

Faculty Senate Minutes #393

September 19, 2012

1:40 PM

Room 9.64 NB

Present (36): Chevy Alford, Andrea Balis, Ned Benton, Adam Berlin, Erica Burleigh, Kashka Celinska, Elise Champeil, Demi Cheng, Janice Dunham, Peggy Escher, Terry Furst, Maki Habersfeld, Jay Hamilton, Charles Jennings, Shaobai Kan, Karen Kaplowitz, Maria Kiriakova, Tom Kucharski, Anru Lee, Ma'at Lewis, Richard Li, Cyriaco Lopes, Yue Ma, Amie Macdonald, Vincent Maiorino, Evan Mandery, Roger McDonald, Jean Mills, Elvin Montgomery, David Munns, Richard Ocejo, Melinda Powers, Raul Romero, Francis Sheehan, Shonna Trinch, Katherine Wylie-Marques

Absent (12): James Cauthen, Lior Gideon, Maria Grewe, Veronica Hendrick, Tim Horohoe, Janice Johnson Dias, Kwando Kinshasa, Michael Maxfield, Brian Montes, Nicholas Petraco, Manouska Saint Gilles, Staci Strobl

Invited Guests: Provost Jane Bowers, President Jeremy Travis

Agenda

1. Adoption of the agenda
2. Announcements & Reports
3. Adoption of Minutes #392 of the Wednesday, September 6, 2012, meeting
4. Elections: Auxiliary Enterprises Board and Business Manager Search Committee
5. Review of the agenda of the September 20 meeting of the College Council
6. Resolution from the Faculty Senate Executive Committee
7. Results of the "COACHE Faculty Job Satisfaction Survey" of tenured JJ faculty
8. Invited guests: President Travis and Provost Bowers

1. Adoption of the agenda. Approved.

2. Announcements & Reports [Attachment A, A-2, A-3]

Information about the nine members of the Middle States Site Visit Team, who will be on campus April 21-24, 2013, after having read our Self-Study Report which will go through College governance by March 1, 2013, was provided [Attachment A]. President Travis' letter to the

College community, dated September 5, was provided [Attachment A-2] as well as a Report Card on how well we have met our Master Plan goals so far; this Report Card was issued in May [Attachment A-3].

3. **Adoption of Minutes #392 of the Wednesday, September 6, 2012, meeting.** Approved.

4. **Election: Auxiliary Enterprises Board members**

Because a panel of six faculty names is required, from which the president of the college is to pick three for appointment, the Senate cast votes and all four candidates received a majority of votes. All four names are to be forwarded to the president: Professors Ping Ji, Carmen Solis, Susan Will, and Liza Yukins.

5. **Review of the agenda of the September 20 meeting of the College Council.** Noted.

6. **Resolution from the Faculty Senate Executive Committee** [Attachment B, C]

After reviewing the April 2012 Faculty Senate proposal to President Travis for the establishment of an ad hoc task force on full-time faculty issues [Attachment B] and President Travis' June 2012 counterproposal for the establishment of a permanent Advisory Committee on Faculty Matters to be chaired by the Provost [Attachment C], the Faculty Senate adopted the following resolution put forth by the Senate's Executive Committee. The Resolution was adopted by a vote of 28 yes, 3 no, 4 abstentions:

Whereas, In April 2012, the Faculty Senate s proposed to President Travis the establishment of an Ad Hoc Task Force on the Status of the Faculty, and

Whereas, President Travis and Provost Bowers met with the Faculty Senate on May 10, 2012, to discuss the Senate's proposal and the issues referenced in the proposal [see Faculty Senate Minutes #390], and

Whereas, President Travis in June 2012 responded to the Senate's proposal with a proposal for a the establishment of a permanent Advisory Committee on Faculty Matters to be chaired by the Provost, and

Whereas, Subsequently in August 2012, the results of the responses of John Jay's full-time faculty to the "COACHE Faculty Job Satisfaction Survey" [Attachment E] were transmitted to the College, and

Whereas, A copy of the COACHE survey results were given by Provost Jane Bowers to Faculty Senate President Karen Kaplowitz in September and Karen Kaplowitz then immediately gave the survey results to the other members of the Faculty Senate's Executive Committee, and Whereas, The Office of Institutional Research is conducting an analysis of the COACHE survey results, at the direction of Provost Bowers, and

Whereas, Provost Bowers and President Travis have requested that they be invited to discuss the COACHE survey results with the Faculty Senate at its September 19th meeting and this invitation was accordingly extended, and

Whereas, The Faculty Senate Executive Committee believes that an analysis of the COACHE survey results should be independently conducted by elected faculty leaders before any decisions are made or actions taken, therefore be it

Resolved, That the Faculty Senate Executive Committee recommends that an ad hoc group of Faculty Senate members perform such an independent analysis of the results of the "COACHE Faculty Job Satisfaction Survey" and invite the Council of Chairs and the PSC Chapter Executive Board to name members of their bodies to join the Senate group in this activity and that this ad hoc group report its analysis and recommendations to their bodies and ultimately to the faculty.

7. Discussion of the results of the "COACHE Faculty Job Satisfaction Survey" of tenured JJ faculty [Attachment D]

The Senate discussed the COACHE Faculty Job Satisfaction Survey Provost's Report; COACHE stands for the "Collaborative on Academic Careers in Higher Education" at the Harvard Graduate School of Education. [Attachment D is the Executive Summary of the Report.]

8. Invited guests: President Travis and Provost Bowers: discussion of the results of the "COACHE Faculty Job Satisfaction Survey" of tenured John Jay faculty. Noted.

The meeting was adjourned at 4:00 pm

Submitted by the Faculty Senate Executive Committee

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7. Discussion of the results of the "COACHE Faculty Job Satisfaction Survey" of tenured JJ faculty. Noted.

8. Invited guests: President Travis and Provost Bowers: discussion of the results of the "COACHE Faculty Job Satisfaction Survey" of tenured John Jay faculty. Noted.

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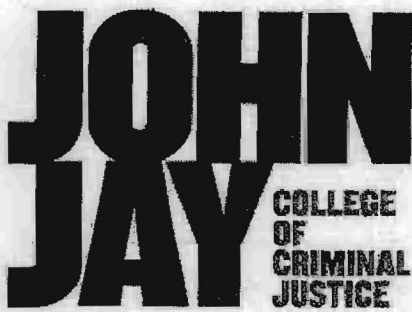
	Present Position	Educational Background	Prior Experience	Specialties	Prior MS Experience	Other
Robert Bogomolny, Team Chair	President, University of Baltimore	Law, Harvard College and Law School	Senior VP and General Counsel, G.D. Searle & Co., 14 years; Law School Dean and Prof.			
Ivan Banks	Provost and VPAA, Cheyney University of Pa., State System, 1200 students	Ed.D. Instructional Design & Educational Media, Univ. of Kentucky, 1983; B.A. Case Western	Dean, School of Education, New Jersey City University; Fulbright scholar who studied ed systems in Singapore & Malaysia	NCATE assessment, mission, strategic planning; urban education	Evaluator: 2 times	Currently at HBCU; was at HSI; consultant for NCATE;
John Melendez	V.P. Student Affairs, NJ City University. 6,640 UG, 1,700 Grad students, commuter school, urban, MSI, HSI	PhD., Higher Ed Admin, 2002; B.A. Theater Arts, 1979.	Student Affairs and earlier in Financial Aid, NJCU, since 1985	Enrollment Management; Financial Aid (15 years); Retention	Evaluator: 1 time	has responsibility for enrollment management & registrar; had recent progress letter on assessment
Ernest Gilmer Clary	Director, Office of Assessment, Kutztown University of Pa., state system. 10,300 students	Ph.D. Psychology, Univ. of Georgia, 1980	Psych Prof, St. Catherine Univ, 1979-2009	Assessment, standards 7 and 14; Gen Ed		Website has "KU en Español"; Kutztown has strong assessment program, but had recent monitoring report on Standard 7 and assessment of Gen Ed; Kutztown is member of HETS

Middle States Team Profile, updated 8/13/12

August Daquila	Manager, Financial Reporting & Analysis, Rowan Univ.; 11,800 students	M.B.A. 1989; B.S., Accounting, 1974	Controller, Ramapo College, 15 years; Asst. Controller, Fairleigh Dickinson	Finance at Non-Profits; Accounting and Financial Statements	Evaluator: 2 times	
Christopher Dreisback	Chair, Applied Ethics & Humanities, Johns Hopkins, Division of Public Safety Leadership in School of Education	Ph.D., Philosophy, Johns Hopkins, 1987.	Philosophy Professor, College of Notre Dame, Md. Acting Dean. 28 years teaching in private non-profit colleges	Curriculum development, strategic planning, faculty governance, administration.	Chair of 3 steering committees & member of 11 visiting teams	Has taught online; author of <u>Ethics in Criminal Justice</u> (McGraw-Hill); tech savvy; lectures on ethics to Secret Service and immigration officials
Phyllis Edamatsu	Director, IR and Analysis, Delaware State Univ, 4200 students	Ph.D., Public Admin, Arizona State, 1999; B.A., Psychology, 1968	IR & Research since 1989, at ASU, Tenn. State, & UTEP	IR 25 years at 2 community colleges, 1 private university, and 5 public universities; Information Tech, taught at grad level; enrollment management; strategic planning	Evaluator: 3 times	Experience at HBCUs & HSI (UTEP)
Cristi Ford	Assoc. Prof, Center for Academic Technology, Univ. of District of Columbia; 5,000 students	Ph.D., Educational Leadership and Policy Analysis, Univ. of Missouri, 2009; M.S., Applied Psychology, Univ of Baltimore, 2003.	Director, Distance Ed at Hampton University; Assoc. Director of Training at Marshall Univ (Huntington, W Va)	IT, Distance Ed, Adult Learners, Student Support Programs; weekend, accelerated, evening programs; certificate programs and continuing ed; faculty development		Oversaw admin of 23 online programs. PhD specialty in higher and continuing ed. HBCU experience

Middle States Team Profile, updated 8/13/12

<p>Benjamin Hadis</p>	<p>Sociology Prof, Montclair State, since 1977. Director of Study Abroad and Exec Director, NJ State Consortium for International Studies, 18,500 students</p>	<p>Ph.D., Sociology, UCLA, 1976; M.A., Sociology, UCLA, 1970</p>	<p>Lecturer, Cal State Fullerton and in Buenos Aires, before 1977.</p>	<p>Study abroad; academic evaluation of study abroad programs; ideology of terrorism and counter-terrorism; globalization</p>	<p>Evaluator: 4 times</p>	<p>Hispanic, retired earlier this year.</p>
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ATTACHMENT A-2

*Jane P. Bowers
Provost and Senior Vice President
for Academic Affairs*

*524 West 59th Street
New York City, NY 10019
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F. 212.237.8623
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September 5, 2012

Dear John Jay Faculty,

As I walk around campus this fall, I cannot help but notice that our mission of educating for justice is proclaimed in bold signage on the walls of our buildings. We identify ourselves as fierce advocates for justice on everything from t-shirts to promotional literature to coffee mugs. We communicate the expansiveness and inclusiveness of this mission in a list of the kinds of justice we educate for, including gender, racial, environmental, economic, philosophic, and even, with tongue somewhat in cheek—poetic and real justice.

These expressions of our mission will never be more than slogans, however, unless we understand what they mean for us as individual educators; our mission will be just words unless we live it. Declaring ourselves so boldly in print, we have a responsibility to live up to our promise and to fulfill our commitment to educate for justice. We owe this to our students, who come to us because of our promise and because they aspire to be fierce advocates for justice in a world full of injustice. We owe this also to our public—the countries and institutions that turn to us to help them build and sustain just societies.

For no members of our community is the imperative to live the mission more important than for the faculty. You are the core strength of our college. You embody its spirit. And if we fulfill our promise, we do so because of you.

Through your teaching, you provide a kind of educational justice to our students. You offer our economically, demographically, and intellectually diverse students a rigorous and challenging curriculum, and, in the classroom and outside of it, you support and nurture them so that they can reach your high standards and take their place in the world as accomplished and well-educated college graduates. Through the curriculum, which you generate and oversee, our students come to understand the meaning and manifestations of justice and to recognize injustice when they see it. Through co-curricular activities designed to support the curriculum, you prepare our graduates to work for justice in communities around the world. Through your scholarship, you broaden the college's reach and enhance its impact, bringing injustice to light and influencing the course of justice. It follows that our value as an institution derives from your work and our mission depends on you.

The College has a corresponding responsibility to make your scholarship visible to the world and to create opportunities for you to engage in dialogue with colleagues from other institutions and from communities of practice aligned with our mission. To this end, we hold a biennial international conference, which brings our faculty together with scholars and practitioners from the global community. Last year, we held the international conference here at the college in celebration of the opening of our new campus. Attendees came from as close as New Jersey and as far as New Delhi. We look forward to 2014 and our next conference in Athens. We also launched an annual series of symposia to showcase the work of our faculty and to bring it to the attention of the press and of strategic partners in key justice communities. Next year we will expand this series from a half year to a full year, with symposia featuring our faculty on such topics as Cyber Bullying—in

partnership with the Manhattan DA's Office, the Amber Watch Foundation, the Tribeca Film Festival, and the United Federation of Teachers—and Cybercrime—in partnership with the Manhattan DA's office and the Federal Reserve.

In the twenty-first century, we must also expand our digital footprint in order to elevate our role and broaden our reach. We are in the planning phase of an initiative to create not-for-credit MOOCs (Massive Open Online Courses) taught by some of our most highly regarded faculty and extended digitally to the entire world. By promoting the scholarship of our faculty through these means we are educating for justice on a global scale.

In order to fulfill our responsibility to educate our students for justice and prepare them to advocate for justice as graduates of John Jay College, we must connect your scholarship to the curriculum, and we must ensure that our curriculum serves our mission. We achieve this through our existing program review and revitalization cycle. Almost every John Jay undergraduate major has undergone such review in recent years, resulting in a completely revitalized curriculum. The Criminal Justice BA, for example, was revised as a response to the emerging and unmet need in the criminal justice community for policy analysts, innovators, and critical thinkers. The newly approved major, Law and Society, is a revision of the Legal Studies major to expand it beyond its narrow focus on laws to a broader understanding of the law as an instrument of political and social change, shaping and shaped by the structures and values of social institutions.

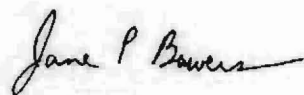
We have added new majors in the liberal arts—English, Economics, Global History, Gender Studies, and Philosophy—because we understand that liberal arts learning goals—critical and creative thinking, civic knowledge and engagement, ethical reasoning, and problem solving among others—are the characteristics of engaged citizens in just societies. Liberal arts goals are also achieved in our general education curriculum, advanced by our co-curricular activities, and integrated into all of our degree programs.

Our graduate programs must also speak to our mission and fulfill our promise. To guide the revision and revitalization of existing master's programs and the development of new programs, we have begun to open a dialogue with our local, national, and international justice communities to establish a formal channel of communication between the leadership of those entities and the faculty charged with the curriculum design, development, and delivery. We intend these dialogues to inform and enrich our curriculum, to enhance our enrollment, and to ensure the successful placement of our graduates. This effort is in its infancy, but we intend to sustain open communications between these communities and John Jay College.

As we approach our 50th anniversary as a college and as we imagine the next 50 years, we examine everything we do through the framing lens of justice. We ask ourselves what kind of curriculum and what kind of learning experiences will fulfill our promise and prepare our students to become highly ethical actors with the skills, knowledge, and passion to effect real, positive change in the world. Asked and answered, these questions will help us stay true to our mission.

At the start of a new academic year, I ask you to reflect on these questions and to share your thoughts with me via email or in person as the year goes on.

With all good wishes for an excellent year,



Jane P. Bowers
Provost

ATTACHMENT A-3

Master Plan Report Card -- May 2012

Goal 1 - Student Success

Establish an institutional culture that fosters intellectual and personal transformation in order that students achieve their academic and professional goals.

Goal 1 Student Success	External Benchmark, where applicable	Reporting Years			Change since last measurement	Change relative to baseline year or benchmark
		2009	2010	2011		
Retention and Graduation						
One-Year Retention		74.9%	76.7%	78.4%	1.7% ↑	3.5% ↑
Baccalaureate Graduation Rate, Six Years		41.7%	40.1%	38.4%	1.7% ↓	3.3% ↓
Master's Graduation Rate, Four Years		61.9%	60.7%	58.2%	2.5% ↓	3.7% ↓
General Education						
Percent of students passing freshman composition with C or better.		82.2%	82.1%	83.6%	1.5% ↑	1.4% ↑
Percent of students passing gateway math with C or better.		61.6%	59.8%	62.9%	3.1% ↑	1.3% ↑
NSSE scores for General Education Skills, student responses	Freshmen National Peers: 67	Freshmen: 76				9 ↑
	Senior National Peers: 71	Seniors: 74				3 ↑
Personal Development						
NSSE scores for gain in personal and social development	Freshmen National Peers: 51	Freshmen: 55				4 ↑
	Senior National Peers: 48	Seniors: 53				5 ↑

Academic Support Services						
Mean satisfaction ratings for five key academic support functions ¹		57%		62.2%	5.2% ↑	5.2% ↑
NSSE scale for support for student learning	Freshmen National Peers: 58	Freshmen: 57				1 ↓
	Senior National Peers: 53	Seniors: 50				3 ↓
Academic Advising for Graduate Students-Satisfaction level		28.4%			Baseline: 28.4%	
Faculty/Student Interaction						
NSSE scores for "Student-Faculty Interaction"	Freshmen National Peers: 32	Freshmen: 31				1 ↓
	Senior National Peers: 39	Seniors: 37				2 ↓
Student Engagement						
Percent reporting some participation in student activities ²			22%	26%	4% ↑	4% ↑
NSSE scores on five freshman "benchmarks"		At or above national norm: 5				Baseline: 5
NSSE scores on five senior "benchmarks"		At or above national norm: 3				Baseline: 3
Student Transition						
Percent in FY Seminar or Learning Communities		10%	20%	31%	11% ↑	21% ↑
Percent of		81%	88%	72%	16% ↓	9% ↓

¹ Foreign Language Lab; MSRC; Writing Center; Library; Advising (John Jay Student Experience Surveys)

² CUNY Student Experience Survey 2010, and JJ Student Experience Survey 2011

class attending fall orientation: Freshmen						
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Highlights and Challenges

- Retention and Graduation. One-year retention has developed strongly in response to early intervention with students having difficulty and more focus on academic foundations, advising, and the First Year Experience. Graduation rates, a lagging indicator, continue to fall at six-years, but show modest strength at four years, compared to the other CUNY senior colleges.
- Honors College. On May 8, 2012, CUNY announced that John Jay will join the Macaulay Honors College.
- General Education. A direct assessment of General Education will be available soon; we now have only indirect assessment, based on student reports. On the NSSE scales for Foundational Intellectual Skills, John Jay students score in most cases at or above both CUNY and national levels, but faculty reports (FSSE) on students for similar scales offer a less sanguine picture.
- Student Engagement. While freshmen exceed the national norm for one NSSE benchmark (“Level of Academic Challenge”) and equal the norms for the others, seniors show lower engagement in “Active and Collaborative Learning” and “Enriching Educational Experiences” than do national peers. Local student experience surveys show very low participation in student activities, but they also show high levels of employment and family obligations. NSSE data is from 2009; 2012 results will be available in fall 2012.
- Faculty/Student Interaction. When we drill down on the student interaction scale, we find that first-year students report much higher levels of interaction with faculty in classes than outside of classes: 47.4 vs. 14.6.
- Support Services. While overall ratings are positive, some individual support services show high levels of dissatisfaction in 2011.

Goal 2 – Teaching

Encourage a strong commitment to teaching and to the pursuit of continuous improvement in learning. Make lifelong learning possible through effective pedagogy.

Goal 2 Teaching	External Benchmark, where applicable	Reporting Year			Change since last measurement	Change relative to baseline year or benchmark
		2009	2010	2011		
Integrate Learning across college						
Develop student learning goals across Divisions			Student Learning Goals and Assessment Plans developed by Academic Affairs and Student Affairs.		↑	↑
Support Faculty Development						
Faculty participation in Faculty Development Day				130	Benchmark: 130	
Define learning goals						
Learning goal development			Learning goals developed for all majors and most graduate programs		↑	↑
Add learning goals to syllabi			0	~450	~450 ↑	~450 ↑
Offer feedback to students						
Percentage of students who say faculty give helpful feedback (John Jay Student Experience Surveys)		69%	58%	45%	13% ↓	24% ↓
Maintain High Academic Standards						
Percentage of students who find high academic standards (John Jay Student Experience Surveys)		65.3% ("strongly agree + agree")		65% ("very much")	No difference	No difference
Recognize and reward fine teaching						
Define expectations for teaching in the personnel process and make awards for teaching			Improvements made in the personnel process facilitate recognition of teaching excellence, but formal expectations have not yet been established on an institutional level. There are awards for exemplary teaching.			

Highlights and Challenges

- Due to enhanced funding, the Center for the Advancement of Teaching was able to offer significantly more programming for faculty development, including for part-time faculty.
- The Division of Student Affairs launched a major effort in 2011 to establish and assess student learning and developmental goals.
- The College created a College-Wide Assessment Committee to coordinate assessment activities across the campus, in academic and support units.

Goal 3 – Research and Scholarship

Foster and sustain excellence in research, scholarship, and creative work.

Goal 3 Research and Scholarship	External Benchmark, where applicable	Reporting Year			Change since last measurement	Change relative to baseline year or benchmark
		2009	2010	2011		
Support infrastructure to sustain high quality research						
Research Foundation Grant Awards		\$16.172 million	\$20.427 million	\$15.082 million	\$5.35 million ↓	\$1.09 million ↓
Average Scholarly Output by Faculty Who are Required to Report		.5 (calendar year)	.6 (calendar year)	Data not yet complete	.1 ↑	.1 ↑
Develop policies to evaluate, recognize and reward excellent scholarship and creative work		Standards for scholarship have been developed and once approved by the Faculty Personnel Committee, Departments will adapt the guidelines for their disciplines.			↑	↑

Highlights and Challenges

- The College has conducted a number of workshops to promote and inform scholarship, and it has arranged for very specific contacts between faculty and federal agencies.
- In the 2009 Faculty Experience Survey, 64% of the faculty rated the College's help with grant applications as good or excellent.
- Grant funds peaked in 2010 due to the federal stimulus funds.

Goal 4 – Strategic Partnerships

Forge relationships and partnerships that enhance student success, support faculty excellence, and advance the College's capacity to promote the public good.

Goal 4 Strategic Partnerships	Previously Established	Reporting Year			Change since last measurement	Change since benchmark year
		2009	2010	2011		
Develop Strategic Partnerships						
Partnerships established or under discussion	34 international Partnerships	?	?	3 international partnerships under discussion MA/JD Program established with New York Law School		

Highlight

- With funding from the Open Society Foundation, discussions are underway with two key universities in Beijing that will hopefully foster international collaboration on research, scholarship and training in criminal justice by supporting five conferences over two years.

Goal 5 – Institutional Effectiveness

Advance systematic, continuous processes of self-study that foster reflection, improvement, and accountability in support of the College’s mission and goals.

Goal 5 Institutional Effectiveness	External Benchmark, where applicable	Reporting Year			Change since last measurement	Change since benchmark year
		2009	2010	2011		
Strengthen engagement and effectiveness of College’s workforce to improve quality of programs and services						
<i>Percent of employees who think:³ “The College maintains very high standards of quality and service”</i>		53%	58%	50%	8% ↓	3% ↓
“People are held accountable for the quality of work they produce.”		52%	61%	53%	8% ↓	1% ↑
“This organization values the contribution I make”		58%	65%	64%	1% ↓	6% ↑
Use Assessment to Allocate Resources						
				Academic and admin support offices begin development of assessment plans	↑	↑
Recruit Diverse student body with						

³ “Employment Engagement Survey 2010,” Office of the SVP for Finance and Administration, March 4, 2011.

potential for success						
Proportion of students of color		75%	76%		No Change	No Change
Invest in recruitment and retention of excellent, diverse faculty...						
Percentage minority faculty		28.1%	30.2%	31.3%	1.1% ↑	3.2% ↑
Percentage female faculty		44.0%	45.2%	46.2%	1% ↑	2.2% ↑
Communicate effectively with public						
Online Stories				2457 (First time to collect this data)		Baseline: 2457
Print media mention count		1366	1454	Data not complete	88 ↑	88 ↑
"Newsroom" Page Hits		24,569	21,048	17,015	4033 ↓	7554 ↓
Home Page Hits		1.301 million	1.991 million	2.109 million	.118 million ↑	.808 million ↑
Raise funds						
Voluntary Giving			\$5,926,958	\$5,155,630	\$771,328 ↓	\$771,328 ↓
Alumni Participation		705	608	438	170 ↓	267 ↓
Go Green						
Copier Usage— Printshop and Copy Centers		6.945 million copies	6.391 million copies	4.463 million copies	1.93 million copies ↓	2.48 million copies ↓
Used fluorescents recycled, in feet		2,590	2,721	4,071	1,350 ↑	1,481 ↑
Metal/Plastic recycling, tons		23	57		34 ↑	34 ↑
Batteries recycled, pounds		246	604	424	180 ↓	178 ↑
Provide Welcoming and Safe Campus						
Reported Crimes		54	32	39	7 ↑	15 ↓

Highlights and Challenges

- The College opened a 630,000 square-foot new academic building in 2011.
- The College announced a first-ever capital campaign on May 8, 2012 with a goal of \$50 million.
- The College is on course to make full and systematic use of assessment in the budget allocation process.

ATTACHMENT B

April 10, 2012

President Jeremy Travis
John Jay College of Criminal Justice

Dear President Travis,

On April 4, the Faculty Senate approved by unanimous vote (31-0-0) the following proposal, presented in context, for your consideration:

Faculty Senate Proposal for a Task Force on the Status of the Faculty

At the College Council meeting on March 29, 2012, President Travis ruled out of order a proposal submitted by the Faculty Senate regarding procedures to govern the performance of uncompensated work by faculty members. The President contended that the resolution was outside the jurisdiction of the College Council. During the debate, it became clear that despite differences of opinion between the faculty and the President on the jurisdictional issue, there was general agreement that the substantive issue deserves further exploration and the resolution was tabled pending a systematic investigation of the issue. This document proposes such an investigative taskforce, to be called the Task Force on the Status of the Faculty.

By way of background, on February 8, 2012, the Faculty Senate passed a resolution regarding uncompensated work by a vote of 28-1-2. This followed one of many wide ranging discussions of faculty concerns regarding their status at the College. The resulting resolution was aimed particularly at the routine pressure placed on junior faculty members to perform uncompensated work, but this is merely one facet of a larger problem. Faculty members feel underappreciated, they struggle to balance the competing demands of service and scholarship, and junior faculty members often feel that they have no voice. Similar concerns have been raised in other fora.

We accordingly propose that the Task Force on the Status of the Faculty examine the professional life of our faculty in the broadest possible way, with an eye to what is desirable rather than what is merely practical. One can imagine myriad proposals emerging from this task force, with recommendations for personnel guidelines, workload, and service expectations, among many others. The task force might consider, for example, issues such as uncompensated work (as the original Faculty Senate proposal conceived of it), methods of

granting release time and its transparency and availability, and the prospects for lowering the required workload for full-time faculty, as Hunter, Brooklyn, and Queens colleges have seen fit to do. The task force would recognize that all of these topics would be investigated and addressed within the context of CUNY Bylaws, the PSC contract, and related labor laws.

Because of the potentially wide ranging implications that might emerge from this discussion, we propose that the task force include faculty (chosen by the Faculty Senate) and administrators. We also think it essential, given the President's position that the Faculty Senate resolution implicates labor and management issues, that representatives of the John Jay Chapter of the PSC (chosen by the executive committee of the PSC chapter) be invited to participate in the discussion. Representatives of the Council of Chairs should be included as well. Our hope is that the task force could begin its work before the end of this academic year and report recommendations before the end of the 2012-2013 academic year. These recommendations should frame a dialogue about faculty workload and other relevant matters at the College-wide level, with appropriate actions taken by the relevant governance bodies, departments, and offices at the College.

We believe these recommendations and the dialogue would be of immeasurable benefit to the College.

Sincerely,

Karen

Karen Kaplowitz
President, Faculty Senate

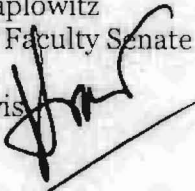
ATTACHMENT C

*Jeremy Travis
President*

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MEMORANDUM

TO: Professor Kaplowitz
President of Faculty Senate

FROM: Jeremy Travis
President 

DATE: June 5, 2012

I am writing to follow up on the productive discussion Provost Bowers and I had with the Faculty Senate on May 11, 2012 about issues of concern to the faculty, especially the junior faculty, regarding workload and service expectations, issues that prompted the Faculty Senate resolution of April 4, 2012. We agree with the sentiment expressed at this meeting that the faculty and administration need some means of open and regular communication, not just to air problems but to work toward solutions and to advance recommendations for improving faculty life.

To address this need, we propose the establishment of a standing Advisory Committee on Faculty Matters, to be chaired by the Provost. The Advisory Committee on Faculty Matters would be comprised of 10 members of the full time faculty, a majority of whom should be junior faculty. The members would be elected from the faculty at large by the Faculty Senate to serve one-year terms. Though the issues immediately identified by the Senate concerned workload and service, the agenda of the Advisory Committee would be set by the members of the body depending on faculty issues as they surface during the year. Other administrators and staff can be invited as needed to provide expertise or to hear about concerns in the areas they manage. The Advisory Committee would meet at least twice a semester.

In addition to these regular meetings, the Advisory Committee would also organize and host two Town Hall meetings a year, open only to the full-time faculty, which would serve as a venue for the faculty at large to raise concerns and ask questions, just as our current Town Halls function for students. We could follow a similar format with similar rules, and we could stream the proceedings, giving faculty who are unable to attend a means to communicate with us. As we do at our current Town Halls, we would expect the President, Vice Presidents, and key staff members to attend so that they can speak to any questions in their areas of responsibility. Issues that surface during these Town Hall meetings may inform the Advisory Committee's agenda. The Advisory Committee can also use this opportunity to report out to its constituents about the matters it has considered, the problems it has solved, and the recommendations it has made to the administration.

I should note that the Provost will soon announce the establishment of a Committee on Adjunct Affairs, following one of the recommendations of her Adjunct Initiative Working Group in its March 2012 report. The Committee on Adjunct Affairs will no doubt serve the same purpose for part-time faculty as the Advisory Committee proposed here will serve for full-time faculty.

The Provost and I look forward to putting this proposal into action at the beginning of the fall semester. We thank the members of the Faculty Senate for discussing their concerns forthrightly and for identifying the need to improve communication and problem-solving between the faculty and the administration.

cc: Provost Bowers

John Jay 2012 COACHE Data Summary Report

The Collaborative on Academic Careers in Higher Education (COACHE) survey was administered to full-time, tenured faculty during the winter of 2011-12. All 202 eligible faculty, as of November 1, 2011, were invited to complete the survey; 102 faculty members responded. This report summarizes the data provided by COACHE. Benchmarks which are strengths or weaknesses are reported below.

Key findings

- Our tenured faculty are much less satisfied on the benchmarks deemed critical to their success than are their counterparts at peer institutions.
- Our tenured faculty are much less satisfied on the organizational and departmental benchmarks than are their counterparts at peer institutions.
- Faculty workload stands out as an area of concern.
- One-third to almost one-half of tenured faculty members are unclear on at least one aspect of the promotion process.
- Leadership communication to faculty is an area of concern.
- Departmental quality is rated as satisfactory among tenured faculty even if departmental collegiality and engagement are not.
- Faculty understand the importance of faculty mentoring more so than most of our peers. This is our *one* area of strength.

Overview

During the winter of 2011-12, 202 tenured faculty at John Jay were invited to complete the COACHE survey; 102 faculty members responded. This survey examines tenured faculty perceptions of John Jay's strengths and weaknesses among 17 benchmarks and additional areas of concern. The 11 benchmarks deemed as critical to faculty success are:

Nature of work: Research	Mentoring
Nature of work: Service	Interdisciplinary work
Nature of work: Teaching	Collaboration
Facilities and work resources	Mentoring
Personal and family policies	Acceptance and recognition
Health and retirement benefits	

The remaining benchmarks relate to organization and leadership.

Peer institutions selected for this analysis are: CUNY – College of Staten Island, CUNY – Hunter College, CUNY – Queens College, SUNY Buffalo State College, and University of Wisconsin – Parkside.

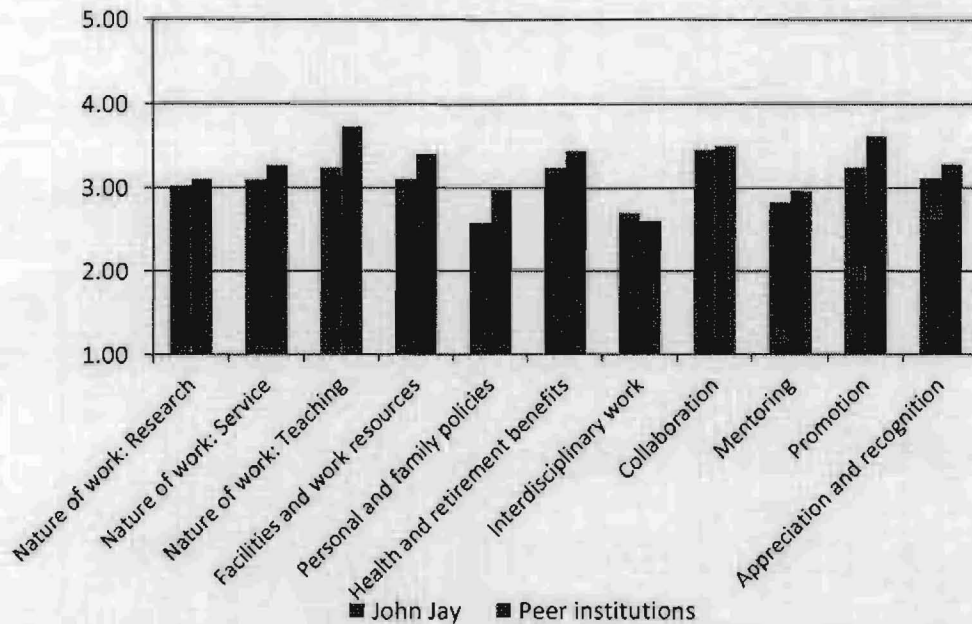
The response rate was 46%, a higher rate than that for the peer institutions, 38% (Appendix 1). John Jay faculty respondents were similar to the peer institution respondents on gender, age, and appointed rank. They differed on two characteristics: more of our respondents were supporting children than were their peers, 58% to 48%; and department chairs represented a smaller

percentage of our respondents than did our peers, 12% to 16%. Approximately one-third of our respondents previously held a tenured position at another institution. This is not unlike the peer institutions' respondents. One in five responding faculty have sought opportunities elsewhere. This, too, is not unlike that of the peer institutions.

COACHE benchmarks

The COACHE survey benchmark means for John Jay are compared to the mean from the peer institutions. Figure 1 displays the means for the benchmarks deemed critical to faculty success.

Figure 1. Benchmarks deemed critical to faculty success, means vs peer institutions.



John Jay rated lower than the peer institutions on all 11 benchmarks deemed critical to faculty success. The highest satisfaction means were for “Collaboration,” “Nature of work: Teaching,” and “Promotion.” But as we will see for two of them, this is misleading. One of the lowest means, “Interdisciplinary work,” was higher than the mean for the peer institutions.

The benchmark items on leadership and organization are available in Appendix 2 along with breakdowns of benchmarks by faculty ranks. Overall, John Jay rated lower than our peers on 15 of the 17 benchmarks.

Strengths and Weaknesses

Next, all 17 benchmarks and their individual items are examined for rank against our peers and all institutions. Where John Jay ranked in the Top 2 among peers and in the Top 20% of all institutions it was rated as a strength. Likewise, a rank in the Bottom 2 among peers and in the Bottom 20% of all institutions is a weakness. Table 1 displays all of John Jay strengths and weaknesses. The top section lists the 6 benchmarks which rated as a weakness in their entirety. The bottom portion lists the items rated as a strength or weakness within the remaining

benchmarks. (some items are neither a strength nor a weakness) Only five of those items rated as a strength. (Appendix 3 contains the entire inventory of survey items along with their mean, rank, and decile among all institutions.)

Table 1. John Jay strengths and weaknesses.

Benchmark	Item	Strength (▲) or Weakness (▼)
Nature of Work: Service	<i>Overall</i>	▼
Nature of Work: Teaching	<i>Overall</i>	▼
Promotion	<i>Overall</i>	▼
Leadership: Divisional	<i>Overall</i>	▼
Departmental collegiality	<i>Overall</i>	▼
Appreciation and recognition	<i>Overall</i>	▼
Facilities and work resources	Office	▼
	Laboratory, research, studio space	▼
	Clerical/administrative support	▼
Personal and family policies	Housing benefits	▼
	Spousal/partner hiring program	▼
	Childcare	▼
	Eldercare	▼
	Family medical/parental leave	▼
Interdisciplinary work	Budgets encourage interdisciplinary work	▲
Collaboration	Opportunities for collaboration within department	▼
Mentoring	Effectiveness of mentoring from outside inst.	▼
	Importance of mentoring outside dept.	▲
	Importance of mentoring outside inst.	▲
	Effectiveness of mentoring outside the inst.	▲
Leadership: Senior	CAO: Stated priorities	▼
Leadership: Departmental	Head/Chair: Communication of priorities	▼
Departmental quality	Dept. is successful at faculty recruitment	▲

Strengths. Our one area of strength came under mentoring: the items on the importance of faculty mentoring. Unfortunately, those particular items do not measure into the benchmark of mentoring. Two additional items, “Budgets encourage interdisciplinary work” and “Department is successful at faculty recruitment,” rated as strengths.

Weaknesses. On 6 of 17 benchmarks, John Jay faculty satisfaction rates as a weakness. Those benchmarks are “Nature of Work: Service,” “Nature of Work: Teaching,” “Promotion,” “Leadership: Divisional,” “Departmental collegiality,” and “Appreciation and recognition.” The additional items rated as a weakness fell under the benchmarks of “Personal and family policies (family and related care) and “Facilities and work resources” (space and clerical support).

Next, Tables 2 and 3 list the best and worst aspects, respectively. Reported here are those that were selected by more than 5% of respondents. (Appendices 4 and 5 contain the complete list of responses.)

Table 2. Best aspects of working at John Jay.

	John Jay	Rank Among Peer Institutions	Rank Among All Institutions
Geographic location	47%	4	40
Quality of colleagues	36%	5	56
My sense of "fit" here	20%	2	43
Support of colleagues	15%	4	39
Diversity	14%	1	8
Academic freedom	14%	4	40
Quality of undergraduate students	7%	1	14

Table 3. Worst aspects of working at John Jay.

	John Jay	Rank Among Peer Institutions	Rank Among All Institutions
Teaching load	53%	3	28
Lack of support for research/creative work (e.g., leave)	17%	5	44
Too much service/too many assignments	17%	2	44
Compensation	16%	4	59
Cost of living	12%	1	7
Quality of colleagues	9%	0	11
Support of colleagues	9%	0	2
Commute	9%	0	3
Quality of undergraduate students	8%	3	27

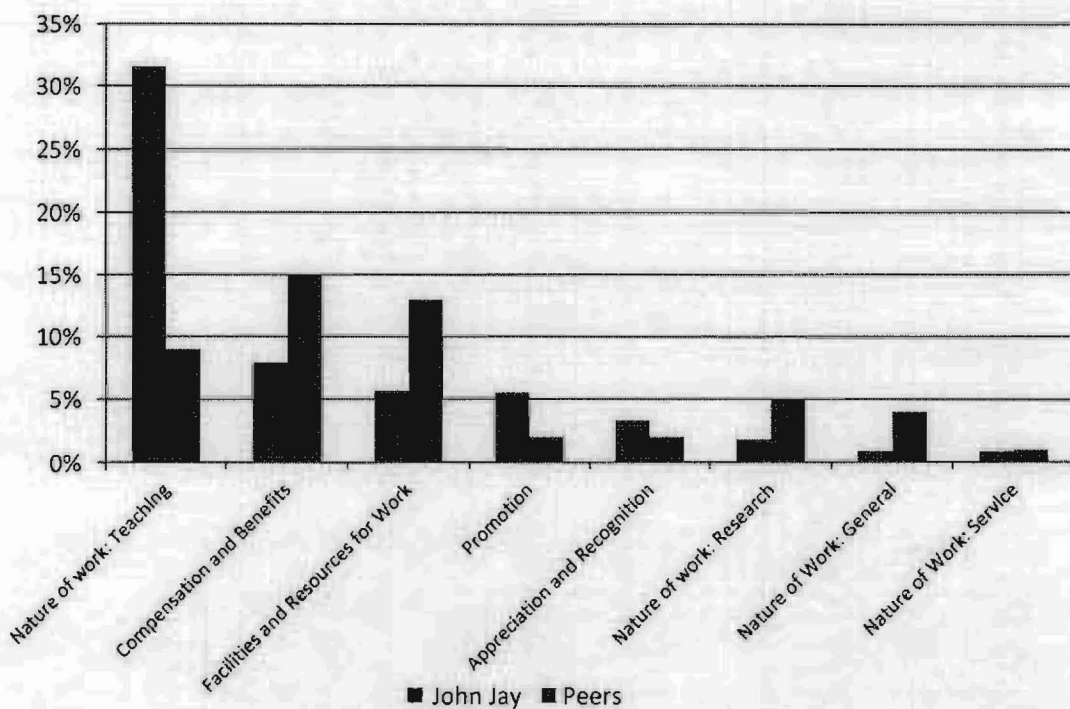
The one aspect least likely to ever change, “geographic location,” rated as the best aspect. Cultural characteristics fell into both lists. Workload aspects made it into the worst aspects but not into the best aspects. Interestingly, “quality of colleagues,” “support of colleagues,” and “quality of undergraduate students” made it onto both lists of aspects. (This may or may not be due to the differences among faculty ranks, as suggested in Appendix 2, Figure 4. Note that

Associate and Assistant faculty comments fell under departmental benchmarks but full professor comments did not.)

Improvements to the workplace

Workload issues related to the retention of faculty as well as areas that can be improved are reported next. Figure 3 presents the tabulated, coded comments provided as responses to “... the number one thing that...your institution could do to improve your workplace.”

Figure 3. Open ended comments on improvement to workplace, coded into benchmarks deemed critical to faculty success.



Here, the higher the percentage the more comments in that benchmark. They can be either positive or negative. In fact, most of the comments under “Nature of work: Teaching” stated a reduction in teaching load as the most important aspect that the John Jay could change to improve their workplace. One comment suggested that the required teaching workload at John Jay is higher than at other CUNY institutions. A copy of the comments is not provided in this report but is available upon request. The leadership related comments are coded and charted as well. (See Appendix 2.) The comments are also reported by faculty rank. Those charts can also be found in Appendix 2.

In Table 4, the workload items across benchmarks and comments are tabulated. Twice as many faculty report dissatisfaction with teaching load than our peer institutions and would negotiate it in their contract if they could. They are also more dissatisfied with time spent on administrative work. They disagree that they are able to balance their time spent on teaching, performing

research and in service. Tenured faculty at John Jay are more dissatisfied with their base salary than tenured faculty peer institutions.

Table 4. Workload related items that may impact faculty retention.

	Overall		
	John Jay	Peer Institutions	All Institutions
If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?			
teaching load (e.g., course release)	59%	25%	14%
base salary	23%	32%	40%
Satisfaction with the number of courses you teach			
Satisfied	31%	61%	71%
Dissatisfied	56%	25%	17%
Satisfaction with the portion of time spent on administrative tasks.			
Satisfied	17%	30%	32%
Dissatisfied	53%	42%	38%
I am able to balance teaching, research, and service activities expected of me.			
Agree	32%	49%	53%
Disagree	59%	41%	38%
If you were to choose to leave your institution, what would be your primary reason?			
sabbatical or other leave time	26%	26%	26%
base salary	14%	16%	15%
tenure clock	14%	14%	10%
employment for spouse/partner	10%	10%	7%
Satisfaction with salary			
Satisfied	38%	37%	40%
Dissatisfied	49%	41%	42%
Which of the following have you done at this institution in the past five years?			
actively sought an outside job offer	21%	17%	23%
received a formal job offer	17%	9%	14%
renegotiated the terms of your employment	7%	7%	11%

For the complete list of responses to the item on “if you could negotiate adjustments...,” and “if you were to choose to leave...,” see Appendix 6.

Communication

Individual items found under the various benchmarks suggested there is an issue with communication.

Table 5. Items relating to communication.

	Overall		
	John Jay	Peer Inst.	All Inst.
My institution's priorities are stated consistently across all levels of leadership (replied "Very unclear," "Somewhat unclear," or "I don't know")	51%	48%	47%
Dissatisfaction with Communication			
My institution's president's/chancellor's: Communication of priorities to faculty	36%	33%	27%
My institution's chief academic officer's: Communication of priorities to faculty	45%	38%	33%
My dean's or division head's: Communication of priorities to faculty	41%	33%	32%
My department head's or chair's: Communication of priorities to faculty	28%	18%	24%
Lack of clarity on...			
Process or promotion from associate to full professor	31%	20%	18%
Criteria for promotion from associate to full professor	33%	21%	20%
Standards for promotion from associate to full professor	40%	26%	25%
The body of evidence for promotion from associate to full professor	34%	17%	18%
Timeframe for applying for promotion from associate to full professor	45%	30%	25%
I don't know...			
How interdisciplinary work is awarded	15%	19%	12%

Faculty are dissatisfied with the communication of university priorities by all levels of leadership above the department level. Only departmental heads/chairs rated with a lower dissatisfaction. There seems to be a problem with communicating the processes involved in promotion

Results

The most significant finding here was dissatisfaction with faculty workload. "Time spent on teaching" rated as a weakness under "Nature of Work: Teaching." It appeared under Worst Aspect, and appeared as the most frequent comment on the one thing that John Jay could change to improve their workplace. There was also a corresponding large dissatisfaction with "Time spent on administrative work." Additionally "Too much service/too many assignments" was listed one of the worst aspects.

The promotion process remains unclear to a significant number of tenured faculty. At least 30% of faculty responded “unclear” or “very unclear” to the process, criteria, standards, body of evidence and timeframe for applying for promotion.

Communication is an area of concern. Tenured faculty are dissatisfied with Leadership’s communication of priorities. As mentioned above, a significant number of tenured faculty are unclear on the promotion process. This also relates to communication of such processes.

Family policies are an area of concern. The items related to family and care and spousal hiring rated as weaknesses. Even so, the benchmark of “personal and family policies” did not rate as a weakness overall.

Departmental quality is rated as satisfactory among tenured faculty even if departmental collegiality and engagement are not.

Final Notes

The data reported here is also available for reporting by faculty rank, gender, and white/faculty of color.

The means of assistant professors were omitted from the frequencies data and reports generated by COACHE, save for the comments.

The data used in this analysis were not provided in a format that would facilitate testing for statistical significance. Thus, no tests were performed.