

FACULTY SENATE MINUTES 1/97

John Jay College of Criminal Justice

November 10, 1993

Time 3:15 PM

Room 630 T

Present (33): Yahya Affinnih, Michael Blitz, Janice Bockmeyer, James Bowen, Orlanda Brugnola, Edward Davenport, Jane Davenport, Peter DeForest, Kojo Dei, Vincent Del Castillo, Robert DeLucia, P.J. Gibson, Elisabeth Gitter, Robert Grappone, Lou Guinta, Holly Hill, Laurence Holder, Lee Jenkins, Karen Kaplowits, Andrew Karmen, Tom Litwack, Barry Luby, James Malone, Peter Manuel, Charles Reid, Ronald Reisner, Vilma Santiago-Irizarry, Peter Shenkin, Chris Suggs, Rafael Ventura-Rosa, Martin Wallenstein, Agnes Wieschenberg, Bessie Wright

Absent (5): Arvind Agarwal, Gavin Lewis, Jill Norgren, Bruce Pierce, Davidson Umeh

AGENDA

1. Announcements from the chair
2. Approval of Minutes #96 of the October 20 meeting
3. Proposed declaration of vacancy on the Faculty Senate (and College Council) and determination of a course of action
4. Approval of the proposed Faculty Senate/Council of Chairs survey instrument for the evaluation of President Lynch
5. Discussion of proposal for experimental three-day a week, 50-minute freshmen classes
6. Proposed resolution: Resolved, That the Faculty Senate shall sponsor "Faculty Forums"
7. Proposed resolution: Resolved, That articulation agreements between John Jay College and other colleges be ratified by John Jay's Curriculum Committee and by the College Council before becoming operative
8. Report of the Faculty Senate/Council of Chairs Phase II Committee
9. Report from the Faculty Senate/Council of Chairs Committee on Academic Planning
10. Discussion of the November 17 College Council agenda
11. Student evaluation of the faculty
12. New business

1. Announcements from the chair [Attachment A]

The Senate was directed to written announcements [Attachment A].

2. Approval of Minutes #96 of the October 20 meeting

By a motion duly made and seconded, Minutes 1/96 of the October 20 meeting were approved.

3. Proposed declaration of a vacancy on the Faculty Senate (and on the College Council) and determination of a course of action

President Kaplowitz explained that the Senate Constitution enables the Senate to declare a seat vacant under several conditions, one of which is for cause. She recalled that when in September Professor Rick Richardson resigned his seat as one of two adjunct faculty representatives on the Senate in September and his seat as a Senate representative on the College Council because the meetings conflict with his graduate studies, the next highest recipient of votes in last spring's at-large election was Professor Chris Hewitt, who accepted election to the Senate seat and then accepted election to the vacant College Council seat.

In light of the fact that Professor Chris Hewitt has been unable to attend any Senate or College Council meetings to date, and in light of the written request by the Secretary of the College Council, in keeping with Council policy, to Professor Hewitt, which was copied to the Senate president, about this matter, the Senate's Executive Committee is proposing that his Senate seat be declared vacant. It was explained that Professor Hewitt has wanted to serve but has been unable to attend meetings and that the Senate Executive Committee has written to him, explaining that should he attend today's meeting, the matter would be rendered moot. A motion to declare a vacancy was made and seconded and carried by unanimous vote.

President Kaplowitz explained that the list of candidates for the adjunct at-large position last spring is depleted (the next highest vote recipient is not teaching at the College this semester) and that the Senate Constitution permits the Senate to determine the method of filling a seat that has been declared vacant. The Senate's Executive Committee is, therefore, proposing that the Senate elect Professor Rafael Ventura-Rosa, who is a John Jay alumnus who has been teaching at John Jay as an adjunct since his graduation from Yale Law School. She noted that he has taught in several departments at the College, including the Department of Government this semester, served as faculty advisor of the Student Council last year, has been the facilitator at several Town Meetings and has played a very active role in the life of the college as an adjunct member of the faculty.

Senator James Malone, on behalf of the Senate's Executive Committee, moved that the Senate seat be filled by Professor Rafael Ventura-Rosa. Senator Malone said it gives him great pleasure to make this motion because when he was Dean of Students at John Jay, he worked closely with Rafael Ventura-Rosa who was a student leader at the time. The motion was seconded. The floor was open for further nominations. There being none, nominations

were closed, and the motion carried by unanimous vote. Senator Ventura-Rosa was then introduced and welcomed and assumed his seat on the Senate.

Senator Orlanda Brugnola, the other adjunct representative on the Senate and on the College Council, moved that the Senate elect Senator Ventura-Rosa to fill the seat on the College Council now vacant as a result of Professor Hewitt's replacement on the Senate. There being no further nominations, the motion to elect Senator Ventura-Rosa as a Senate representative to the College Council carried by unanimous vote. Senator Ventura-Rosa was thanked for his willingness to serve the Senate in this capacity.

4. Approval of the proposed Faculty Senate/Council of Chairs survey instrument for the evaluation of President Lynch [Attachment B]

President Lynch is being evaluated by an outside evaluation team on December 1-3. This evaluation process is mandated by the CUNY Board of Trustees and takes place every five years. In September, both the Senate and Chairs voted to jointly distribute a survey instrument to the faculty so there could be systematic input from the faculty and a Senate/Chairs Steering Committee was designated to make recommendations to the two bodies. The Committee's recommendation is to use the survey developed by the John Jay faculty leadership for the last presidential evaluation, both because it is an excellent instrument, having been based on CUNY's statement about the responsibilities of CUNY presidents, and because a comparison can be made with the survey results from five years ago, which were printed as an attachment to the Senate minutes at the time.

It was explained that the date of the visiting team visit only became known to the faculty last week, on November 2, and that the Senate and the Chairs, therefore, have to act quickly to have the survey printed, distributed, returned, coded, tabulated, and analyzed in time for the December 2 meeting of representatives of the Senate with the team. (The Council of Chairs will also meet with the team on December 2.) For this reason, the Steering Committee recommended (and the Chairs agreed when it met on November 3) that the survey should be sent to the full-time faculty only, which is approximately 210 people, but not to the more than 350 adjunct faculty. The Steering Committee also recommended that the HEOs (Higher Education Officers), not be surveyed by the Senate and Chairs because there is now a HEO Council, which may wish to conduct its own survey of HEOs. (For the last presidential evaluation, in 1988, the survey instrument was sent to all members of the instructional staff, including HEOs who are non-teaching members of the instructional staff. But there was no HEO Council at the time. The survey was also sent to adjunct faculty, but they numbered only 124 at the time.) The Council of Chairs endorsed these recommendations.

The Council of Chairs has approved the instrument, with the suggestion that the questions be rephrased from the original form of "evidence of ability to analyze..." to "analyzes..." so that a verb forms the beginning of each item. (The point is that we assume evidence of ability but what is being asked is the quality of the engagement in each activity.) The Chairs also voted to add a demographic section, asking participants to indicate faculty rank and years as a full-time member of the faculty.

A motion to adopt the survey instrument and to send it to full-time faculty was made and seconded. Senator Bockmeyer said that, on the one hand, as a social scientist she understands the need for demographic data but, on the other hand, the categories may not sufficiently protect a respondent's anonymity because they are so narrowly defined and there are so few faculty in some of those categories. President Kaplowitz agreed, saying that someone, for example, identifying his or her rank as that of lecturer and who identifies years of full-time service as 26+ might feel identifiable. It was agreed that the categories of instructor and lecturer be combined into one category and that the time category be changed from six choices to four choices, with the first being 0-7 years (instead of 0-5) and the last being 21+ years (instead of 26+ years).

Asked about the procedures for ensuring the anonymity of the respondents, President Kaplowitz explained that the same method as is used for voting will be followed: the completed survey instrument and any written comments are to be put in a blank envelope (which will be part of the packet) and that envelope is to be sealed. Then the blank envelope is to be placed in a larger envelope, which will also be provided in the packet, which will be addressed to Professors Crozier and Kaplowitz, and a place will be provided on the envelope for signing and printing one's name and one's department. Upon receiving this sealed envelope, the Senate/Chairs Steering Committee will first check the name on the outer envelope to make sure that the person is eligible to participate, since the Senate and Chairs represent only faculty, and will make sure that only one envelope is received from each eligible person. All the outer envelopes will then be discarded and only then will the blank envelopes be opened and the questionnaires removed.

As for the written comments, a copy of the comments will be offered to the evaluation team and if the team accepts the written comments, a copy will be given to President Lynch, as was done in 1988. The written comments will not be shown to anyone other than the team and President Lynch.

The motion to approve the instrument [Attachment B] and the recommended procedures carried by unanimous vote.

The evaluation team consists of four leading educators from outside CUNY, appointed by Chancellor Reynolds: Dr. Harold Haak, the team's chairperson, is president emeritus of California State University at Fresno; Dr. Patricia Ewers, the president of Pace University; Dr. David Bayley, the eminent professor of criminal justice at SUNY Albany's School of Criminal Justice; and Dr. Ronald Watts, vice president of academic support services and coordinator of graduate studies at Wilmington (Delaware) College, who headed John Jay's Middle States site visit team last semester.

President Kaplowitz reported that she was told by President Lynch's Office that 80th Street chose the date of the team's visit and that the evaluation team has requested that not more than 20 people attend the dinner on the evening of Wednesday, December 1, that officially begins the evaluation process. She said that she has been invited and will attend but does not know who else has been invited.

Also, she said that the President's Office has explained that the presidential team has conveyed through 80th Street its very explicit and unambiguous instructions that each evaluation meeting

is to be with no more than 15 people at any one time. And so President Kaplowitz explained that she has been asked to provide the names of 15 members of the Faculty Senate who will meet with the team on Thursday, December 2, from 2-3 PM. She suggested, if the Senate approves, that the Senate Executive Committee determine which 15 members of the Senate are available and willing to participate. She invited those who wish to be included in the Senate delegation to call her and let her know by the end of the week.

She explained that on the morning of December 2, the evaluation team will meet with Chancellor Reynolds and the Vice Chancellors. Then they will meet with the Council of Chairs, and after that with the Faculty Senate. Other groups of 15 are also being organized: students, faculty not on the Senate or Chairs, HEOs, alumni and members of John Jay's external constituencies.

She said that just as is done with the Middle States evaluation, the evaluation team reads pertinent documents, such as the self-evaluation report that President Lynch must write and provide to the team in advance of the visit, and other documents, such as the Middle States self-study. The team then evaluates the president by talking to groups and they write their report on Friday, December 2, at the end of their site visit. The report is a confidential one that is transmitted to the Chancellor and to the Board of Trustees and to President Lynch.

The Senate agreed that the Senate's Executive Committee shall determine which 15 Senate members will meet with the team.

5. Discussion of a proposal for experimental three-day a-week, 50-minute freshmen classes

The Senate was presented with a proposal from the Council of Chairs which the Chairs will present to their faculty at departmental meetings during this and next month. This item is, therefore, on the Senate agenda for informational purposes only and not for action.

After the academic departments have deliberated and voted upon the proposal, the results will be reported to the Senate and the Senate may wish at that time to vote on the proposal. But this proposal requires departmental approval, because the faculty of each department must be willing to participate and it is the chair and only the chair of each department who arranges the teaching schedule of his or her department members.

The background of the proposal was explained: the Council of Chairs realized that something has to be done to accommodate the growing student population in light of the lack of classrooms for these additional students. As Dean McHugh explained, 80th Street has mandated that each college increase its enrollment by 2.5 percent every year and if it does not do so it will be fiscally penalized. This semester we have 9,000 students although our 1984 Master Plan projects a student body of 7200 by the year 1994 and our buildings are designed to accommodate no more than those 7200 students.

The recommendation of the Council of Chairs was to have courses that meet once a week on Fridays and Saturdays or in some way to use Friday and the weekends. A concern of the Chairs was

that it is difficult to justify the need for additional classroom space if our classrooms are empty on Fridays and on weekends. A delegation from the Council of Chairs met with Dean Frank McHugh and Registrar Donald Gray to develop a proposal. The two administrators presented reasons as to why, in their opinion, Friday classes and weekend classes is not a good idea, and, instead, the subcommittee of two chairs and two administrators developed this 50-minute three-day-a-week proposal. By scheduling sections of 100-level courses on the second and fourth floors of North Hall during four periods on Mondays, Wednesdays, and Fridays, for 50-minute sessions, an additional 24 classrooms would become available. There would still be day-night classes but they would be assigned to rooms on the other floors of the College.

Senator Brugnola said that students wishing to take those courses would not be able to take double-period courses such as studio art. The answer is that this will be an option for the students and that students could take such courses on a Tuesday or Thursday.

Senator Wallenstein said that although this schedule may enable students to attend only three-days a week, rather than four, the concern is also that many may have to attend five days in order to get all the courses they need. He said that when the Chairs discussed this proposal on November 3, it was noted that one benefit of the proposed schedule is that pedagogically, for some courses, such as Foreign Languages and Speech, where students benefit from repetition, it would be better to have courses that meet three times a week rather than two times. Also, less material would have to be assigned for each class than is now the case.

Vice President Blitz said that colleges all over the country have three-day a week and even four-day a week teaching schedules but we have such a deeply ingrained two-day a week structure that the biggest obstacles to overcome are the need for Fridays for meetings of such groups as the P&B, the Curriculum Committee, the Faculty Senate (once a semester), department meetings, and student internships. Also adjuncts teach at several campuses and a change such as this may present significant problems. And so the scheduling difficulties are real and should not be treated lightly. He said that more information is needed about how such a change in schedule would effect our students: although some students already attend five days a week, taking courses elsewhere on Fridays, many of our students work on Fridays through Sundays. He said that although a five-day class schedule for students is not necessarily a burden, it is if they are employed and if they have child-care needs.

President Kaplowitz reported that one of the chairs noted that in departments that offer majors, most faculty teach both 100-level and upper-level courses and for those faculty this proposal could mean a three-day-a-week schedule for a 100-level course plus a day/night schedule for upper-level courses.

Senator Reid said he is surprised that we do not have three-day a week classes because that is quite traditional at colleges. He asked what is the reason for this. The rotating day/night course schedule for criminal justice practitioner students was explained as the historical reason for the two-day class schedule.

President Kaplowitz said she is awaiting a copy of the data

about our day/night offerings this semester as well as about seat utilization of sections offered. She added that at the Council of Chairs meeting when this proposal was presented last week, she asked Dean McHugh, who was there as a member of the subcommittee making the proposal, whether the additional sections could be obtained by scheduling every classroom for first and fifth period classes. She said that Dean McHugh had said that all the courses scheduled for first and fifth periods fill up but that very few courses are offered those periods. He also said that if courses were scheduled so that all classrooms were used first and fifth classes, we would gain the additional 24 sections that we would gain by going to a three-day-a-week schedule.

Senator Gitter noted that beginning next semester, entering freshmen attending on a full-time basis will be required to register for either a first-period class or a fifth-period class. Senator Guinta said that the effort to use sixth period for classes has met with resistance because of the importance of a time for people to attend meetings and similarly we need Fridays for meetings and for special events.

Senator Wallenstein recalled that until a few years ago, first period began earlier, the club/committee hour was somewhat briefer, and there was a tenth period class. He said that returning to that schedule would be less disruptive than going to a three-day-a-week schedule.

President Kaplowitz said that academic departments may endorse the proposal or it may turn out that they will endorse alternate approaches. But, she said, we certainly need to develop ways to solve the problem of insufficient numbers of sections for our students and she said that we should be grateful to the Council of Chairs for raising the issue and alerting us to it and for engaging the administrators in a search for solutions. She added that at the Town Meetings, students regularly ask why we do not give classes on the weekends.

6. Proposed resolution: Resolved, That the Faculty Senate shall sponsor "Faculty Forums"

The Faculty Senate's Better Teaching Seminars for the past 12 semesters were described as an important contribution to the faculty and to the College and one that has reflected well on the Faculty Senate.

This proposal from the Senate's Executive Committee is for the Senate to sponsor, in addition to Better Teaching Seminars, a series of faculty forums about subjects that faculty could incorporate into their curriculum or that can enhance their knowledge as faculty but would not be about methods of teaching and of managing the classroom, which is what the Better Teaching Seminars are. President Kaplowitz explained that this proposal was prompted by Senator Bowen's suggestion that a Better Teaching Seminar be presented about the Waco, Texas, hostage situation and its similarities to and differences from the hostage situation involving the MOVE group in Philadelphia a number of years ago. She said that this topic is timely and important but that she was concerned that this really does not fit the rubric of the Better Teaching Seminars which are about teaching methods and ways to manage the classroom. Yet as faculty we would benefit from a seminar on this subject and probably many of us would find that

the information presented would inform out teaching whether we teach novels that depict hostage situations, courses on cultural diversity, the history of "extremist" groups, law enforcement, the psychology of group dynamics, or a myriad of other subjects.

The point is that this is another form of faculty development that the Senate could provide: the forums would be a way for faculty to share their knowledge and expertise with their colleagues in the hopes of helping faculty enrich what we do in our classrooms by enabling us to be more knowledgeable about other disciplines and about other areas within our own disciplines.

Senator Gitter asked if this proposal is similar to the faculty forums that used to be run by Professor Robert Jay Lifton and the reply was that it is similar but will not be limited to criminal justice topics. The forums will be about topics that the faculty are interested in teaching their colleagues about and that can enhance our understanding of the world and can directly or indirectly improve our teaching and our research. She said that currently the only regular series of faculty forums or seminars open to the faculty are the graduate studies lecture series and the doctoral lecture series, which are given only by faculty who teach in those graduate programs, the Provost's Lecture Series, which almost invariably feature experts from outside the College, and the Women's Studies Committee's faculty research seminars which are about research about women. Therefore, a faculty member who is not on the graduate faculty and who is not conducting research about women does not have a forum to present his or her knowledge and theories. (The Department of Law, Police Science, and Criminal Justice Administration has faculty seminars for members of its department but these seminars are not open to the general faculty. Other departments may also have similar seminars for their members.) The proposal was approved by unanimous vote.

President Kaplowitz noted that the development of such interdisciplinary faculty seminars was recommended by the Middle States site team and that this was one of the recommendations forwarded to the Faculty Senate for implementation by President Lynch. She said she will report the Senate's action to President Lynch and to Vice President Rothlein in light of the Middle States recommendation.

Senator James Bowen was asked to report about the inaugural Faculty Forum, which he is organizing and co-sponsoring as the Criminal Justice Coordinator. Senator Bowen said that the first Faculty Seminar sponsored by the Faculty Senate will be on Thursday, December 9, at 3:30 in Room 630 T and will be called "In the Wake of Waco: The Waco-Move Connection: Hostage Situations and 'Extremist' Groups." It will be about the hostage situation in Waco, Texas, and will be a comparison with the hostage situation a number of years ago involving the Move group in Philadelphia. The panelists will be himself, Professor Maria Volpe, and Associate Director of the Criminal Justice Center Robert Loudon.

7. Proposed resolution: Resolved, That articulation agreements between John Jay Colleue and other collecres be ratified by John Jay's Curriculum Committee and by the Colleue Council before becoming operative

A press conference was held two weeks ago on October 29 at which the Governor of New York State, the Mayor of New York City,



and the Governor of Puerto Rico announced that John Jay will be training all the police officers of Puerto Rico (which now consists of 12,000 officers and is expected to grow to 18,000 officers shortly) and also that John Jay will be conferring the associate degree on all these police officers. President Kaplowitz noted that this is an exciting and challenging undertaking. But, she added, this proposal has never come to the College Council or to the Curriculum Committee and that such a program must be approved by not only those two bodies but by the Board of Trustees and by the Regents. She said that on November 3, President Lynch assured her and Professor Crozier that the proposal when developed will go to the appropriate College governance bodies. She said she had known about the proposed training of police officers of Puerto Rico but had not known, until the press conference, that the program was to include our faculty conferring degrees on students in Puerto Rico.

She added that at a recent Cabinet meeting President Lynch reported that he is developing an articulation agreement with Essex (N.J.) Community College because so many of their students transfer to John Jay and have been excellent students. She said that it was last semester when she first learned that at other colleges, such as Queens, articulation agreements must be approved by the college's governance bodies when an articulation agreement between John Jay and another CUNY college was presented to the Board of Trustees committee on academic affairs and the committee members questioned whether both colleges approved the articulation agreement. She noted that the letters of agreement from John Jay administrators were dated 1986 and that she had not heard about the articulation agreement prior to its introduction to the Board of Trustees committee.

Senator Suggs said that he agrees completely that programs such as the one involving Puerto Rico must be approved by the Curriculum Committee and the College Council. But, he said, he is not sure that articulation agreements that involve course equivalencies for student transfer need to go to the Curriculum Committee. He said that this is what the Registrar's Office does anyway. He suggested we speak to Dean McHugh about this because it is the registrars who usually make these kinds of agreements.

Senator Wallenstein said that the language of the proposed resolution would prevent the College Council from amending any articulation agreement approved by the Curriculum Committee: therefore, the proposal should say that articulation agreements should be reviewed by the Curriculum Committee and ratified by the College Council.

Senator Malone said that there are narrow and broad articulation agreements and if the articulation agreement is a broad one then we have to look at the documents generated by both institutions to see how both colleges are affected.

Senator Suggs agreed and said that an example of a very wide ranging co-registration arrangement is the one between LaGuardia Community College and Queens College, which he is aware of because he oversaw the arrangement of it. In that case, faculty from the two colleges met and created the curriculum of the articulated program which then went to the governance bodies of both of the colleges and was then submitted to the committee of the Board of Trustees where it was approved and then was approved by the entire Board. However, he added, the larger articulation package that is in all City University offices now and which consists of courses

that are cross-listed from college to college was not done by college governance bodies at all, rather it was done by meetings of representative faculty: representatives of English Departments, for example, got together from all the colleges of the University and they decided which courses were equivalencies. He said that if the articulation agreement between Essex Community College and John Jay is of that nature, there is no need for the governance bodies to be involved, but if it is something other than identifying course equivalences, such as John Jay writing a curriculum with another college, it has to go through the governance bodies. We need some way of discriminating between the two kinds of activity, he said.

Senator Guinta asked for more information about the associate degree program in Puerto Rico. He asked whether this is an issue of articulation or whether it will be John Jay College in Puerto Rico. Senator Wallenstein said that his understanding is that the associate degree program has yet to be developed and is in the development stage. President Kaplowitz confirmed this explaining that Professor Robert Panzarella is developing the curriculum at the request of his department, Law, Police Science, and Criminal Justice Administration.

Senator Karmen recommended changing the proposed resolution so as to distinguish course-to-course equivalencies from entire curriculum packages, majors, and degrees. He said that the Senate should not get involved in the issue of course-by-course articulation but should make a statement about the larger programmatic issues.

The Senate decided to delay action on this resolution until additional information is obtained from Dean McHugh and others.

8. Report of the Senate/Chairs Phase II Committee [Attachment C]

Senator Jane Davenport, chair of the committee, presented the report on behalf of the Faculty Senate/Council of Chairs Phase II Committee [Attachment C] and she distributed a form inviting Senators to propose topics for the survey instrument which her committee is developing to ascertain faculty opinions about what Phase II should look like and should have and also about improvements that are needed for North Hall and T Building.

9. Report from the Faculty Senate/Council of Chairs Committee on Academic Planning [Attachment D]

The Senate reviewed President Lynch's letter which was required by 80th Street by October 15 and which is a statement of John Jay's academic program planning priorities for this year [Attachment D]. President Kaplowitz said that, unfortunately, the Senate/Chairs Academic Planning Committee first saw the draft of the letter on October 14, the day before the letter was due, and did not participate in deliberations about the form or contents prior to seeing the draft nor was the Committee given time upon seeing the draft on October 14 to effect changes. She reported that she and Professor Crozier wrote to the administration, on behalf of the Committee (a copy of which was mailed to Senators and Chairs at the time), stating that the document that was being sent to 80th Street is not the result of faculty consultation.

10. Discussion of the November 17 College Council agenda

President Kaplowitz praised the work of Senator Malone who she said has been educating the College Council about the undemocratic nature of term limitations each time he has presented his proposed Charter amendment which would provide the option to each constituency to waive term the limitation rule (currently a constituency can elect a person for no more than three consecutive one-year terms). She noted that when Professor Lani Guinier answered questions from the audience, after her recent lecture, Senator Malone asked her opinion of term limitations and she spoke against term limitations, characterizing them as undemocratic because the voters should make the decisions and the choices should not be taken away from voters: she said that term limitations deprive the voter of his or her right. Senator Malone made that same point at the College Council and in one-on-one conversations with Council representatives during the past few months .

President Kaplowitz reported that the administration had been uniformly opposed to any change in the term limitations policy until the October College Council meeting when President Lynch revealed that he is working to defeat the citywide referendum that would impose term limitations on New York City's mayor, city council members and other elected officials and that he now sees that term limits are not defensible. The HEO representatives, who had previously opposed any change in the term limitation provision, recommended that the Charter be amended to do away with all term limitations. The HEO Council members claimed that in some way they would be unfairly disadvantaged if Senator Malone's amendment passed (although their constituency, too, could vote to be exempt from the term limitation rule) and they said that a total ban on term limitations was more acceptable to them. In light of the fact that the Senate originally proposed eliminating term limitations and only developed the proposal presented by Senator Malone in light of opposition to the total ban, the faculty representatives supported the new proposal. After the Council conducted a non-binding straw vote on that proposal which revealed virtually universal support, Senator Malone withdrew his Charter amendment and accepted as a substitute motion from HEO representative Peter Dodenhoff a Charter amendment eliminating all term limitations. The College Council agreed that this discussion constituted a "first reading" and the second reading and vote will be on November 17. She said that President Lynch told the Council that he was very pleased with this course of action and that it had made him uncomfortable to be fighting against the imposition of term limitations for city voters and yet be president of a college that kept resisting attempts to eliminate term limitations for John Jay voters.

President Kaplowitz said that everything seemed to be settled until the November 17 College Council agenda arrived the other day. Although everyone on the Senate receives the College Council agenda, only College Council members receive the attachments to the agenda and so not everyone received an agenda item submitted by HEO representative Harriet Gorran. This is an item that was not presented in writing to the executive committee: rather, the HEO representative to the executive committee, Marie Rosen, made an oral presentation about this item and the faculty members who were at that meeting said that what Ms. Rosen described is totally different from this document which calls for a strict and narrow interpretation of the Charter which means that a person elected,

for example, for three one-year terms by the English Department and who is now serving as a representative of SEEK (because the person holds a joint appointment) would not be in violation if one reads the Charter as limiting the constituency's choice (this is the interpretation of the faculty) but is in violation if one reads the Charter as limiting a person's service to three-one-year terms (this is the HEO interpretation). The Office of Legal Affairs at 80th Street issued an opinion, at President Lynch's request, saying that both interpretations are valid and that historical practice should be considered. Historically, we have always followed the more generous interpretation whereby a person could be the representative of a constituency for three years and then be elected the representative of another constituency (if the person belongs to both constituencies): otherwise student representatives could not continue serving after being a freshman, sophomore and junior representative, for example.

President Kaplowitz explained that she represented the English Department for three years on the College Council and then last year was elected by the Faculty Senate as one of its representatives to the College Council and is now serving her second year in that capacity. According to the HEOs, she is therefore in violation of the term limitation provision.

Senator Edward Davenport reported that President Lynch pointed out to Ms. Rosen at the College Council Executive Committee that the elimination of term limits which comes first on the agenda as old business would render Ms. Gorran's agenda item moot because the Charter will have been amended to do away with term limitations. But Ms. Rosen replied that the HEOs will move to amend the agenda to have Ms. Gorran's item come before the Charter amendment's second reading, It was reported that when Ms. Rosen said that Professor Kaplowitz should not be permitted to participate in the November College Council meeting because the issue involves her, according to the HEOs, Vice President Smith had suggested that the faculty representatives ask Professor Kaplowitz to absent herself from the November meeting entirely so as to avoid any problems. Senator Suggs pointed out that the Charter was amended recently, by a motion of the faculty, to permit any and all members of the College community (who were always welcome) to have the right to speak at all meetings about any issue. President Kaplowitz said that the open meetings law require governance bodies to hold open meetings and yet it is being suggested that although she is a member of the College Council she should be asked to not attend. Yet none of the administrators at the Council's Executive Committee meeting pointed out that Vice President Smith's proposal was inappropriate and unseemly and illegal.

President Kaplowitz distributed Article I. Section 4.e. of the College Charter ("Qualifications for Council Membership") which states, in its entirety: "Each election unit shall be the judge of the qualification of candidates from its constituency. The Judicial Committee shall arbitrate disputes." She noted that the Faculty Senate is the election unit that elected her. Senator Suggs moved that the Senate affirm that Karen Kaplowitz be judged qualified, both under the present provisions of the Charter and under the forthcoming amended version of the Charter, to serve as one of the Faculty Senate's representatives to the College Council." The motion was approved by unanimous vote,

Senator Litwack expressed his concern that this vote will not be sufficient to settle the matter. The Senate concurred. It was agreed

that a motion to amend the College Council agenda be voted down and that when Ms. Gorran's item is on the floor that President Lynch, as chair of the College Council, be asked to rule the item as out of order because this is not the proper business of the College Council but rather of the Judicial Committee as specified by the Charter.

President Kaplowitz then distributed copies of a document that both she and President Lynch signed a year ago: this document was the result of a meeting between seven members of the Senate, including Professors Dorothy Bracey, Orlanda Brugnola, Tom Litwack, James Malone, Martin Wallenstein, Agnes Wieschenberg, and herself, and President Lynch and the vice presidents and five other administrators to resolve challenges by the administration and by the HEOs to the Senate's right to elect representatives to the College Council, a right which was recognized as a result of that meeting, and item #3 of the document has to do with challenges to elected representatives: Article I. Section 4.e. of the Charter was pointed out to the President and to other administrators, all of whom had said that they had not known of the provision of the Charter that names the Judicial Committee as the adjudicating body when challenges are made about the legality of a Council representative's membership on the Council. President Lynch had then agreed with the faculty delegation that not only does the Charter prevail, but any challenge must be in writing to the Judicial Committee and must be made by a member of the constituency whom the Council member is representing.

Senator Reisner asked if his reading of Ms. Gorran's document is accurate: that she supports the ending of term limitations but until the Charter is amended she wants members she considers to be illegal to be removed but those members can return once the Charter is amended. Senator Wallenstein said he is certain that it will turn out that Ms. Gorran and perhaps other HEOs will reverse themselves and will try to defeat Senator Malone's amended proposal to eliminate term limitations even though they said they would support it last month. He said that is what he interprets this agenda item to mean.

Senator Malone said that when he returned to John Jay from working on a special project at Hunter, he was surprised to see term limitations being invoked at John Jay because they never were in the past. He said he had served on the College Council for 17 consecutive years. He said that the students were against ending term limitations because they had been lobbied and the HEOs see this as a way of limiting faculty voice.

Senator Malone said that he came to understand the meaning of term limitations years ago when he saw it introduced whenever a person of color had gained a position of power or when people of color gained voting strength. He said that is what he taught the students on the College Council. He said that the HEOs want to limit the faculty's rights and authority and term limitations is one way to limit faculty rights, clear and simple. It has nothing to do with ideals of democracy or collegiality, or upholding the Charter.

Senator Wallenstein asked how this item got through the College Council Executive Committee since this is not a legitimate item of College Council business: the provision of the Charter distributed by President Kaplowitz makes this clear. Senator Malone explained that the document was not presented to the Executive Committee: rather, Ms. Rosen, the HEO representative, asked President Lynch to remove from the College Council any members who are not qualified to hold a seat. He said that President Lynch tried to avoid such an extreme action and suggested that Professor Kaplowitz not speak at the meeting. Then Vice President Smith suggested that Senator Malone ask

her not to attend the College Council meeting which, he said, he, of course, did not do. But, in addition, Senator Malone said, the executive committee never saw Ms. Gorran's document and what Ms. Rosen asked be put on the agenda was a proposal whereby Professor Kaplowitz would not be permitted to participate in the meeting because the issue involved her own situation (according to the HEOs). Senator Malone said that it was only when all of us we received the agenda in the mail did he or the other faculty members on the College Council executive committee see the agenda document, which is very different from what Ms. Rosen asked have placed on the agenda.

President Kaplowitz said it is ironic that Ms. Gorran's document is couched as a call for strict adherence to the Charter and yet the Charter permits only those items submitted in writing to be placed on the College Council agenda: Ms. Gorran's item was not submitted in writing and, therefore, violates the Charter.

Senator Gitter asked if it might be better to support a motion to amend the agenda so that we can deal with the HEO agenda item front on. Senator Wallenstein recommended that the faculty vote against any attempt to amend the agenda and that the faculty then ask the Chair to immediately make a ruling declaring this item as not even properly on the agenda and also as not the business of the College Council. Senator Gitter suggested that one of the faculty members of the Council executive committee say that this is out of order as an agenda item because it was not presented in writing.

Another item on the Council agenda was reviewed: on the agenda is a report from the Library Committee. It was explained that this year, for the first time, the Council agenda includes a report from a different College Council committee at each meeting and also from a different academic department chair at each meeting to apprise the Council of developments. But the Library Committee report is about last year's Library Committee (which according to the report never achieved a quorum) and the agenda item makes no reference to the resolution of this year's Library Committee recommending \$40,000 be allocated for the purchase of Library books. The Council executive committee members said that this year's Library Committee resolution about money for book acquisitions had not been presented to the executive committee once again.

A November 3 memorandum from the Chief Librarian to Vice President John Smith documents ten incidents during the month of October 1993 involving thefts from the Library and abusive language that were so unpleasant or troubling that Library staff recorded them in a log: this memorandum was copied to President Kaplowitz as well as to others, including the members of the Library Committee. It was agreed that when the Library Committee report is made, this issue involving thefts of books from the Library and abusive language directed at Library faculty and staff also be raised.

#### 11. Student evaluation of the faculty

[This item, a memorandum from Professor Milton Loewenthal (Law, Police Science, and CJ Administration), asks the Senate to consider the non-adherence of College policy which requires that student evaluation of the faculty take place during alternating spring and fall semesters: the evaluations took place last spring but are not scheduled for this semester. Professor Loewenthal's letter states that while he is opposed to evaluation of faculty by students, if we

are mandated to have such student evaluations, the procedures should be adhered to. This agenda item was not discussed due to loss of a quorum.]

12. New business [Attachment E]

[The order of the agenda was changed so that this item could be taken up before item #11 in order to accommodate Senator Del Castillo's teaching schedule.]

Senator Del Castillo directed the Senate to the memorandum from Professor T. Kenneth Moran, written on behalf of the Department of Law, Police Science, and Criminal Justice Administration, of which he is the chair: the document had been appended to the Senate agenda [Attachment E]. The document reports the Department's reaction to the fact that it is not represented on the 17-member search committee for the position of dean of undergraduate studies.

Senator Del Castillo noted that the Department of Law, Police Science and CJ Administration offers more than 200 undergraduate course sections each semester (approximately one-fifth of all sections) and is involved in several interdisciplinary majors as well as its own majors. He said that his department is of the opinion that not only should it be represented on the search committee but that two other departments, which are also not represented on the search committee, should be: Sociology and Government.

Senator Del Castillo said the issue is of concern to his department and that his department wonders how helpful the search process can be without representation from these central departments of the college. He said that the department is concerned that although its faculty will be involved in interviewing the five finalists, they will not have input as to who those five finalists will be.

Asked to explain the search committee process, President Kaplowitz explained that the search committee will pick five finalists and those finalists will be interviewed by the entire College community: students, faculty, administrators will each be designated a time to meet the candidates who will be at the College for an entire day. The members of the John Jay community who interview the candidates in this second round should then report their assessment of each candidate to members of the search committee or directly to President Lynch who will make the appointment, which has to then be approved by the Board of Trustees .

President Kaplowitz said that she, too, is very concerned that the Department of Law, Police Science and CJ Administration is not included not only on the search committee but in a number of activities at the College and that she is, quite frankly, mystified by this. She recalled that the Faculty Senate had voted as one of its very highest priorities for the College (when the Middle States self-study was developed and each constituency was asked to list its top 15 recommendations) that John Jay be restored to its place as the leading institution of criminal justice higher education. She noted that not only is the Department of Law, Police Science and CJ Administration not represented on the search committee, it is not represented on the

Comprehensive Planning Committee, nor was a representative of the department invited to make a presentation to the legislative aides from Albany, when the aides visited John Jay two weeks ago to be briefed about the College, although representatives of several other departments were asked to make presentations. She said, she too is troubled by the absence from the search committee of representatives from most of the departments that offer majors. She added that the committee is comprised of excellent members who are very smart, knowledgeable, and extremely dedicated to their charge. She said that the committee is putting in extraordinary hours to finish the first stage of the process by December 1 so that the finalists can meet the community during December. The reason for the time pressure is the wish to have a new dean in place in February, if possible. Dean Faber will cease his work as dean at the end of December.

Senator Del Castillo said that his department realizes that it is probably too late at this stage for any remedial action to be taken but his department wanted the issue presented to the Senate so that the concerns of the Department of Law, Police Science and CJ Administration are on the record. President Kaplowitz said that she and Professor Crozier did discuss the issue with President Lynch on a while ago and that President Lynch had noted that Dean Barbara Price is on the search committee and that her discipline is criminal justice. Asked if any departments that offer majors are represented, President Kaplowitz said that Psychology and Forensic Science each have a department member on the committee, the former chosen by the Council of Chairs and the latter by the Faculty Senate.

By a motion made and carried, the meeting was adjourned at 5:00 PM.

Respectfully submitted,

Edward Davenport  
Recording Secretary



## Announcements from the chair

**Professor Norval Morris to speak on December 2**

As part of John Jay's study of the relationship between criminal justice and the humanities, Professor Norval Morris will give the first lecture in John Jay's "Humanities and Criminal Justice Series" on Thursday, December 2, at 3:15, in Room 201 T. The lecture is open to all faculty and students and is on "The uses of fiction and philosophy in the study of the law." Dr. Morris is the Julius Kreiger Professor of Law and Criminal Justice at the University of Chicago School of Law. The author of books on sentencing, madness and the law, ethics, and discretion, he most recently published The Brothel Boy and Other Parables of the Law (1992). He is also the editor of the Annual Review of Research in Criminal Justice. Dr. Morris received an honorary doctorate from John Jay College in 1984.

**Associate degree funding restored to budget request**

The CUNY budget request was amended after the October 18 public hearing to include a request for funding for the associate degree programs at John Jay and at New York City Technical College. The CUNY Board of Trustees approved the amended budget request on October 25.

**CUNY Police Cadet Corps funded for new class this year**

A half million dollars has been funded for the fiscal 1994 year so that a new class can be appointed to the CUNY Police Cadet Program. Approximately 100 cadets will be in the new class.

**November 10 President's Cabinet**

The Mollen Commission has decided to give all its papers, tapes, testimony and other documents to John Jay College for our archives. The Citizens Crime Commission breakfast on November 18 will be at John Jay where this will be announced.

Also, the International Association of Women Police is giving all its papers to our archives. The IAWP publishes the journal, Women Police.

Vice Chancellor Emma Macari was given a tour of T Building on December 8. President Lynch reported that Mayor-Elect Guliani told reporters, in response to a question about the police, that he likes John Jay's Police Cadet Program. Baruch has received \$235 million for its capital budget and, therefore, there is hope for Phase II for John Jay because we are next on the list.

President Lynch reported that discussions have been taking place with Vice Chancellor Rothbard about telecommunications and visual phonelines for the training we will be doing in Puerto Rico. President Lynch said that we would use John Jay faculty who would teach through telecommunications and that faculty would also be sent to Puerto Rico and people would come here to study.

Commencement will be on June 2 at 4:00 PM at Carnegie Hall and the Holiday Party will be on December 15 in T Building.

Free eye exams were offered yesterday and today and cholesterol testing is being provided for \$10.

**UFS nomination deadline is November 22**

Faculty interested in serving on the UFS as a delegate or alternate must provide a nominating petition by November 22 to Karen Kaplowitz, the UFS liaison. So far no petitions have been submitted for the alternate delegate positions. Alternate delegates may speak at all meetings, receive all mailings, and may vote when any member of the delegation is absent.

**Town Meeting set for November 23**

The next Town Hall Meeting is November 23, from 4:30-6:00 PM, in the Faculty Dining Room. The facilitator is Professor Laurence Holder (SEEK).

**First Faculty Forum sponsored by Faculty Senate: December 9**

The Senate's first Faculty Forum is Thursday, December 9, at 3:30 in Room 630 T. The topic is "In the Wake of Waco: The Waco-Move Connection: Hostage Situations and 'Extremist' Groups," Professor James Bowen, the Criminal Justice Coordinator, is co-sponsoring the event and is serving as the moderator. Also on the panel are Robert Loudon, former head of the NYPD Hostage Negotiation Team and associate director of the Criminal Justice Center and an adjunct faculty member of the Sociology Department, and Professor Maria Volpe (Sociology) who heads JJ's Dispute Resolution Program.

**Better Teaching Seminar set for December 13**

Professors Robert DeLucia and Rubie Malone are presenting a Better Teaching Seminar on "Expectations, Perceptions, and Misperceptions of the College and Classroom Experience" on Monday, December 13, at 3:30, in Room 630 T.

**Search Committee for Undergraduate Dean**

The search committee is interviewing candidates for the position of dean of undergraduate studies and the five finalists will be introduced to the John Jay community during December.

**The right of students to wear a hat in class asked at Town Meeting**

A student at a Town Hall meeting this semester asked whether a faculty member is permitted to tell him that he may not wear his hat in class: the student complained that this had happened to him in one of his classes. The administration's response was that a faculty member is not permitted to forbid the wearing of hats in the classroom. (Subsequent to the Town Hall meeting, it was reported by the administration that the Office of Legal Affairs at 80th Street was asked for a ruling after the Town Hall meeting and that the Office of Legal Affairs confirmed that faculty may not forbid students to wear hats in class.)

At that Town Hall meeting, Professor Kaplowitz responded to the student's question and to the administration's reply by noting that each faculty member is responsible for ensuring that the classroom environment is conducive to learning and teaching and that if a student's hat interferes with the ability of students to learn or of a teacher's ability to teach, then the faculty member has the responsibility of correcting this. She explained that if, for example, a student's hat is blocking the view of the teacher or of another student, the faculty member whose responsibility is to correct this, may do so by giving the student who is wearing the hat a choice of either sitting where the hat would not block anyone's vision (by sitting in the last row or against the side wall) or of removing the hat. She also gave the example of a student who wears a hat with a visor during an exam: since the visor may prevent the teacher from seeing whether the student is looking at another student's test, the teacher, who is responsible for managing the classroom, may address this by giving the student a choice of turning the visor to the side or to the back, of flipping the visor up, or of removing the hat, until the exam is over and the test papers have been collected. Professor Kaplowitz did agree, however, that faculty may not forbid the wearing of hats and she suggested that faculty can provide a creative solution for any problem that a hat might create and added that students must cooperate with such solutions.

**PRESIDENTIAL EVALUATION**

This questionnaire is voluntary and anonymous. Do not sign your name. In determining your answer, please use this scale:

- 1 = very well
- 2 = well
- 3 = fairly well
- 4 = neutrally
- 5 = fairly poorly
- 6 = poorly
- 7 = very poorly
- NA = not applicable or no information

On this basis, please rate President Lynch on how well or how poorly he fulfills the following criteria:

**A. Academic Planning and Administration**

- 1. Fosters well developed and widely understood institutional goals and objectives: [A1] 1 2 3 4 5 6 7 NA
- 2. Ensures the existence of a sound academic program review procedure which serves as the basis for budget and staff allocations, program evaluation, implementation of the policies of the Board of Higher Education, and implementation of the college's institutional goals and objectives: [A2] 1 2 3 4 5 6 7 NA
- 3. Encourages and initiates curriculum changes in response to the needs and interests of students and the larger society: [A3] 1 2 3 4 5 6 7 NA

Academic Planning and Administration, OVERALL: [A] 1 2 3 4 5 6 7 NA

**B. Problem Solving and Decision Making**

- 1. Identifies and analyzes problems and issues confronting the institution: [B1] 1 2 3 4 5 6 7 NA

- |  |      |   |   |   |   |   |   |   |    |
|--|------|---|---|---|---|---|---|---|----|
| 2. Identifies potential areas of conflict:   | [B2] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 3. Makes decisions in critical situations and handles crises:  | [B3] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 4. <b>Is</b> aware of the implications of decisions and assumes responsibility for decisions:  | [B4] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 5. Implements decisions and is sensitive to impact of decisions:   | [B5] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 6. Comprehends the interrelated nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, rules and regulations having influence on the management of the college: | [B6] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 7. Practices sound fiscal management and resource allocation conducive to achieving institutional goals and objectives:  | [B7] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| Problem Solving and Decision Making, OVERALL:  | [B]  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |

**C. Faculty and Staff**

- |  |      |   |   |   |   |   |   |   |    |
|--|------|---|---|---|---|---|---|---|----|
| 1. Assists in recruiting and maintaining a distinguished faculty:                          | [C1] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 2. Provides encouragement and support of scholarly activities of the faculty:              | [C2] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 3. Encourages sound decision making in the recruitment, promotion and tenuring of faculty: | [C3] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
| 4. Encourages broad based faculty participation in all facets of the college:              | [C4] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |

5.	Selects an effective administration team:	[C5]	1	2	3	4	5	6	7	NA
6.	Determines which issues are the proper responsibility of the faculty and those of the administration:	[C6]	1	2	3	4	5	6	7	NA
7.	Has in place on-going procedures for evaluation of faculty and administrators:	[C7]	1	2	3	4	5	6	7	NA
8.	Relates to faculty within the particular governance mechanisms of the institution:	[C8]	1	2	3	4	5	6	7	NA
9.	Is effective in forming, developing and supervising an administrative network for making and implementing policies:	[C9]	1	Z	3	4	5	6	7	NA
10.	Delegates responsibility:	[C10]	1	2	3	4	5	6	7	NA
11.	Develops and implements an effective affirmative action plan:	[C11]	1	2	3	4	5	6	7	NA
Faculty and Staff, OVERALL:		[C]	1	2	3	4	5	6	7	NA

**D. Students**

1.	Relates to students individually or in groups:	[D1]	1	Z	3	4	3	6	7	NA
2.	Provides formal and informal mechanisms for involving students in decision making:	[2a]	1	Z	3	4	5	6	7	NA
3.	Provides services of quality to students:	[D3]	1	2	3	4	5	6	7	NA
4.	Recognizes and is sensitive to the diversities of the student body:	[D4]	1	Z	3	4	5	6	7	NA
5.	Provides mechanism for informing students of policy changes and explaining changes to student body:	[D5]	1	2	3	4	5	6	7	NA
Students, OVERALL:		[D]	1	2	3	4	5	6	7	NA

**E. Relationships to the University System**

1. Works with other University presidents, the central administrative staff, the Chancellor and the Board of Trustees: [E1] 1 2 3 4 5 6 7 NA
  2. Relates to and communicates with the community in which the college and University are located: [E2] 1 2 3 4 5 6 7 NA
  3. Understands the role of politics and governmental offices as they relate to the college and the University: [E3] 1 2 3 4 5 6 7 NA
  4. Relates with professional associations and educational institutions outside the university: [E4] 1 2 3 4 5 6 7 NA
  5. Relates to elected representatives and governmental bodies: [E5] 1 2 3 4 5 6 7 NA
  6. Represents the institution to its various publics: [E6] 1 2 3 4 5 6 7 NA
- Relationships to the University System,  
OVERALL: [E] 1 2 3 4 5 6 7 NA

ATTACHMENT C

Phase II Committee of the Senate and Chairs  
Meeting of November 1, 1993: Minutes

-----

Present: Arvind Agarwal, Sandy Berger, Janice Bockmeyer, Jannette Domingo, P.J. Gibson, and Jane Davenport, Chair.  
Absent: Ned Benton.

This was the first meeting of the committee. There was general discussion about what the committee hoped to accomplish. It was agreed that there were two goals: (1) to conduct a survey of the faculty and staff about their hopes and recommendations for the new building, as well as their needs for improvements in the conditions of the present buildings; (2) to get the attention of those who will be responsible for working with the architects to ensure that there is faculty and staff input before the plans are formulated without that input. To this end, it was agreed that the results of the survey should be widely publicized to promote public discussion of the needs revealed in the survey.

Prof. Bockmeyer agreed to be responsible for the development of the questionnaire, framing questions based on the categories of concern raised at this meeting. Her proposed survey will be discussed at our next meeting.

Several categories were mentioned as examples of areas which need particular attention. These included the urgent need for more total space than we now have, including larger classrooms and more of them. (This brought up a discussion of the Master Plan problem, and the fact that the existing Master Plan does not call for more space, since it is based on a student body of 5,000 rather than the 9,000 which we currently have at the college.) It was agreed that a new Master Plan is essential, even if it delays the construction of the new building, since we want to have a building that is adequate at least at the time of moving in.

Other categories of concern included the need for a high-quality heating and ventilation system, unlike the one installed in T Building, which is one of the cheapest and least reliable on the market and which has had insuperable problems from the very beginning. Prof. Agarwal explained a bit about how such systems work, and that the better systems provide more air changes per hour. It might be worthwhile to get information about the specifications on this issue.

Adequate lighting and security-conscious design were brought up as examples of failures in the planning and construction of T Building. Added to this list were elevator capacity and location, comfort and access for the physically challenged, and adequate rest room facilities (we will do some research and make a specific proposal on this issue).

## ATTACHMENT C (cont)

One area over which everyone voiced concern was making sure the new building is capable of handling the rapidly-changing technology which will be affecting every department. This includes wiring, space, and flexibility in design which can accommodate a 21st century technological environment which we cannot now even imagine. This reinforced the recognition that a Master Plan even a few years old is already obsolete, because the technological changes which have occurred in the past five years have turned traditional concepts of institutional design on their heads. As an example, the library expansion plan envisaged three years ago is already out of date; the entire layout will have to be re-thought to accommodate changes in the technology which will bring the library into the 21st century. It was suggested that every department will be facing such a challenge.

A recommendation was made, to which everyone agreed, to contact the student government leaders to urge them to conduct a similar survey of students' needs and wishes with regard to the new building. It was suggested that Vice President Witherspoon might be interested in working on this. Prof. Davenport will get in touch with them.

It was brought up that several other CUNY colleges have had new buildings built in recent years. One member had the information that, the City College faculty had elected to have smaller offices in order to have windows in those offices. The result in that case was that classrooms occupied the inner core of the building, while faculty offices occupied the outer perimeter. This seemed to be an impressive case of consultation with the faculty before plans were completed. It was agreed that if possible, it would be beneficial to get in touch with the faculty at some of the other colleges to learn what their collaboration experiences were. It was mentioned that York, Hunter, Borough of Manhattan, and the College of Staten Island had recent experiences in this regard in addition to City.

It was agreed that there would probably be a need for separate, lengthy reports appended to the survey results on topics of particular concern. This will be discussed more at the next meeting.

The next meeting of the committee will be on Monday, November 22, at 3:00 p.m.

Respectfully submitted,

Jane Davenport





# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

*The City University of New York*

*John Jay Square*

*899 Tenth Avenue*

*New York, N.Y. 10019*

*(212) 237-8600*

**ATTACHMENT D**

---

*Office of the President*

October 15, 1993

Richard M. Freeland  
Vice Chancellor for Academic Affairs  
535 East 80th Street  
New York, NY 10021

Dear Vice Chancellor Freeland:

I am pleased to inform you about the Academic Program Planning Activities for the 1993-94 year. Much of our Academic Program Planning Activities for this year and future years will be **guided by the College's Self Study and the recommendations** made by the Evaluation Team as part of the reaccreditation process by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

In Spring 1993, I established a comprehensive Planning Committee that is chaired by Vice President Mary Rothlein and includes senior administrators, faculty and students. I am also appointing an Academic Planning Committee to be chaired by Provost Basil Wilson.

Academic Program Planning Activities for 1993-94 can be divided into two groups: 1) the Program Review of Majors, and 2) Academic Planning.

## **PROGRAM REVIEW OF MAJORS**

As I indicated in my letter of July 22, 1993, the College's Undergraduate Curriculum Committee has engaged in the systematic review of majors since 1987. This academic year, the Criminology Major, Computer Information Systems Major, and the three remaining Associate Degree Programs - Security Management, Corrections, and Police Science - will undergo an internal and external program review. Previous program reviews were limited to internal assessment. Beginning with this academic year, an external review component will be added to all reviews of majors.

The Curriculum Committee will also examine the required core courses of the associate degree programs, towards the goal of enabling students to complete their course of study in approximately

two years.

The following is the program review schedule for the Graduate Program :

- a. Master of Public Administration - Spring 1993 - NASPAA site visit, Spring 1994.
- b. Master of Arts in Criminal Justice - Spring 1993 to Fall 1993
- c. Master of Arts in Forensic Psychology - Spring 1994
- d. Master of Science in Forensic Science - Fall 1994
- e. Master of Science in Fire Protection Management - Spring 1995

Program review in the Graduate Program will also include an external review component.

#### ACADEMIC PLANNING

Academic Planning for the academic year 1993-94 will be concentrated around the following: 1) Rebuilding the full-time faculty, 2) New Majors, 3) Collaborative Initiatives, 4) Strengthening of Research Centers and Institutes, 5) Implementing Recommendations of the Retention Task Force, and 6) Further institutionalization of the Culture of Teaching and the Culture of Learning.

1. **Rebuilding the Full-time Faculty.** The College's principal academic goal for the 1993-94 year, and for subsequent years, is to reduce the dependency on adjunct faculty by employing more full-time faculty. In 1990, 38 per cent of the course sections were taught by adjunct faculty. In Fall 1993, 53 per cent of the course sections are being taught by adjunct faculty. In the Departments of English, Mathematics, Government, Public Management, Sociology and Speech, 55 to 69 per cent of the courses are being taught by adjunct faculty. An adjustment to our budget would in part be used for adjunct conversion into full-time lines. The College is committed to rebuilding the strength of the full-time faculty.

2. **New Majors.** In the College's response to the Report of the Advisory Committee on Academic Program Planning, members of the College community expressed an interest in developing three new baccalaureate degree programs: 1) Criminal Justice and the Humanities, 2) Dispute Resolution, and 3) International Criminal Justice. These three potential majors are in different stages of development with the Academic Planning Committee and the Curriculum Committee.

Beginning in Spring 1993, a Criminal Justice Humanities **Task Force** has been meeting to conceptualize and develop this major. In Fall 1993, the Criminal Justice Humanities Task Force will be holding a lecture series comprised of experts in the field to guide us in our deliberations. Our intent is to

hold a one day conference in May at the College in Criminal Justice and the Humanities.

The college has currently in place a 30 credit program in Dispute Resolution, administered by the Sociology Department. I have held discussions with the Chair of the Sociology Department and our resident expert in Dispute Resolution to develop an overall framework to guide the establishment of a degree program. The Curriculum Committee of the Sociology Department will meet during the Fall semester to develop a **specific proposal for presentation to the College Curriculum Committee.**

The Chair of the Public Management Department has had an intellectual interest in the International Criminal Justice, Major and **has** developed a proposed major which is currently being reviewed by the relevant departments. Those departments **will** meet throughout this semester to develop the detailed requirements for this potential major.

The faculty have expressed some wariness about proceeding with new majors without additional resources. In the discussions that we have had, you assured me that the College would be given additional resources to support these programs.

**3. Collaborative Initiatives. In previous correspondence, I** have mentioned the extent of collaboration between the MPA Program at John Jay College of Criminal Justice and the Urban Studies Graduate Program at Hunter College. Hunter College students take courses in the MPA Program at John Jay College and students in the MPA Program are allowed to take courses at Hunter College.

The CUNY/NYPD Cadet Corps was established in 1991. The program is coordinated by the Office of Special Programs at John Jay College and brings together all the community colleges in this joint educational enterprise. The coordinators on the respective campuses provide counseling and mentoring to the cadets, and faculty from the participating colleges have been involved with the development of the curriculum. **As I testified at the Mollen Commission, the CUNY/NYPD Cadet Corps is a new way of preparing police officers for the difficult task of community policing. The education and training component could be expanded into a CUNY-wide, credit-bearing curriculum which would prepare students who wish to work in the area of public safety. Such a program could be used as a major component of the University's Workforce Initiative, preparing students to pursue careers in the multi-faceted criminal justice system.**

The College has held preliminary discussions to develop a collaborative arrangement between the BSW at Lehman College and the Criminal Justice Programs at John Jay College. Police officers are often described as "social workers" based on their engagement in family disputes and community conflicts.

The Social Work Program at Lehman College would be enriched by *exposing students* to courses on criminal justice and substance abuse.

4. **Strengthening of Research Centers and Institutes.** The Criminal Justice Research Center, The Center for Violence and Human Survival, and The Institute on Alcohol and Substance Abuse have the potential for enriching the academic life of the College and stimulating faculty research. The intent is to integrate these entities into the mainstream of the academic community. I will propose that Research Faculty Teams be linked to respective Centers and Institutes. The non-tax-levy money generated by these entities will be used to buy released time for faculty who will develop research grant proposals. The exchange of ideas among the faculty should further our research efforts. The Criminal Justice Research Center, The Center for Violence and Human Survival, and The Institute on Alcohol and Substance Abuse have much to contribute to the larger society. We are particularly concerned with the rising tide of youth violence and the proliferation of drugs in our society. The Research Teams will make policy recommendations and contribute to our understanding of these deep-seated social problems.

Dispute Resolution practitioners have urged the College to establish a Center for Dispute Resolution. In the past, the College has put together workshops for teachers in the Board of Education and for practitioners in the field. There is a CUNY consortium in Dispute Resolution and these CUNY faculty members have been instrumental in procuring a planning grant from Hewlett Packard. The need for a Center or an Institute in Dispute Resolution does exist and we will make efforts to establish such an Institute at John Jay College of Criminal Justice.

5. **Implementing Recommendations of the Retention Task Force.** The Middle States Self Study identified the need for the College to develop a retention strategy. During the course of this academic year, depending on adjustments to the College's budget, we intend to implement a number of these recommendations. Some aspects of the Retention Strategy include: A) The ESL Center; B) The Office of Academic Advisement; C) Tutoring; D) Special Attention to In-Service Students and Gender Issues; E) Outcomes Assessment for Retention Strategies; and, F) Other Efforts Related to Retention.

A) **The ESL Center** The College established an English as a Second Language Center two years ago with funds from the Freshman Year Initiative. There is the recognition that Freshman Year Initiative funds could not be used indefinitely to subsidize the ESL Center. The Director of the Center is already funded in the College's base budget and only 50 per cent of the Center's funding for this year is derived from the Freshman Year Initiative. For Fall

1993, the College offered eleven **ESL** courses. Every course is being taught by an adjunct and we are committed to hiring full-time faculty to teach **ESL** courses. An internal College study indicates that **ESL** students who use the services of the Center are more likely to return to school the following semester. We recognize the critical role of the **ESL** Center in reducing the numbers of students who fail to cope with the rigors of college work.

B) **The Office of Academic Advisement** Presently, the Office of Academic Advisement is comprised of one Higher Education Officer, who reports directly to the Dean of Undergraduate Studies. The literature on retention indicates that advisement plays an important role in reducing the number of students who do not survive the academic demands of college. The College recognizes the vulnerable nature of students during the initial years of their college education.

The Office of Academic Advisement presently focuses on the population of lower sophomores. Faculty and higher education officers are mobilized during the Fall and Spring semesters to advise them. Each advisor is assigned approximately five lower sophomores. The College is committed to expanding the advisement program to include upper sophomores and second semester freshmen. This would entail placing additional resources in the Office of Academic Advisement. An advisement program can make a difference in students' lives and an expansion of the program would ensure that the College is making every effort possible to effectively socialize students in the culture of higher education. .-:

C) **Tutoring** The College presently spends \$10,500 on its tutoring program. There are more students in need of tutoring than we are able to accommodate. We hope to expand our tutoring efforts, especially in the areas of Mathematics and introductory Social Science courses (e.g. Psychology, Government, etc.) where the failure rate appears to be unacceptable. The tutoring program could also be more effectively coordinated and we have efforts underway to make the changes necessary to improve the productivity of our present tutoring programs.

D) **Special Attention to In-Service Students and Gender Issues** John Jay College makes a special effort to recruit in-service students. Presently, there is one part-time staff member whose primary responsibility is to recruit in-service students. These students have special needs and we hope to hire a recruiter/counselor to address the specific needs of our in-service students.

The gender composition of the College has undergone dramatic changes in the last five years. A majority of the undergraduate population is now female. In the current

academic year, the College appointed a full-time Director for the Women's Center. The Women's Center is the outgrowth of the Women's Study Committee that has been instrumental in enriching the intellectual life of the college. The Women's Center will focus on the particular needs of our female population. The activities of the Center are expected to strengthen the educational and counseling component of the institution.

E) Outcomes Assessment for Retention Strategies To achieve our retention goals, the College must assess systematically student progress in order to evaluate the degree of success of various strategies. Such outcomes data will provide rational bases for strengthening certain activities, modifying some, and perhaps eliminating others. In this way, the College over a five year period, will have developed a comprehensive retention program based upon the systematic collection and analysis of data. The results should be improved retention rates as well as more effective use of resources. For this year, the College will seek to strengthen its Office of Institutional Research to provide the foundation for this initiative.

F) Other Efforts Related to Retention There are other efforts that the College has embarked upon to improve retention. In the past, too many students registered for courses that were beyond their intellectual capabilities at the time they registered. During Fall 1993, a prerequisite checking system was introduced as part of our new on-line registration system. To assist the students in choosing the appropriate classes, the Curriculum Committee reformatted the descriptions of hundreds of courses.

The Retention Task Force recommended the appointment of an administrator to coordinate Freshman Studies and Retention. We have postponed making such an appointment because our efforts for the last three years have been to allocate any available resources to the classroom. We will explore efforts during the course of this academic year to improve the coordination of the retention strategy without adding an administrative position.

6. Further Institutionalization of the Culture of Teaching and the Culture of Learning The College has been sensitized to the culture of teaching by the pioneering efforts of the Faculty Senate. Under the auspices of the Office of Academic Affairs and the Faculty Senate, Better Teaching Seminars are held during the Fall and Spring semesters. The seminars enable faculty to share their teaching experiences and to find solutions to recurring classroom problems. Faculty are also given another opportunity to share their thoughts about teaching with their colleagues in a specially designated column, "Notes From the Classroom," which is published in our weekly newsletter, The Week Of. There has been a reluctance to

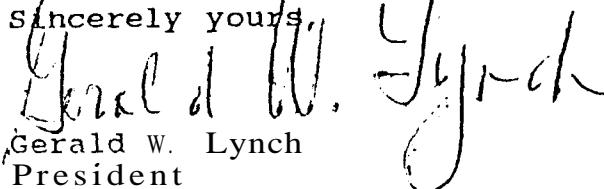
submit articles to "Notes From the Classroom" and we intend to find creative ways to have more members of the faculty contribute to the column.

**At the last graduation, the Outstanding Teacher Award was presented for the first time in the history of the College. This will be an annual presentation at Commencement and it will serve as a symbol of the high degree of importance that the institution places on excellence in teaching.**

I have always insisted that the learning that takes place outside the classroom is almost as important as the learning inside the classroom. That is why I have provided non-tax-levy funds to invite prominent speakers to the campus for the benefit of our students and faculty. This semester, Professor Lani Guinier has already spoken, and later this month, Professor Samuel Betances will be speaking on the topic of multiculturalism. The Graduate Lecture Series, the Provost's Lecture Series, the celebration of Women's History Month, **African American Heritage Month** and **Hispanic Heritage Month**, all contribute to the intellectual enrichment of **the College**. These activities that take place outside the classroom and activities inside **the** classroom are vital to creating an ethos for intellectual inquiry.

The last four fiscal years have been extremely difficult for The City University. Despite the budgetary contraction, John Jay College has found ways to remain committed to the University's goals of access and excellence. The College has incurred budgetary cuts of approximately 20 percent, yet **we** have managed to increase enrollment by 26 per cent. We have managed to increase the number of sections available **to** students every semester since the beginning of the decade, and thus have prevented an across the board increase in class **size**. We have accomplished much with meager resources. Adjustments to the College's budget would permit **us** to further the process of academic planning, strengthen the ranks of the full-time faculty, and provide for the basic pedagogical needs for our multi-cultural, multi-racial student body.

Sincerely yours,

  
Gerald W. Lynch  
President



**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

*The City University of New York*  
*899 Tenth Avenue, New York, N.Y. 10019*  
*(212) 237-8000*

October 21, 1993

**To :** Provost Basil Wilson, Chair, Search Committee for Dean of Undergraduate Studies

**From :** T.K. Moran, Chair, Department of Law, Police Science and Criminal Justice Administration  
*T.K. Moran*

**Re :** Representation on Search Committee

At a meeting of my department's curriculum committee held on October 14, 1993, a discussion was held regarding the lack of a member of the Department of Law, Police Science and Criminal Justice Administration on the search committee for a Dean of Undergraduate Studies. A resolution was unanimously passed that this matter be called to your attention and the situation rectified. Great concern about this matter was expressed in view of the central position of this department in the undergraduate efforts and programs of the College.

In addition, we urge that no final selection for the position be made until this department has been formally consulted.

Many thanks for your consideration of this matter.

cc: President Gerald W. Lynch /  
Professor Karen Kaplowitz, President of the Faculty Senate  
Professor Robert Crozier, Chairman of the Council of Chairs