

Faculty Senate Minutes #398

February 6, 2013

1:40 PM

Room 630 H

Present (36): Chevy Alford, Andrea Balis, Ned Benton, Adam Berlin, Erica Burleigh, Kashka Celinska, Elise Champeil, Lyell Davies, Janice Johnson Dias, Janice Dunham, Peggy Escher, Terry Furst, Maria Grewe, Maki Haberfeld, Charles Jennings, Shaobai Kan, Karen Kaplowitz, Maria Kiriakova, Ma'at Lewis, Richard Li, Cyriaco Lopes, Yu Ma, Amie Macdonald, Vincent Maiorino, Roger McDonald, Jean Mills, Brian Montes, Elvin Montgomery, David Munns, Richard Ocejo, Hyunhee Park, Melinda Powers, Raul Romero, Francis Sheehan, Staci Strobl

Absent (12): James Cauthen, Demi Cheng, Lior Gideon, Jay Hamilton, Tim Horohoe, Kwando Kinshasa, Tom Kucharski, Anru Lee, Evan Mandery, Mike Maxfield, Manouska Saint Gilles, Shonna Trinch

Agenda

1. Adoption of the agenda
2. Adoption of Minutes #397 of the December 7, 2012 meeting
3. Announcements & Reports
4. Issues regarding commencement
5. Election by secret ballot of
 - a. 3 faculty members for Chief Information Office search committee
 - b. 3 faculty members for Public Safety Director search committee
 - c. 2 faculty members for the Faculty Senate
 - d. 2 faculty members for the College Council
 - e. 1 faculty member for the Gen Ed Subcommittee
 - f. 1 faculty member for Co-chair of the Faculty Senate's Committee on Technology
 - g. 1 faculty member for the Student Tech Fee Committee
6. Review of the agenda of the February 14 meeting of the College Council
7. Report on the January 31 Middle States meeting with President Bogomolny
8. Discussion: "Strengths," "Concerns," "Recommendations" concluding each chapter in the Middle States Self-Study Report at <http://johnjay.ijay.cuny.edu/mstates/reaccreditation.asp>
9. Report and recommendations on Prior Learning Assessment at JJ
10. Discussion of the Report by the Gen Ed Assessment Committee

1. Adoption of the agenda. Approved.

2. **Adoption of Minutes #397 of the December 7, 2012 meeting.** Approved.

3. **Announcements & Reports.** Noted.

4. **Issues regarding commencement**

The Senate decided by unanimous vote to recommend that the Honorary Degree recipients each continue to be invited to give a brief (4 minute) speech as part of the commencement ceremonies. The Senate decided by a vote of 34-0-2 to recommend to the President that student graduates continue to walk across the stage as part of the commencement ceremonies.

5. **Election by secret ballot of**

a. ***3 faculty members for Chief Information Office search committee***

Elected were: Patrick O'Hara, Alexander Schlutz, and Adam Wandt

b. ***3 faculty members for Public Safety Director search committee***

Elected were: Charles Nemeth, Francis Sheehan, and Liza Yukins

c. ***2 faculty members for the Faculty Senate***

Elected were Simon Baatz and Hyunhee Park

d. ***2 faculty members for the College Council***

Elected were Janice Dunham and Hyunhee Park

e. ***1 faculty member for the Gen Ed Subcommittee***

Elected was Claudia Calirman

f. ***1 faculty member for Co-chair of the Faculty Senate's Committee on Technology***

Elected was Alexander Schlutz

g. ***1 faculty member for the Student Tech Fee Committee***

Elected was Josh Clegg

6. Review of the agenda of the February 14 meeting of the College Council. Noted.

7. Report on the January 31 meeting with President Bogomolny, Chair of the Middle States Site Visit Team. Noted.

8. Discussion: "Strengths," "Concerns," "Recommendations" concluding each chapter in the Middle States Self-Study Report at <http://johnjay.jjay.cuny.edu/mstates/reaccreditation.asp> [Attachment A]

Explanation: Middle States requires findings at the conclusion of each chapter: the Middle States Co-Chairs determined that the findings should be labeled "Strengths," "Concerns," and "Recommendations." The "Recommendations are those that the College is identifying as actions we should take; Middle States will review whether we acted on our own "Recommendations" when the Commission conducts its 5-year review. The Self-study Report will be voted on by the College Council on February 14 and, following any resulting revisions and edits, will be mailed to the visiting team at the beginning of March, six weeks before the site visit. This Senate meeting is our only opportunity as a Senate to comment on the "strengths," "concerns," and "recommendations" although individuals may do so via the Middle States website and at the College Council meeting.

The Senate made a series of recommendations to add language, delete language, and to add and delete items. These will be made as a motion to amend the Middle States Self-Study Report at the February 14 meeting of the College Council [Attachment A].

9. Report and recommendations on Prior Learning Assessment at JJ by the consultant hired by Dean Anne Lopes. Postponed.

10. Discussion of the Report by the Gen Ed Assessment Committee, Chaired by Professor Amy Green, on General Education Assessment at JJ. Postponed.

The meeting was adjourned at 3:30 PM.

Submitted by
The Executive Committee

ATTACHMENT A

N.B. Recommended additions are underlined; recommended deletions are crossed out.

Chapter One – Middle States Self- Study

Standard One: Mission and Goals

Strengths:

1. John Jay has a well-defined Mission and niche in higher education, which allows us to focus our efforts.
2. The Critical Choices Agenda, carefully thought out in 2005 and 2006, and approved by governance, provides a coherent set of objectives that guide planning along with the Master Plan.
3. The research interests, knowledge, and skills of the faculty make John Jay an attractive partner to many organizations and governments around the world.

Concerns:

1. There is no plan yet for completing the liberal arts component of the Critical Choices agenda.
2. ~~Liberal arts m~~ Majors and programs are developed and proposed according to the interests of academic departments and not as the result of College-wide planning.
3. CUNY support for the John Jay liberal arts agenda, while strong and explicit in the early years of Critical Choices, may not now be as enthusiastic.

Recommendations:

1. Given the many changes the College has gone through in recent years, the College community should formally re-examine the Mission statement in advance of the next Master Plan discussion.
2. The College should engage faculty forums on the direction and shape of possible additional majors and programs ~~possible addition of liberal arts majors~~.

3. The Undergraduate Curriculum & Academic Standards Committee and the Graduate Studies Committee should attend more to comprehensive academic planning ,including needs assessment.

Chapter Two – Middle States Self-Study

Standard Two: Planning, Resource Allocation, and Institutional Renewal

Standard Three: Institutional Resources

Strengths:

~~1. The College has a sound system for developing recommendations to the President on the Financial Plan.~~

Note: the Senate had suggested changing “a sound system” to “an improving system”; if it is only improving and not yet sound, then this is not a strength and should be deleted from the list of strengths.

~~2.~~ 1. Student satisfaction with access to computer technology is the highest in CUNY.

~~3.~~ 2. We have a very fine new academic building.

~~4.~~ 3. We enjoy the financial support of CUNY and the State for most capital projects.

~~5.~~ 4. Given the legislature’s decision to return the revenues from the tuition increases to CUNY, we have a predictable and positive financial planning environment for the next several years.

Concerns:

1. Personnel funded by the Student Technology Fees absorb much of the buying power of that funding stream, and as a result the technology fee budget may not be able to keep up with demands on it.

2. There is great pressure on our space facilities, and we will lose North Hall in two years.

3. The College is good at adding initiatives but less inclined to delete them in the name of institutional renewal.

Recommendations:

1. The College should follow through with plans to remove tech personnel from student tech fee funding in order to free up funding for additional tech projects and to save the cost of fringe benefits.
2. The College should more aggressively pursue integrated planning across all divisions.

Chapter Three – Middle States Self Study Governance, Administration and Integrity Standard Four: Leadership and Governance

Standard Five: Administration

Standard Six: Integrity

Strengths:

1. The President and members of the executive team are highly qualified for their positions, and the individuals meet often and work well together.
2. The faculty fully and effectively engage in shared governance.
- ~~2.~~ 3. The administration ~~generally enjoys a good relationship with faculty,~~ and faculty work well together and, in cases where there are disagreements, both sides willingly meet to discuss the issues.
3. There is strong administrative support for monitoring and coordinating policies and issues of fairness and ethical behavior.

Concerns:

1. Student participation in governance bodies is often uneven.
2. Having divisions of Undergraduate Studies and of Graduate Studies may not best serve the interests of faculty and departments in a school as large as John Jay.

Note: It had been suggested that this concern be removed because this was not discussed in the chapter but although that was true of the first draft of the chapter it is not true of the latest draft.

3. Information of all kinds, especially the Compendium of Policies and Procedures, is not disseminated effectively and consistently.
4. The policies on Academic Integrity are not known, or widely adhered to, among faculty and students.

Recommendations:

1. The College should promote greater clarity in communicating and facilitating access to College and CUNY policies and procedures, particularly for students and faculty.
2. The College should explore possible ways to realign the academic departments and administrators, for the purposes of improving communication and of better identifying and focusing resources on faculty and departments.
3. The College should ensure integrity of the website through administrative accountability as well as timely dissemination of College governance decisions and other important notices.
4. The College should increase education on academic integrity; specifically, it should train faculty in how to teach and monitor academic integrity, require accountability from administration responsible for implementing policies, and raise the prominence of the issue in the consciousness of the community.
5. The resources needed by Departments and by Department Chairs and by academic programs should be reexamined.

Chapter Four – Middle States Self-Study

Standard Seven: Institutional Assessment

Strengths:

1. There is a serious commitment to institutional effectiveness at John Jay that has shaped planning and assessment throughout much of the institution.
2. We have constructed metrics specific to John Jay to measure performance (Master Plan Report Card and Critical Functions Measures) and we use them for institutional improvement.

3. The CUNY PMP process is a strong and established set of institutional metrics that guides policies and practices toward institutional effectiveness.

Concerns:

1. Not all units at the College have yet developed, to the degree expected, planning and program improvement that are tied to assessment.

2. The Division of Student Affairs does not routinely consult Institutional Research for specific data needs.

Recommendations:

1. The College should continue to work with all units in order to tie planning and program improvement to assessment.

2. Institutional Research should meet develop an effective and ongoing working relationship with the Vice President and Directors in Student Affairs to inform them of available data resources.

Chapter Five – Middle States Self-Study

Standard Eight: Student Admissions and Retention

Standard Nine: Student Support Services

Strengths:

1. The College manages admissions effectively through continuous cooperation with Academic Affairs, Student Affairs, and Marketing and Development.

2. Student satisfaction ratings with administrative services, access to computer technology, academic support services, and student support services rank first among CUNY senior colleges in three categories and third in the fourth (PMP 2011-2012 Year-End Report).

Concerns:

1. Student engagement is weak in some areas, especially for seniors, as indicated by NSSE results.

2. Retention and graduation rates among the graduate programs are well below the Senior College average.
3. Advising coverage by the Academic Advising Center reaches only about half of second semester freshmen and less than half of the targeted cohort of students on probation.
4. The student grade appeal process is flawed and not disseminated well.
5. Tutoring services for graduate students are weak, compared with undergraduates.

Recommendations:

1. There should be a concerted effort by Academic Affairs and Student Affairs to promote student engagement.
2. The recent attention to retention and graduation rates in Graduate Studies should continue and intensify.
3. The College should construct a fairer and more effective student grade appeal process, and one that would set a clear and reasonable time table.
4. Dedicated tutoring services should be provided for graduate students
5. Expand academic advising

[Note: _a proposed 6th recommendation by a member of the Senate to add "expand psychiatric services" cannot be added because there is no mention of the need for psychiatric services in the chapter and the deadline for revising the content of the chapters has passed.]

Chapter Six – Middle States Self-Study

Standard Ten: Faculty

Strengths:

1. John Jay has a very dedicated and distinguished faculty, committed to ~~their research and students~~ teaching, research, and service.

2. Faculty are ~~committed to interdisciplinary work~~ deeply engaged in working with colleagues across the disciplines.

3. Many faculty are also engaged in the world of practice.

4. Very often faculty research leads to changes in policies, laws, and practice.

Concerns:

1. The faculty, especially the tenured faculty, is deeply distressed about the heavy expected teaching load and the other demands made on them.

2. The College relies too heavily on part-time faculty to cover course instruction.

3. The College does not sufficiently support part-time faculty.

4. Too many faculty experience anxiety about the faculty personnel process, despite efforts by the administration to clarify expectations and to support faculty as they go through it.

5. Teaching is not supported sufficiently, and the value of good teaching has not been recognized sufficiently in the faculty personnel process.

6. Service is undervalued and insufficiently rewarded.

7. Faculty diversity is not what it should be in some departments.

8. The faculty personnel process has not yet articulated balanced expectations for teaching, research, and service.

Recommendations:

1. The College should find additional ways to improve the underutilization rates in selected academic departments.

2. Teaching should have more support in the form of a better-funded and more active Center for the Advancement of Teaching.

3. The College should continue with steps to support part-time faculty better.

4. The standards for promotion and tenure should be re-examined so that the reward of professional advancement is available to all who excel.

5. The College should pursue a full-time faculty coverage rate of 50%.

Note: A Senator asked why 50% and what the number is at other senior colleges. The answer is that the senior college average is about 50%, whereas John Jay's is 35%; furthermore, 50% is an ambitious but doable goal for us.

Chapter Seven – Middle States Self-Study

Standard Eleven: Educational Offerings

Strengths:

1. John Jay has an international reputation as a leading institution in criminal justice and public services education.
2. Curriculum development and review is active and rigorous.
3. John Jay's new liberal arts majors are innovative and cutting-edge.
4. First semester freshmen are well-served by our First Year Experience program which has expanded steadily and will continue to do so.

Concerns:

1. Our classroom sizes and configurations do not always support our pedagogical aspirations and class scheduling needs.
2. There do not seem to be standards, at least not consistent ones, used by the Committee on Graduate Studies in the identification of faculty for teaching in the master's programs.
3. Transfer students continue to report significantly lower levels of engagement compared to native students. (NSSE)
4. There is no plan yet for completing the liberal arts component of the Critical Choices agenda. (repeated from Standard 1)

Recommendations:

1. The Committee on Graduate Studies should develop formal standards for the

nomination of faculty to the Provost for teaching in master's programs.

2. Academic Affairs and Student Affairs should more actively develop programs and activities to engage transfer students.

3. The College should engage faculty forums on the possible addition of liberal arts majors and programs.

Chapter Eight – Middle States Self-Study

Standard Twelve: General Education

Strengths:

1. The college option in the new general education program permits us to offer courses on justice, which so many students come to John Jay to study.
2. There has been considerable faculty participation across many departments in course development. Courses also represent faculty interests more than current General Education courses. This should increase the number of full-time faculty teaching General Education courses at the 100- and 200-levels.
3. Learning outcomes are tied to the College's mission and interdisciplinary perspectives, part of the academic vision put forth by the Provost.

Concerns:

1. The new General education program will require more careful degree planning to use credits effectively given the number of credits in the new program (42 v. 59+).
2. Pathways brought to the fore departmental territoriality. It has been difficult to work toward increased interdisciplinarity in this context.
3. The structure does not provide for sufficient integrative opportunities for student learning.
4. The new structure does not scaffold curriculum sufficiently across the students' entire undergraduate experience (first 60 credits).

Recommendations:

1. We should monitor student degree planning to ensure appropriate scaffolding of general education courses.
2. We should develop some 300-level integrative model core courses for the Justice Core.

Chapter Nine – Middle States Self-Study

Standard Thirteen: Related Educational Activities

Strengths:

1. The College has enduring relationships with the NYPD and FDNY that maintain important elements of the original mission.
2. John Jay is a leader within CUNY in digital learning and has the plans for curriculum and infrastructure to expand our online programs.
3. The Research Consortium provides a unique and powerful capacity to conduct and shape national and local conversations concerning many aspects of criminal justice.

Concerns:

1. Adult and Continuing Education is currently underperforming in terms of its potential, due to lack of leadership and support.
2. College Now is not sufficiently integrated with the academic departments that provide the curriculum and staff.
3. Direct assessment of student learning in College Now and some Continuing Education programs is ad hoc and insufficient.
4. Coordination and monitoring of internships are inconsistent.

Recommendations:

1. The College should move ahead expeditiously with plans to hire an ~~Associate Provost for the Extended College and Educational Partnerships~~ an executive to oversee the extended college, educational partnerships, and other related educational activities.
2. There should be more supervision of College Now and generally more engagement between College Now and the academic departments that contribute to it.
3. The Continuing Education programs should embrace learning assessment more systematically and comprehensively, beyond what they do for the sponsoring agencies.

Chapter Ten – Middle States Self-Study

Standard Fourteen: Assessment of Student Learning

Strengths:

1. There are active assessment programs in all academic departments that cover all majors and graduate programs.
2. Faculty own the assessment of student learning and use it consistently for program improvement.
3. There is a College-Wide Assessment Committee designed to coordinate assessment across the campus.

Concerns:

1. Given that assessment has grown rapidly since 2010, there are many individuals and groups newly involved in developing, conducting, and monitoring assessment activity. It may take some time to clarify in practice the roles of each.
2. The College-Wide Assessment Committee has perhaps too many responsibilities.

Recommendations:

1. The College should sponsor and promote at least one meeting a year where assessment practices are shared in a campus-wide forum.
2. The College-Wide Assessment Committee should monitor assessment activities across the campus in the interest of removing duplication and extraneous effort, and it should seek to reduce or streamline its own workload where possible.