

## Faculty Senate Minutes #364

November 10, 2010

3:20 PM

Room 630 T

**Present (43):** Andrea Balis, Spiros Bakiras, Elton Beckett, Marvie Brooks, Erica Burleigh, Elise Champeil,, Demi Cheng, Kathleen Collins, Lyell Davies, Edgardo Diaz Diaz, James DiGiovanna, Jennifer Dysart, DeeDee Falkenbach, Beverly Frazier, Terry Furst, Robert Garot, Jay Gates, Katie Gentile, Norman Groner, Maki Haberfield, Jay Hamilton, Olivera Jokic, Karen Kaplowitz, Tom Litwack, Evan Mandery, Vincent Maiorino, Nivedita Majumdar, Xerxes Malki, Isabel Martinez, David Munns, Roz Myers, Paul Narkunas, Richard Ocejo, Richard Perez, Frank Pezzella, Rick Richardson, Raul Rubio, Richard Schwester, Francis Sheehan, Staci Strobl, Fritz Umbach, Monica Varsanyi, Valerie West

**Absent (6):** William Allen, Ben Bierman, Sergei Cheloukhine, Virginia Diaz-Mendoza, Lior Gideon, Pat Tovar

1. Adoption of the agenda
2. Announcements & Reports
3. Approval of Minutes #363 of the October 28, 2010, meeting
4. Community Hour: Proposal from the Faculty Senate Executive Committee
5. Review of the agenda of the November 11 meeting of the College Council
6. Student Evaluation of the Faculty Instrument

1. Adoption of the agenda. Approved.

2. Announcements. Noted.

3. Adoption of Minutes #363 of the October 28, 2010, meeting. Approved.

4. Community Hour: Discussion and a Proposal from the Faculty Senate Executive Committee [Attachment A & B]

The Faculty Senate's Executive Committee proposed, for discussion and consideration by

the Senate, that the Community Period be 90 minutes, in addition to the 10 minutes of travel time before and after that period [Attachment A]. The reason for this proposal is that in order for academic departments, the Faculty Senate, the College Council, and other important bodies and groups to have sufficient time to meet, an hour and a half is the minimum amount of time required. President Kaplowitz explained that the Executive Committee members do not think that faculty or students should be asked to have a community hour of 60 minutes during which time no classes can be scheduled and then to be, for all intents and purposes, be required to also keep the subsequent class period of 75 minutes free due to the insufficiency of time of a 60-minute community period during which to conduct business. The Executive Committee also noted that it would be impossible to set faculty teaching schedules so that faculty who *might* be elected months later to serve on College bodies during the *subsequent year* would be free during the period after the community period to attend these meetings. And so what would ultimately really be required is that all full-time faculty would have to choose to not teach the period after the community period in order to be able to attend department meetings, Senate meeting, College Council meetings, etc.

President Kaplowitz also reported that the Executive Committee received very strong arguments subsequent to our last Senate meeting by members of the Senate, as to why the community period should be earlier in the day than the 1:40 pm time slot that had been recommended by the Senate at its previous meeting considered. The Senate's Executive Committee proposed that following a discussion, the Senate would vote on three questions: (1) given all the information and all the issues and the data, does the Senate recommend to President Travis that he should/should not establish a community period? (2) if there is to be a community period, should it be 60 minutes or 90 minutes in length? (If it should be 90 minutes, the class schedule would be as provided, below.) (3) if there is to be a community period, should it begin at 12:15 pm, 1:40 pm, or 3:05 pm?

President Kaplowitz then distributed data [Attachment B] that the Executive Committee had asked VP for Enrollment Management Richard Saulnier and also the Registrar to provide regarding the number of sections now offered during each class period as well as the total number of students now enrolled during each class period. The data show that the number of undergraduates enrolled during class periods 1 through 9 is as follows: 5064; 7367; 6279; 6994; 5673; 4404; 4424; 3744; 2193. The number of graduate students enrolled during periods 1 through 6 (which are double period classes and begin at 9:45 AM and extend to 8:25 PM) is as follows: 152; 158; 276; 1098; 2022; 380.

OPTION A

1. 8:00 – 9:15
2. 9:25 – 10:40

OPTION B

1. 8:00 – 9:15
2. 9:25 – 10:40

OPTION C

1. 8:00 – 9:15
2. 9:25 – 10:40

3. 10:50 – 12:05

**COMMUNITY PERIOD: 12:15 – 1:45**

4. 1:55 – 3:10

5. 3:20 – 4:35

6. 4:45 – 6:00

7. 6:10 – 7:25

8. 7:35 – 8:50

9. 9:00 – 10:15

3. 10:50 – 12:05

4. 12:15 – 1:30

**COMMUNITY PERIOD: 1:40 – 3:10**

5. 3:20 – 4:35

6. 4:45 – 6:00

7. 6:10 – 7:25

8. 7:35 – 8:50

9. 9:00 – 10:15

3. 10:50 – 12:05

4. 12:15 – 1:30

5. 1:40 – 2:55

**COMMUNITY PERIOD: 3:05 – 4:35**

6. 4:45 – 6:00

7. 6:10 – 7:25

8. 7:35 – 8:50

9. 9:00 – 10:15

The Senate first considered whether to recommend to President Travis that there be a community period. After an extended discussion about the vibrant student life at John Jay when we did have a community period and the eight or so years since, the Senate vote was virtually unanimous that the Senate should recommend to President Travis that there should be a community period.

The Senate next voted on whether the community period should be 60 minutes or 90 minutes. There was consensus, first, that 75 minutes is not sufficient, that the Senate should consider a community period of either 60 minutes, as proposed by the Task Force, or 90 minutes, as recommended by the Executive Committee. The vote for a 90-minute community period was 39 yes, 0 no, 4 abstentions.

The Senate next discussed the time at which the 90-minute Community Period should begin. The argument against Option B and Option C was that most students could and would register for classes in the morning before the community period and then leave the campus, thus defeating the purpose of a community period. Only Option A would require day students to remain on campus past the community period in order to take all their courses. It was noted that once students are on campus and have to remain past the community hour, they are likely to engage in the life of the College. It was also noted that even if students choose to not engage in club or other organized activities, having lunch with other students or with faculty members is a wonderful form of student engagement and, additionally, students could form lunchtime study groups during the community period.

Then Senator Litwack asked that the Senate vote on what option each Senator personally prefers, without regard as to what is best for the students and the College. So this vote was on which of the three options is personally preferred by each Senator. The vote was as follows:

Option A: 10 votes

Option B: 9 votes

Option C: 8 votes

Abstentions: 12 – because there was no personal preference

The Senate then voted on the option to recommend to President Travis. The vote was:

Option A: 18 votes

Option B: 10 votes

Option C: 11 votes

Abstention: 5 votes because Options A, B, and C were equally acceptable.

The vote for Option A – a community period of 90 minutes beginning at 12:15 PM, with first period beginning at 8:00 AM – was, therefore, adopted *but with the following provisos*:

<> that a plan be developed and implemented to increase student engagement because simply creating a community period is not considered by the Faculty Senate to be sufficient in and of itself; it is necessary but not sufficient;

<> that an ongoing and meaningful assessment be conducted to determine whether the community period does in fact have a positive impact on student engagement by measuring things such things as, but not limited to, the rate of student retention, the number of student activities, the number of students attending these events, the rate of student participation in student clubs, student organizations, and organized College activities; the percentage of classrooms utilized during the community period; etc.

<> that Graduate courses be exempted from the community period;

<> that Science laboratory classes be exempted from the community period because Science labs extend from 4 to 6 hours and experiments cannot simply be stopped because of a community period;

<> that Option A be established for Monday through Friday single period courses and that a separate proposal be developed, in consultation with the Faculty Senate, for Friday double period classes.

The vote on this proposal was 42 yes, 0 no, and 1 abstention.

**5. Review of the agenda of the November 11 meeting of the College Council [Attachment C & D]**

- a. Faculty Senate statement: the purposes of the Student Evaluation of the Faculty instrument [Attachment C]

b. Proposal regarding admission of transfer students to the Forensic Science program [Attachment D]

c. Proposal to raise admission requirements to an 80 CAA

The Senate reviewed these proposals and expressed support. There was no opposition.

**6. Student Evaluation of the Faculty Instrument: Discussion and recommendations to the Committee on Student Evaluation of the Faculty as to the revision of the instrument [Attachment E]**

A series of suggestions was made for improving the Student Evaluation of the Faculty instrument. First, there should be prompts in the narrative section: currently, the directions state: "Please use the back of this form for any written comments that you wish to add. These comments and your previous responses will be reviewed by the instructor, department chairs, President, Provost, and other members of the department and college personnel committees.)" The Senate's position is that there should be specific suggestions as to what areas the students might wish to address, including the following possibilities: Would you take this professor again: why/why not. Would you recommend this professor to other students: why/why not.

It was noted that all the items in the current instrument are about teaching and nothing is about learning. It was suggested that there be statements to be responded to, from strongly agree to strongly disagree, such as: "During this semester I have learned a great deal about the subject of this course."

Other suggested items, for responses from strongly agree to strongly disagree, include: I would take this professor again. I would recommend this professor to my friends. I could have learned all that I learned from the textbook alone. The instructor defined the learning objectives of the course. Course materials and assignments were relevant to the subject of the course. I understand the rubric for measuring grades in this course.

It was suggested that additional information be asked of students such as the student's GPA and grade expected in the course. Others disagreed saying that students could misrepresent such information. Instead, some suggested that the following be asked of students: What is your major? Is this a required course? I read x number of pages a week for this course. I spent x number of hours a week preparing for this course/doing the

homework assignments for this course.

Certain current items were criticized as meaningless or as subjects upon which students are by definition unable to appropriately respond such as: question #6: Instructional class time is well used.

It was also stated that the bubbles to be filled out should be positioned over each item rather than to the side of each item.

It was also suggested that the Senate Executive Committee invite the members of the Student Evaluation of the Faculty Committee to a Senate meeting so that a discussion can be held with them directly. It was noted that this is a high stakes element of the personnel process for both full-time and adjunct faculty and that the revision of this instrument is therefore of critical importance.

The meeting was adjourned at 5 pm.

## **ATTACHMENT A**

### **Agenda Item #4: Community Hour Proposal: Faculty Senate Executive Committee**

The Faculty Senate's Executive Committee proposes, for discussion and consideration by the Senate, that the Community Period be 90 minutes, in addition to the 10 minutes of travel time before and after that period. The reason is that for academic departments, the Faculty Senate, the College Council, and other important groups to have sufficient time to meet, an hour and a half is the minimum amount of time required. We do not think that faculty or students should be asked to have a community hour of 60 minutes during which time no classes are scheduled and then to also keep the subsequent class period of 75 minutes free because of the insufficiency of time during the community period to conduct business. The Executive Committee also thinks that there are very strong arguments, that were made to the Executive Committee subsequent to our last Senate meeting by members of the Senate, to have the community period earlier in the day than had been considered. The Executive Committee has asked the VP for Enrollment Management and the Registrar for data regarding the number of sections now offered during each class period as well as the total number of students now enrolled during each class period. We expect to share these data with the Senate at our meeting, if not before. The Senate's Executive Committee proposes that following our discussion, the Senate will vote on three questions: (1) given all the information and all the issues, do we recommend to President Travis that he should/should not establish a community period? (2) if there is to be a community period, should it be 60 minutes or 90 minutes in length? (3) if there is to be a community period, should it begin at 12:15 pm, 1:40 pm, or 3:05 pm?

### **OPTION 1**

1. 8:00 – 9:15
2. 9:25 – 10:40
3. 10:50 – 12:05
- COMMUNITY PERIOD: 12:15 – 1:45**
4. 1:55 – 3:10
5. 3:20 – 4:35
6. 4:45 – 6:00
7. 6:10 – 7:25
8. 7:35 – 8:50
9. 9:00 – 10:15

### **OPTION 2**

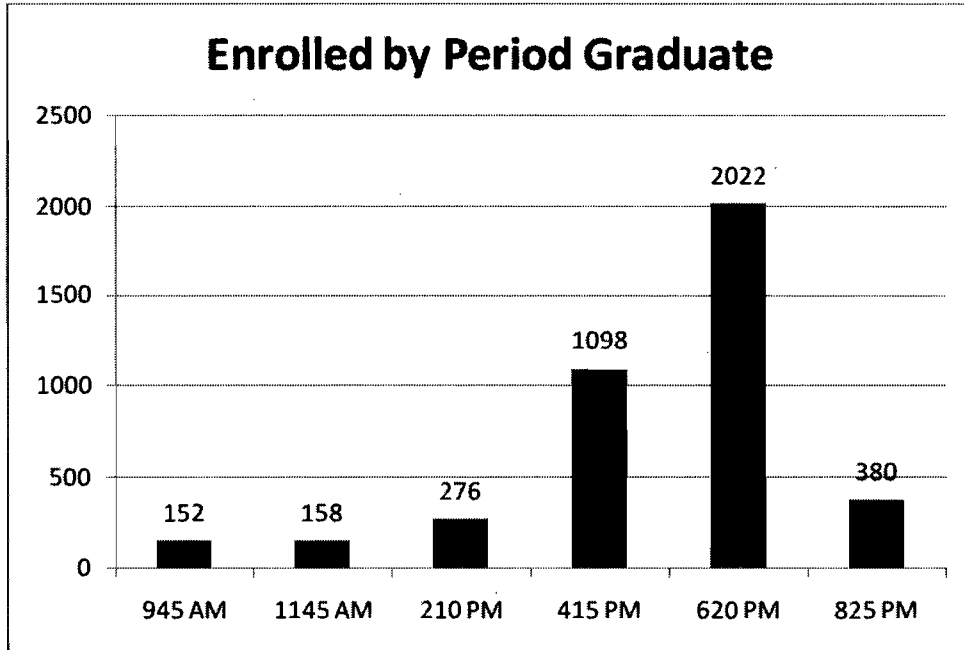
1. 8:00 – 9:15
2. 9:25 – 10:40
3. 10:50 – 12:05
4. 12:15 – 1:30
- COMMUNITY PERIOD: 1:40 – 3:10**
5. 3:20 – 4:35
6. 4:45 – 6:00
7. 6:10 – 7:25
8. 7:35 – 8:50
9. 9:00 – 10:15

### **OPTION 3**

1. 8:00 – 9:15
2. 9:25 – 10:40
3. 10:50 – 12:05
4. 12:15 – 1:30
5. 1:40 – 2:55
- COMMUNITY PERIOD: 3:05 – 4:35**
6. 4:45 – 6:00
7. 6:10 – 7:25
8. 7:35 – 8:50
9. 9:00 – 10:15

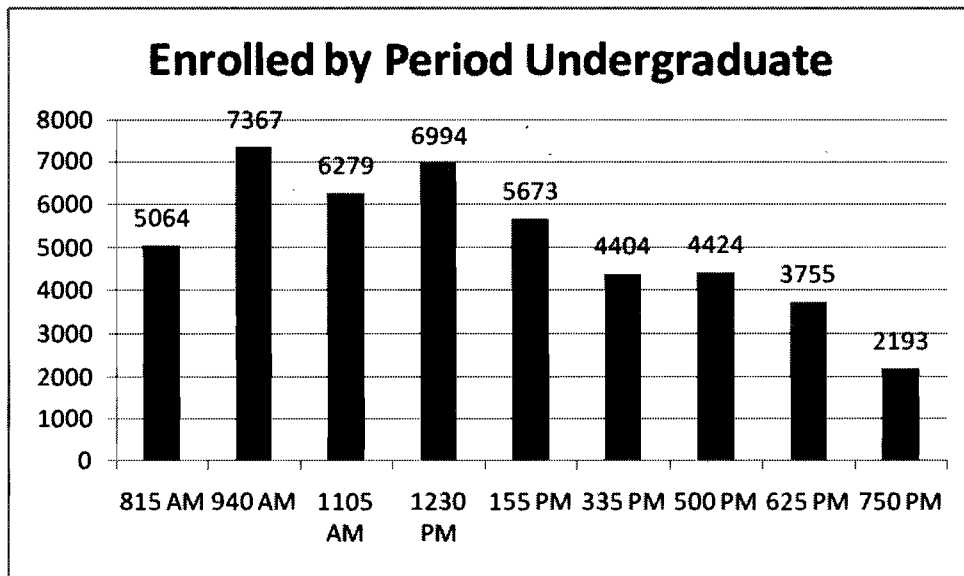
**Graduate Students Enrolled by Period**

This data was produced by looking at the beginning of the graduate periods and assessing the students enrolled for each period. For graduate students this is a straight forward exercise because graduate courses meet only once a week (except for some science courses)



**Undergraduate Students Enrolled by Period**

While the graduate enrolled by period is relatively straight forward, the undergraduate distribution is much more complicated.





## ATTACHMENT C

### Agenda Item #6: College Council agenda items for review

To: The College Council

From: Faculty Senate

Date: October 28, 2010

Re: Proposed Statement on the Purposes of the Student Evaluation of the Faculty Instrument

#### **Background:**

The Student Evaluation of the Faculty instrument was developed in the 1970s and was revised once, in 1998, at the initiation of the Faculty Senate. Faculty leaders and administrators, including experts in measurement, agree that it is time to engage in a revision of the instrument once again. Accordingly, on September 23, 2010, the College Council approved a Resolution giving the College Council Committee on the Student Evaluation of the Faculty the following charge:

The Student Evaluation of the Faculty Committee shall gather and review examples of student evaluation instruments of undergraduate, graduate, and online courses from colleges known to be especially effective in the evaluation of faculty by students. The Committee shall consult with individuals who have expertise in pedagogy and assessment, beyond their own expertise. The Committee shall solicit suggested changes and improvements in the John Jay instrument and shall develop a proposed revision. This proposed revision shall be shared with the College community for comment and ultimate transmittal to the College Council for action at the March meeting of the College Council."

The Committee on the Student Evaluation of the Faculty subsequently met and determined that for its work to be valid, a statement about the purposes of the evaluation instrument must be officially adopted and suggested that the Faculty Senate's statement of 1998 about the instrument's purposes be reaffirmed, so that a meaningful revision of the instrument can be developed. On October 28, 2010, the Faculty Senate reviewed those enumerated purposes and, after revising them for clarification purposes, approved a motion whereby those purposes are enumerated in the following proposal, which the College Council is asked to endorse.

#### **Proposal:**

The John Jay College Council affirms that the four fundamental purposes of the student evaluation of the faculty instrument are:

1. To provide information to new and continuing faculty regarding the criteria by which their teaching is to be evaluated by their students,
2. To provide student feedback to the members of the faculty who teach them,
3. To provide information to departmental personnel committees and to the College Faculty Personnel Committee for use in the personnel decision processes of full-time faculty,
4. To provide information to department Chairs (and to department personnel committees) for use in making decisions about the reappointment of adjunct faculty.

**Explanation:**

The Committee on the Student Evaluation of the Faculty, in a communication to the President of the Faculty Senate on October 23, 2010, stated that “professional standards for the use and development of measurement instruments as well as the guiding professional literature in this area agree that the purpose of an instrument serves as the foundation for all other activities related to the construction, validation, use, and revision of such instruments” and that, furthermore, “a clear statement of the purpose of the instrument constitutes the first step in the process of constructing or revising an instrument.” As the Committee noted, “the use of the student evaluation of faculty ratings in personnel decisions constitutes a high stakes use of the instrument, and the instrument should thus be developed in strict accordance with professional standards.”

## ATTACHMENT D

### Agenda Item #6: Review of College Council agenda items

To: The College Council

From: The Undergraduate Curriculum & Academic Standards Committee

Date: October 18, 2010

Re: Proposal on Transfer GPA requirements for Forensic Science Majors

#### **Current Status:**

Forensic Science students participating in the CUNY Forensic Science Justice Academy\* programs are required to have a minimum 2.5 GPA in their Science/Mathematics courses. However, John Jay has no minimum Science/Mathematics GPA requirement for students who transfer to John Jay as Science majors either from other CUNY colleges and programs or from colleges outside CUNY.

#### **Proposal**

Beginning with the Fall 2011 semester, the College establishes the following policies for admission of transfer students to the Forensic Science major. The Office of Undergraduate Admissions will evaluate the transferability of credits for the Forensic Science majors according to its standard credit evaluation procedures. Once the Office has determined the number of Science/Math credits transferrable to the John Jay College Science program, the Office will compute a transfer Science/Math GPA for these students.

Students who have earned a Science/Math GPA greater than or equal to 2.50 will be accepted unconditionally as Forensic Science majors, provided they meet other admission requirements; such students are also subject to the Science Department's ongoing evaluation process for continuation in the major.

Students who have at least 21 credits in Science/Math transferrable to the John Jay College Forensic Science program and have less than a 2.50 Science/Math GPA but who otherwise meet the admission requirements to transfer to John Jay College will not automatically be accepted as Forensic Science majors. Rather, they will have their admissions evaluation and transcript forwarded to the Science Department for further evaluation. The Science Department will forward their decision about each applicant to the Admissions Office.

Note that students not accepted as Forensic Science majors will still be eligible to admission to other majors at the College provided they meet admissions requirements.

**Rationale:**

We are now receiving Forensic Science transfer students from CUNY Justice Academy colleges. All must and do have a minimum 2.5 GPA in their prior Science/Math courses. Many more are in the pipeline to come to John Jay. This proposal posits several positions: first, transfer requirements into our programs should be the same for all students; they certainly should not be more onerous for CUNY Forensic Science students than for other transfer students. Secondly, students transferring to John Jay from colleges and programs other than the Justice Academy Forensic Science programs may have, for example, a cumulative 2.5 GPA but only a 1.5 GPA in their Science courses. These students are virtually doomed to failure as Science students at John Jay because often such students arrive with many Science credits but with low grades, such as C-, D+, and D, that reflect their lack of fundamental knowledge and understanding of the biology, chemistry, and physics they are required to have achieved in order to succeed as Science majors and as scientists. By the time they come to that realization, they have often severely depleted their financial aid and have to switch to another major, leaving them little or no room for elective courses. We do not serve our transfer students well in this way. The insistence on the part of John Jay College and the insistence on the part of the CUNY Justice Academy Forensic Science programs that their students have a 2.5 GPA in their Science/Math courses serves as a call for action for us at John Jay.

\*The CUNY Justice Academy is CUNY's designation for John Jay's associate degree programs, to which admission at John Jay is now closed as the College phases out these programs, that are now offered at the various CUNY community colleges; all students who receive an associate's degree from a CUNY Justice Academy program are guaranteed admission to the baccalaureate program at John Jay.

**ATTACHMENT E**

**Instructions: Fill in the oval that most accurately represents your view about the statement. If you are unsure of your evaluation or if the question is not applicable, then leave the question's response blank.**

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

12558

- |   |                          |                          |                          |                          |                                     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 1. Class lessons are well organized.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 2. Course material is presented clearly.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 3. Graded materials are returned soon enough to be helpful.   | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 4. Grades are determined fairly.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 5. Student questions or comments are handled effectively.   | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 6. Instructional class time is well used.   | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 7. Efforts are made to clarify difficult points of the lesson.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 8. The instructor is enthusiastic about teaching.   | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 9. The instructor treats students respectfully.   | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 10. The instructor deals fairly with different points of view.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 11. The instructor attempts to motivate student interest in the course material.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 12. The instructor demonstrates a thorough knowledge of the subject matter.   | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 13. The instructor maintains proper order in the classroom.   | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 14. The instructor encourages students to reason for themselves.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 15. Overall, the instructor is an effective teacher.  | 1. <input type="radio"/> | 2. <input type="radio"/> | 3. <input type="radio"/> | 4. <input type="radio"/> | 5. <input checked="" type="radio"/> |
| 16. Please use the back of this form for any written comments that you may wish to add.<br>(These comments and your previous responses will be reviewed by the instructor, department chair, President, Provost, and other members of the department and college personnel committees.) |                          |                          |                          |                          |                                     |