Signature:_____
Date:_____

FORM E

Professors Patrick O'Hara and Adam Wandt prepared this document on behalf of the committee and pursuant to its deliberations and recommendations.

ATTACHMENT G

Memorandum

Date: March 23, 2009

To: Karen Kaplowitz
President, Faculty Senate

From: Richard Saulnier
Vice President Enrollment Management

Re: Community Hour

The Schedule task Force has made preliminary recommendations regarding the club hour on campus. The Task Force was composed of the following members:

Ms. Joan Antonicelli
Dr. Glenn Corbett
Dr. Jannette Domingo
Ms. Gail Hauss
Dr. Karen Kaplowitz
Dr. Thomas Kucharski
Dr. Thomas Litwack
Mr. Ben Rohdin
Dr. Karen Terry

It was co-chair by Professor Benton and me.

Essentially the Schedule Task Force is asking the community to consider the following alternatives. First, the schedule grid should remain the same and there should no changes to accommodate a community hour. This allows for a community period of 35 minutes per day. There was strong support that if there were no change in the actual grid that consideration should be given to the idea of not scheduling full-time faculty during the 6th period so that they would be free for meetings and College activities.

Second, there is support for the idea that the College should change the beginning time for both the day and evening sessions. This would allow for the expansion of a community hour and still maintain the current nine period structure. The faculty senate identified the early beginning time as an obstacle for students who work a 9-5 job from being able to arrive at JJ in time to attend 7th period on time and at the same time as requiring too great a waiting time until the subsequent class period.

Proposal 2A would begin first period at 8:00 AM and seventh period at 5:30 PM instead of 5:00 PM all fives days each week. This results in a community hour of an hour and ten minutes each day.

Proposal 2A

Period	Begin	End
1st	8:00 AM	9:15 AM
2nd	9:25 AM	10:40 AM
3rd	10:50 AM	12:05 PM
4th	12:15 PM	1:30 PM
5th	1:40 PM	2:55 PM
Free time	Free time	Free time
6th	4:05 PM	5:20 PM
7th	5:30 PM	6:45 PM
8th	6:55 PM	8:05 PM
9th	8:15 PM	9:30 PM

Proposal 2B

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1st	8:15 AM	8:00 AM	8:15 AM	8:00 AM	8:15 AM
2nd	9:40 AM	9:25 AM	9:40 AM	9:25 AM	9:40 AM
3rd	11:05 AM	10:50 AM	11:05 AM	10:50 AM	11:05 AM
4th	12:30 PM	12:15 PM	12:30 PM	12:15 PM	12:30 PM
5th	1:55 PM	1:40 PM	1:55 PM	1:40 PM	1:55 PM
Free time	3:10-3:35 PM	2:55-4:05 PM	3:10-3:35 PM	2:55-4:05 PM	3:10-3:35 PM
6th	3:35 PM	4:05 PM	3:35 PM	4:05 PM	3:35 PM
7th	5:00 PM	5:30 PM	5:00 PM	5:30 PM	5:00 PM
8th	6:25 PM	6:55 PM	6:25 PM	6:55 PM	6:25 PM
9th	7:50 PM	8:15 PM	7:50 PM	8:15 PM	7:50 PM

Proposal 2B would keep the existing grid format for Monday, Wednesday and Friday but have the new alternate format on Tuesdays and Thursdays. This provides an hour and ten minutes two days a week.

Proposal 3 would be similar in nature to proposal 2B except that all classes would begin at 8:15 AM in the morning and the evening session would begin later on Tuesday and Thursday.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1st	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
2nd	9:40 AM	9:40 AM	9:40 AM	9:40 AM	9:40 AM
3rd	11:05 AM	11:05 AM	11:05 AM	11:05 AM	11:05 AM
4th	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
5th	1:55 PM	1:55 PM	1:55 PM	1:55 PM	1:55 PM
Free time	3:10-3:35 PM	3:10-4:20 PM	3:10-3:35 PM	3:10-4:20 PM	3:10-3:35 PM
6th	3:35 PM	4:20 PM	3:35 PM	4:20 PM	3:35 PM
7th	5:00 PM	5:45 PM	5:00 PM	5:45 PM	5:00 PM
8th	6:25 PM	7:10 PM	6:25 PM	7:10 PM	6:25 PM
9th	7:50 PM	8:35 PM	7:50 PM	8:35 PM	7:50 PM

+ Proposal #4 – all days would follow the T/Th schedule in Proposal 3.

The Task Force decided that there was no need to change the Graduate Schedule Grid. This grid is presented below for information purposes.

Begin		End	
9:30	AM	11:30	AM
11:45	AM	1:45	PM
2:10	PM	4:10	PM
4:15	PM	6:15	PM
6:20	PM	8:20	PM
8:25	PM	10:25	PM

The Schedule Task Force's intention is that this information will be presented to various constituencies during the remainder of the spring semester and the beginning of the fall semester for review and further consideration.

It should be noted that there was support in the Faculty Senate to expand the time between periods from 10 minutes to 15 minutes to allow for more time to move between buildings. In the final analysis, it was decided that adding this additional time to the schedule would diminish the community hour or make the end of ninth period so late that students would not attend. This issue may need to be revisited when Phase 2 opens.

ATTACHMENT H

University Faculty Senate

Proposed: May 5, 2009
Adopted: Unanimously

Resolution Opposing Term Limits for Department Chairs

Whereas, the CUNY Board of Trustees will be asked to vote in June on a Bylaws change that would impose a two-term limit on elected department chairs (text from OGC below, undated), and

Whereas, the Council of Faculty Governance Leaders voted unanimously on May 1 to reject the proposal for the reasons cited below:

1) Faculty members' right to elect a chair of their departments to represent them is an important power. Any Board action to limit or truncate this power can only be viewed as an attack on faculty governance and faculty voice.

2) Mechanisms already exist to remove chairs at any time who are not performing adequately, especially presidential action.

3) The Bylaws already require that elections take place by secret ballot every 3 years, which ensures that all eligible faculty have an opportunity to be elected if the faculty of the department deems it in the best interest of the department and the college.

4) The job of chair is complex: acquiring the expertise to do it well takes time, making continuity valuable.

5) The proposed maximum 6-year term for chairs is not consistent with the current 7-year tenure clock. An important function of chairs is to mentor younger faculty from their hiring to their getting tenure. Shortening the term of chairs would significantly disrupt this process.

6) Lack of proper consultation: the proposal surfaced two weeks ago, just before the end of the semester and after the point at which many college senates have already had their final meeting of the year.

Therefore, Be It Resolved, that the University Faculty Senate joins the Council of Faculty Governance Leaders in urging the Board of Trustees to reject this proposal.

Proponent: Executive Committee

Present for the Council of Faculty Governance Leaders vote were UFS Chair Manfred Philipp, and Professors Jason Young (Hunter College), Martha Bell (Brooklyn College), Hector Lopez (Hostos CC), Stefan Baumrin (Graduate School), Rosalind Carey (Lehman College), Donald Hume (Kingsborough CC), Lenore Beaky (LaGuardia CC), Leslie Jacobson (Brooklyn College), Roberta Klibaner (College of Staten Island), Elizabeth Lowe (Queens College), Karen Kaplowitz (John Jay College), Emily Tai (Queensborough CC), Phil Belcastro (BMCC), Ruth Bass (Bronx CC), and Peter Parides (NYCCT).

ATTACHMENT I

THE CITY UNIVERSITY OF NEW YORK - PROPOSED AMENDMENT TO ARTICLE IX OF THE BYLAWS:

RESOLVED, That the Bylaws of the Board of Trustees be amended as follows

(additions indicated by underscoring):

Section 9.1 Department Organization

[No revisions to subsection a]

b. The executive officer of the department shall be the department chairperson who shall be a professor, associate professor or assistant professor elected by secret ballot for a term of three years, except as provided below, by a majority vote of all the members of the instructional staff of the department who have faculty rank. Proxy or mail voting shalll not be permitted. The department chairperson must be tenured or have been approved by the board for tenure at the time of his/her election, except in-departments less than seven years old. Such elections shall be subject to the subsequent approval of the president and the board. **Department chairpersons may serve for no more than two consecutive terms, unless a waiver of this limitation is Granted by the president because of unusual circumstances and in the best interests of the department and the college. Service as a department chairperson for more than one-half of a three-year term will be considered service for a full term for purposes of determining eligibility for additional service.** The present system of staggered departmental elections shall be continued. The successors of department chairpersons shall be elected during the first full week in May at the expiration of the respective terms of office to take office as of July first of the year in which they are elected and at the three year intervals thereafter. Vacancies shall be filled by election for the unexpired term. Notwithstanding anything in the foregoing to the contrary, in the library department, the president of the college shall from time, to time recommend a member of the department to the board for designation as chairperson. Department chairpersons who are not tenured professors, associate professors or assistant professors on January 1, 1976 may fill out their unexpired terms as chairpersons, subject to the provisions of sections 9.1.(c) and 9.6.(a) of these bylaws.

[No revisions to subsections c, d, e, f, g]

RESOLVED, That the above-mentioned amendment take effect at the end. of the term of department chairpersons starting in the 2009-10 academic year.

EXPLANATION: The proposed amendment revises Article IX of the Bylaws to limit the service of department chairpersons to two consecutive terms. Limiting a department chairperson's service to two (three-year) terms will give more faculty the opportunity to serve as chairpersons, performing an important service to the department and to the college. As different faculty members have diverse viewpoints and leadership styles, the department will benefit by having new department chairpersons who will bring fresh ideas and approaches to managing their departments. The college president may waive this term limit because of unusual circumstances and in the best interests of the department and the college (e.g., a very small department where there is literally no one else who could serve as chairperson). In order to avoid disturbing the elections that have just taken place or having special elections for department chairpersons who have served longer than this term limit allows, this amendment will take effect at the end of their terms starting in the 2009-10 academic year.