

Faculty Senate Minutes #373

May 13, 2011

10:00 AM

Room 630 T

Present (43): William Allen, Andrea Balis, Spiros Bakiras, Elton Beckett, Ben Bierman, Erica Burleigh, Elise Champeil, Sergei Cheloukhine, Kathleen Collins, Lyell Davies, Edgardo Diaz Diaz, Virginia Diaz-Mendoza, James DiGiovanna, Jennifer Dysart, DeeDee Falkenbach, Beverly Frazier, Terry Furst, Robert Garot, Katie Gentile, Lior Gideon, Demis Glasford, Maki Haberfeld, Jay Hamilton, Veronica Hendrick, Olivera Jokic, Karen Kaplowitz, Vincent Maiorino, Isabel Majumdar, Xerxes Malki, Evan Mandery, Gerald Markowitz, Isabel Martinez, Sara Mcdougall, Paul Narkunas, Richard Ocejo, Rick Richardson, Raul Rubio, Richard Schwester, Francis Sheehan, Staci Strobl, Pat Tovar, Monica Varsanyi, Valerie West

Absent (5): Demi Cheng, Jay Gates, Norman Groner, Richard Perez, Frank Pezzella

Invited Guests: Counseling Director Calvin Chin, Vice President Berenecea Johnson Eanes, Dean Wayne Edwards, Associate Provost James Llana, President Jeremy Travis

Agenda

1. Announcements
2. Adoption of the Agenda
3. Approval of Minutes #372 of the April 28, 2011, meeting
4. Election to fill a vacant seat on the 2011-12 Faculty Senate
5. Proposal regarding the method of selection of the CUNY Board of Trustees
6. Review of the agenda of the May 16 meeting of the College Council and of the Faculty Senate's proposed Gen Ed and Assessment proposals
7. Siegel & Gale's 3 proposed logos for John Jay for comment and vote by the Senate
8. Proposal to recommend a revision of CUNY's Policy on sexual relationships between faculty/staff and students
9. Students in Crisis: Invited guests: VP Eanes, Dean Edwards, and Dr. Chin
10. Middle States Re-accreditation: Invited guest: Associate Provost James Llana
11. Report of the Task Force on Year Round College: Associate Provost Llana
12. Report of the Task Force on Online Learning
13. Honorary Degree candidates for June 2012 commencement
14. Proposed Calendar of the 2011-12 Faculty Senate meetings
15. Proposed John Jay governance of differential tuition and fees
16. Invited guest: President Travis

1. Announcements [Attachment A]

President Kaplowitz thanked the Senate for its support regarding her response to the CUNY Board of Trustees' rejection of an honorary degree for Mr. Tony Kushner. [For a copy of the letter she sent to the CUNY Board of Trustees and to the CUNY Chancellery on behalf of the faculty of John Jay protesting their rejection of Mr. Kushner as a recipient of an honorary degree and calling on them to call a special meeting of the Board's Executive Committee to take ameliorative action, see Attachment A. Also see Attachment A-2 for John Jay's procedure for selecting honorary degree candidates, which she had enclosed with her letter to the CUNY Board and Chancellery; and see Attachment A-3 for Mr. Kushner's letter to the CUNY Board of Trustees, on which he copied the faculty, students, and president of John Jay.]

She reviewed the incidents regarding Mr. Kushner. On May 2, the Board of Trustees met; on its agenda was the approval of about 40 candidates for honorary degrees, which had been submitted by many CUNY colleges. The Board had, of course, received this material in advance of the meeting. At the May 2 meeting, a podcast of which can be seen by going to the CUNY website, one Trustee, Jeffrey Wiesenfeld, objected to Mr. Kushner for what he contended were anti-Israel comments by the candidate. He made a long and impassioned speech inveighing against Mr. Kushner and when the question was called, the motion to approve the slate of 40 candidates failed. Then Mr. Kushner's name was removed from the slate, the other honorary degree candidates were approved, and then a motion to table Mr. Kushner's candidacy passed.

And so, she explained, she immediately wrote to the CUNY Chancellor and to the Board of Trustees [Attachment A] protesting their decision and also urging a meeting by the Board's Executive Committee at which time the degree could be approved in time for John Jay's commencement ceremonies. Subsequently, the Executive Committee of the Board of Trustees met on May 9 and did vote, unanimously, to confer an honorary degree on Mr. Kushner who has since reversed his publically announced decision and he will accept the degree; indeed, he has offered to attend both the morning and afternoon ceremonies so that he can meet and address all the graduates and all the faculty.

Congratulations were extended to several members of the Faculty Senate: Jay Hamilton has been elected to the position of Chair of the Economics Department; Vincent Maiorino has been named Coach of the Year of the Mid-Atlantic Conference; Katie Gentile has been elected Chair of the Gender Studies Committee; and Nivedita Majumdar has been elected Vice Chair of John Jay's chapter of the PSC. All were applauded.

President Kaplowitz reported that, as recommended by the unanimous vote of the Faculty Senate at its previous meeting, both the Criminal Justice Department and the Ph.D. Program in Criminal Justice will not be moved to the BMW Building, as had been planned by the administration, but instead will remain in Haaren Hall (on the 6th floor).

The results of the faculty election of the at-large members of the Faculty Personnel Committee were announced: the 3 at-large members are John Pittman (Philosophy), Chitra Raghavan (Psychology), and Carmen Solis (SEEK); the 3 alternate at-large members are Bettina Carbonell

(English), Mangai Natarajan (Criminal Justice), and Nicholas Petraco (Science). The full-time faculty cast 207 ballots.

2. Adoption of the Agenda

Two items were added to the agenda: an election to fill a vacancy on next year's Faculty Senate and a proposal from the Executive Committee regarding the selection process of the members of the CUNY Board of Trustees. The agenda was adopted as amended.

3. Approval of Minutes #372 of the April 28, 2011, meeting

Minutes #372 of the April 28, 2011, meeting was approved.

4. Election to fill a vacant seat on the 2011-12 Faculty Senate

In light of her election as next year's Vice Chair of the John Jay chapter of the PSC and the heavy workload that that position involves, Senator Nivedita Majumdar has resigned her at-large seat on next year's Senate to which she had been elected by the faculty and, necessarily therefore, her position as an alternate member on next year's College Council to which the Senate had elected her. The Senate considered three candidates and by secret, written ballot elected Professor James Cauthen (Political Science) to both the Faculty Senate at-large Senate position and as an alternate member of the College Council and thanked him for his willingness to serve.

5. Proposal regarding the method of selection of the CUNY Board of Trustees: Executive Committee

President Kaplowitz reported that one of the consistent issues that has emerged since May 2 when the CUNY Board of Trustees refused to approve John Jay's nomination of Mr. Tony Kushner for an honorary degree is the method by which the appointed members of the CUNY Board of Trustees are selected. She explained that the CUNY Board of Trustees has 17 members: 10 trustees are named by the Governor, 5 trustees are named by the Mayor, and the Chair of the University Faculty Senate serves as an ex officio member without vote and the

Chair of the University Student Senate serves as a member with vote. The 15 appointed trustees each serve for a 7-year renewable term; the trustees nominated by the Governor and the Mayor must be approved by the NYS Senate although no blue-ribbon committee or task force weighs in about the credentials or suitability of the candidates. Many of the trustees work for and report directly to the Governor or the Mayor, raising the question of the independence and suitability of the trustees who are supposed to be independent and are to set policy for the University without outside or partisan influence.

The proposal before the Faculty Senate from the Executive Committee is to establish an ad hoc Faculty Senate committee to study the selection and vetting processes of trustees at other public colleges in the United States and to issue a report to the Senate in the fall. The committee would be charged with reporting its findings and with making recommendations, if it deems that there are ways to improve the current process. The Senate will then discuss the findings and recommendations and decide what actions, if any, to take. The ultimate goal may be the initiation of a movement to change NYS Education Law to improve the selection process by which members of the CUNY Board of Trustees are reviewed, recommended, and selected.

The Senate approved the proposal by the vote of 24 yes, 1 no, and 5 abstentions. The following Senators volunteered to be members of this ad hoc committee: Veronica Hendrick, Karen Kaplowitz, Sara McDougall, and Staci Strobl.

6. Review of the agenda of the May 16 meeting of the College Council [Attachment B, C]

a. Faculty Senate's 2 Gen Ed implementation proposals – proposed revisions to these proposals [Attachment B]

The Senate unanimously approved the following additions to the Faculty Senate's proposed Resolutions [Attachment B] regarding the implementation of the Revision of John Jay's general education curriculum; these revisions will be moved at the May 16 College Council meeting. The proposed added provisions appear in italics: The Chair of the Gen Ed Subcommittee of UCASC will be chosen by the Chair of UCASC *in consultation with the President of the Faculty Senate*; the annual report will be issued *beginning Fall 2012* and shall be issued *annually thereafter*. President Kaplowitz explained that these amendments have the support of President Travis, Provost Bowers, and Dean Lopes.

b. Proposed College-wide Assessment Committee [Attachment C]

The Senate unanimously approved the following changes, which will be moved at the May 16 College Council meeting, to the proposal for a College-wide Assessment Committee [Attachment C]. The provisions to be added appear in italics: at the end of each academic year, *starting in Spring 2012*, the Assessment Committee shall prepare an annual report on significant, ongoing assessment activities, with recommendations for the next year; the report

shall be submitted to the Strategic Planning Subcommittee and to all units of the College, including the College Council, *for placement on the agenda of the College Council's subsequent September meeting*. Conditional on the approval of these changes, the Senate voted unanimously to endorse this agenda item.

7. Siegel & Gale's three proposed logos for comment and vote [Attachment D]

President Kaplowitz reported that Mr. Alan Siegel, a member of the Board of Directors of the John Jay Foundation, which exists to raise gifts for John Jay among other responsibilities, is widely credited with creating the modern marketing and branding movement. He is now leading an initiative to improve the College's branding and marketing and the changes being proposed are timed to coincide with the opening of our new building in September 2011. Mr. Siegel's firm, Siegel & Gale, interviewed many people inside and outside John Jay and, indeed, outside CUNY to learn how the College is perceived and the reasons for these perceptions. Among the projects Mr. Siegel and his firm have engaged in is a redesign of the College's logo.

President Kaplowitz showed the Senate a Powerpoint presentation which Mr. Siegel recently presented to the President's Executive Staff and, on April 28, to the College's Budget and Planning Committee. This PowerPoint presentation shows three designs for a new logo [Attachment D]. President Kaplowitz explained that Mr. Siegel is looking for comments and is looking for ways to improve each proposed logo. The College Budget & Planning Committee made a number of proposals for changing each design but those changes have not yet been made and so the Senate will be seeing the logos that the Budget & Planning Committee saw.

The Senate members were unhappy with all three proposed logos [Attachment D]. The three logos were thought to be too similar to each other. All of the typefaces were criticized as too difficult to read. Concerns were raised about the expensive nature of all three designs when it comes to actually using them and reproducing them. There was virtually universal agreement on the following points: the dot in design #1 should be eliminated; the font for design #2 and #3 is too dark and thick and the letters have too little space between them, making for a brutalist impression (in the sense of the brutalism style of architecture).

A motion was made stating that the Senate finds all three designs to be unacceptable, even if modifications were to be made: the vote on this motion was 23 yes, 2 no, and 5 abstentions.

When asked to vote on which is the preferable logo, if one of the three were to be chosen: 21 Senators voted for design #1 – but only if the dot is removed; 4 Senators chose design #2. No Senator chose design #3.

Some revisions suggested for design #1 in addition to the removal of the dot were the following: change the font and under John Jay place a thin horizontal line and place "College of Criminal Justice" in a small font underneath; make it less bold; replace the dot with a thin vertical line separating the type. For all the designs, there was virtually universal displeasure

with the color scheme: no one liked the use of the dark blue/black color and all questioned why it is needed at all; and virtually all liked a lighter blue but not the particular light blue that was used in the three designs because it was considered too neon, too garish, especially in conjunction with the dark blue/black color.

8. Proposal to recommend a revision of CUNY's policy on sexual relationships between faculty/staff and students: Senators Staci Strobl (Chair), David Munns, Karen Kaplowitz, Francis Sheehan [Attachment E]

Earlier in the semester, President Travis, Assistant Vice President & Counsel Rosemarie Maldonado, and Associate Counsel Silvia Montalban gave a presentation to the Senate about sexual harassment incidents at the College. One of the things that the Senate learned which surprised everyone is that CUNY does not have a policy prohibiting sexual relationships between faculty and students nor between staff and students.

The Senate voted to create an ad hoc committee to study relevant policies at other colleges and universities and to make a recommendation to the Senate. John Jay cannot adopt a policy on this for itself; such policies must be CUNY-wide. But our Senate can choose to recommend to 80th Street that there be a CUNY-wide policy. Indeed, a few years ago the Senate, with the Council of Chairs, developed a computer privacy policy; when the Senate learned that a College may not unilaterally establish such a policy, it recommended that the University do so and the University, basing its work on the Senate's work, did so. In the meantime, a statement recommended by the Faculty Senate for adoption by the University would serve as a position paper to our colleagues at John Jay.

A Faculty Senate ad hoc committee was then formed comprising Staci Strobl, Francis Sheehan, David Munns, and Karen Kaplowitz. Senator Strobl has taken the lead on this issue and is the Chair of this ad hoc committee; she has done most of the research and has worked on a draft statement, which the Senate reviewed. Senator Strobl reported that the ad hoc committee studied policies at many institutions of higher education and was most impressed by Yale University's recent policy, which prohibits sexual relationships between faculty/staff and students [Attachment E]. By contrast, CUNY's policy only "strongly discourages" these relationships. The Senate's so that such relationships are similarly prohibited at the CUNY colleges. Senators discussed the recommendation and suggested changes in the draft statement. The ad hoc committee will incorporate these changes and issue a revised draft for discussion in the near future.

A motion to endorse the recommendation that the Faculty Senate should recommend to the CUNY Central Administration that CUNY should change its policy so as to prohibit sexual relations between faculty/staff and students was approved by a vote of 24 yes, 1 no, and 5 abstentions.

9. Students in Crisis: Invited Guests: VP for Student Development Berenecea Johnson Eanes, Dean of Students Wayne Edwards, and Dr. Calvin Chin, Director of Counseling [Attachment F, G, H, I]

Vice President for Student Development Berenecea Johnson Eanes, Dean of Students Wayne Edwards, and Dr. Calvin Chin, Director of Counseling, were the invited guests of the Senate to discuss the issue of students in crisis. As an introduction to this discussion, President Kaplowitz referred to a report by CUNY Distinguished Professor of Public Health Nicholas Freudenberg about CUNY students [Attachment F], which was included in the meeting's agenda packet and which reveals that 39% of CUNY students interviewed reported having experienced food insecurity in the past 12 months and that 23% reported that they often or sometimes went hungry in the past year because of money; 42% of interviewed students reported unstable housing in the same period and 24% reported both food and housing insecurity; 20% met the criteria for depression and 49.9% reported that some psychological symptoms associated with depression made it extremely, very, or somewhat difficult for them to meet the demands of daily living; 57% reported stress, 50% reported financial problems, 30% relationship difficulties, 26% anxiety, and 23% depression and 43% reported having had experiences with three or more of these problems in the past year. More than 75% reported that these problems affected their academic progress at CUNY. And yet few students reported getting help: only 7.2% used a food pantry or other food assistance program in the past 12 months; only 6.4% currently receive food stamps even though 18% thought they are eligible; and more than 90% of those reporting depressive symptoms did not visit their campus counseling services or student health center in the last year.

Vice President Eanes described the work of John Jay's Crisis Committee [Attachment G] and distributed the College's crisis intervention plan [Attachment H]. Dr. Chin urged the faculty to take an online interactive course called "At Risk" [Attachment I] because faculty members are the ones who see our students most frequently and most regularly and, they are, therefore, the best ones to notice troubling signs and changes in a student's behavior, demeanor, work, and so forth. VP Eanes urged the Senate to tell their faculty colleagues about this online course. VP Eanes also distributed a document showing photographs of every member of her Counseling Department with a list of the academic departments each counselor is assigned to work with. Senate members expressed their appreciation for the work done by the Division of Student Development.

10. Middle States Re-accreditation: Invited guest: Associate Provost James Llana

Associate Provost Llana discussed the Middle States re- accreditation process and the 14 Middle States Standards that have to be met in order for a College to receive re-accreditation. He distributed a document showing all 14 Standards and the specific John Jay issues that have been identified this semester by our 6 Middle States working groups.

11. Report of the Task Force on Year Round College: Associate Provost Llana

Referring to the "Task Force on the Year Round College," Associate Provost James Llana, the chair of the Task Force, discussed the findings and recommendations presented in the final report]. Asked about the Task Force recommendation to hire a full-time director of a summer and January program – in light of our current fiscal difficulties – Associate Provost Llana said that the position will far more than pay for itself from the revenues that will be generated if John Jay were to become a year round college.

12. Report of the Task Force on Online Learning

Senator Robert Garot, a member of the Online Learning Task Force, discussed "The President's Task Force on John Jay Online" Final Report. He acknowledged the excellent work of Dean Anne Lopes, who chaired the task force.

13. Honorary Degree candidates for June 2012 commencement

Senator Katie Gentile, who is a member of the Committee on Honorary Degrees, presented seven candidates who were recommended for honorary degrees by the Committee on Honorary Degrees. The Senate went into executive session, agreeing to keep confidential the identity of the candidates and all comments and questions about the candidates. After each candidate was discussed, Senators voted by secret, written ballot as to whether to recommend the candidate to President Travis. The ballots were not counted until after all seven candidates were discussed and after the Senate voted about each. It was then announced that five of the candidates received the requisite 75% affirmative vote of those Senators present and voting. The Senate then ranked the five candidates by written, secret ballot.

Because Chancellor Goldstein limits each CUNY college to a maximum of three honorary degree candidates, even if a college holds more than one commencement ceremony, the identities of only the top three candidates are being made public at this time. They are, in alphabetical order: the dancer Judith Jamison; the economist Paul Krugman; and the death penalty scholar and activist Michael Meltsner. If any of the three is not available to attend commencement, a requirement of the CUNY Board of Trustees, then the Senate president shall forward to President Travis the name of the 4th highest vote recipient and, if necessary, the name of the fifth highest vote recipient.

14. Proposed Calendar of the 2011-12 Faculty Senate meetings

The proposed calendar of meetings of next year's Senate was distributed for review; the dates will be officially voted on by the new Senate members at the first meeting of next year's Senate on May 25.

15. Proposed John Jay governance of differential tuition and fees: Professor Ned Benton

A document was submitted by Professor Ned Benton, Chair of the Public Management Department and Director of the MPA-IG Program, for discussion by the Senate because in addition to a differential tuition increase for the MPA Program, fees for John Jay Science courses and for John Jay Art Studio courses are on the agenda of the June meeting of the CUNY Board of Trustees. Discussion of this document was postponed because of lack of meeting time.

16. Invited guest: President Travis

President Travis discussed the issue of honorary degrees, particularly the recent case of Tony Kushner. He shared his experience of being at the deliberations of the Board of Trustees and the events that followed. He said that he and President Kaplowitz were an excellent team in this matter; he was in Hong Kong during these events and said he was grateful to have Professor Kaplowitz represent the College on this matter. Vice President Francis Sheehan praised Karen for her incredibly effective and eloquent representation of the John Jay faculty both in her letter to the CUNY Board and Chancellery and also in her dealings with the media. President Travis also thanked the Senate for its work on the General Education Revisions and for its development of what he characterized as two excellent general education implementation proposals, which he said he enthusiastically supports and will publically support at the May 16 College Council meeting.

The meeting was adjourned at 5:00 PM.

ATTACHMENT A

May 4, 2011

The City University of New York
535 East 80th Street
New York, NY 10075

Dear CUNY Trustees and Members of the CUNY Chancellery,

I write to you on behalf of the faculty of John Jay College of Criminal Justice and on behalf of its Faculty Senate, which nominated Mr. Tony Kushner for an honorary degree.

The Faculty Senate nominated Mr. Kushner because he is both a major artist and a brilliant public intellectual who engages both in his art and in his public discourse issues of vital importance to our nation and our world. We nominated Mr. Kushner not only to honor him but also to honor John Jay's graduating class of 2011, at whose commencement ceremonies he would have participated and spoken. Mr. Kushner did not ask to receive an honorary degree; rather, the faculty of John Jay asked that we be permitted to honor him. In rejecting Mr. Kushner's candidacy, the Board has not only maligned Mr. Kushner without just cause but has disrespected the faculty of John Jay, who acted in good faith and in confidence that the Board of Trustees would carry out its responsibilities in a manner that befits our great University.

But the harm to Mr. Kushner and to John Jay College, although grave, is not beyond remediation. The Executive Committee of the Board of Trustees exists to act on behalf of the Board between its scheduled meetings. Because the Board's next meeting is not until June 27, weeks after John Jay's June 3 commencement ceremony, I request that the Board's Executive Committee meet to revisit and reverse its action. The Board's May 2 vote to table the candidacy of Mr. Kushner permits such action.

The following is the nominating letter to our College's faculty Committee on Honorary Degrees, which the Committee then sent to our Faculty Senate, when it recommended Mr. Kushner for a degree. This nominating letter was co-written by two members of our faculty: Professor Amy Green, a scholar of the theater and of dramatic literature, and Visiting Professor Michael Meeropol, an economist:

Playwright Tony Kushner has created a body of dramatic literature that has revitalized the political conscience of the American Theater through his unique brand of magic realism. In 1993, Kushner's stunning, two-part *Angels in America: a gay fantasia on*

national themes forced a Broadway audience to confront AIDS as a moral, spiritual, civic, and aesthetic crisis as well as a devastating epidemic. But Mr. Kushner's cultural and intellectual realm of influence goes beyond the stage. Over the past two decades, he has emerged as one of the leading literary figures in this country and abroad. Salon Magazine described him as "a man who will talk just as easily about Roseanne or Gingrich as O'Neill or Ibsen. In an age when the American theater has grown increasingly divorced from public life, Kushner, like a latter-day Arthur Miller, stubbornly insists on the playwright's role as political provocateur." In light of his stunning achievements in dramatic writing, cultural and literary criticism, and the quest for social-justice, we nominate Tony Kushner for an honorary degree from John Jay College.

Angels in America garnered Kushner two Pulitzer Prizes in Drama (for Part One: Millennium Approaches in 1993 and for Part Two: Perestroika in 1994), the 1993 and 1994 Drama Desk Awards for Outstanding New Play; the 1993 and 1994 Tony Awards for Best Play; and an Emmy Award for Outstanding Writing for a Miniseries, Movie or Dramatic Special, for the 2004 HBO all-star adaptation, which was directed by Mike Nichols and featured Al Pacino, Meryl Streep, Emma Thompson, and Jeffrey Wright.

Since the landmark *Angels in America*, Mr. Kushner has written original plays and significant adaptations that have been produced on Broadway and at the nation's leading regional theaters. *Homebody/Kabul* (2001), a prescient depiction of life in Afghanistan under the Taliban, written before September 11th. *Caroline or Change*, about the relationship between a young Southern boy and his family's black maid, is animated by singing laundry appliances and won Kushner the 2007 Lawrence Olivier Award for Best New Musical. *The Intelligent Homosexual's Guide to Capitalism and Socialism with a Key to the Scriptures* premiered at the Guthrie Theater in Minneapolis in 2009 and had its New York premiere at the Public Theater in the spring of 2010. His award-winning adaptations include *A Dybbuk, or Between Two Worlds* (S. Ansky); *The Good Person of Setzuan* (Brecht), and *The Illusion* (Pierre Corneille). Kushner wrote the screenplay for the 2005 film, *Munich*, and is working with director Steven Spielberg on a film about Abraham Lincoln.

Tony Kushner's oeuvre includes numerous reflections, articles and essay collections, including *Thinking About the Longstanding Problems of Virtue: Essays, A Play, Two Poems and a Prayer* (Theater Communications Group, 1995), *Save Your Democratic Citizen Soul!: Rants, Screeds, and Other Public Utterances for Midnight in the Republic* (The New Press, 2003), and *Wrestling with Zion: Progressive Jewish-American Responses to the Israeli-Palestinian Conflict*, with Alisa Solomon (Grove, 2003).

Mr. Kushner was born in New York City in the late 1950s but was raised in Lake Charles, Louisiana (the setting for the autobiographical *Caroline or Change*). He earned a Bachelor of Arts in Medieval Studies from Columbia University and a Master of Fine Arts in Directing at New York University Tisch School of the Arts, where he is now on the faculty.

Kushner is the subject of *Tony Kushner in Conversation*, edited by Robert Vorlicky, (Ann Arbor: University of Michigan Press, 1998), James Fisher's *The Theater of Tony Kushner* (Studies in Modern Drama) (Routledge, 2002),, *Tony Kushner*, edited by Harold Bloom (Chelsea House, 2005), and of the 2006 documentary film *Wrestling with Angels*.

There is one more thing to recommend Tony Kushner for such a high honor from John Jay College. In March 2010, Mr. Kushner appeared as a featured speaker in the College's public lecture series, Justice and Injustice in 1950's America. As expected, the audience was impressed and charmed by Mr. Kushner's wide-ranging knowledge and thoughtful explanations of his work. What made the strongest impression on those of us who were present, however, was Mr. Kushner's response to the students in the audience. During the official Q & A, he listened attentively and provided patient and detailed answers to the students' questions. At the conclusion of the event, autograph-seeking students, paperbacks in hand, approached him as he descended from the stage. Mr. Kushner not only signed their scripts but spent a long time talking to each student about his or her major and ambitions. We practically had to drag him out of the theater.

Thus it is with great pride and enthusiasm that we put forth Tony Kushner for a Doctorate of Philosophy, honoris causa, at John Jay College's 2011 Commencement ceremonies.

In addition to Mr. Kushner's credentials as presented in the nominating letter, I ask that you also note the fact that Mr. Kushner has received honorary degrees from 15 colleges and universities, a compelling record of recognition, respect, and celebration:

Bard College	June 2004
Brandeis University	May 2006
Columbia College Chicago	June 2003
Columbia University	May 2010
The Cooper Union	May 2004
Denison University	May 1997
Juilliard School	May 2010
McNeese State University	December 1993
Northwestern University	June 1998
Occidental College	April 1999
Pace University	May 2004
School for Visual Arts	May 2010
State University of New York	May 2008
University of Minnesota	May 2009
Wesleyan University	May 1999

Also relevant are the Board's criteria for the awarding of honorary degrees, which Mr. Kushner surely meets. The following is the Board's own statement:

Honorary degrees are intended to serve as a means by which the University can recognize the achievements of persons who have made significant contributions to the progress of the University, or to its colleges and to the principles for which the institutions stand or to their academic or professional disciplines. . . . In general, candidates for honorary degrees should fall in one or more of the following categories:

1. Persons of national or international reputation in an academic discipline that holds a significant place in the curriculum of the awarding college;
2. Persons who have made significant contributions in either thought or action to American Higher Education or in a professional field closely related to an academic interest of the University or the awarding college;
3. Persons who have made significant contributions over a sustained period of time to the development of major programs at the University or at one of its colleges;
4. Persons who have given long and distinguished service to the University or one of its colleges including those who have been in its employ and who have been retired or otherwise separated from the University or one of its colleges for a period of at least three years;
5. Persons who have made major contributions to furthering principles which are at the center of the University's purpose and mission.

I ask you to please consider the values of our University and its reputation as well as your relationship to the faculty of CUNY and especially to its students, who are being denied the signal honor of having Mr. Tony Kushner join them as a member of John Jay's graduating class of 2011.

Sincerely,

Karen Kaplowitz

Karen Kaplowitz
President, Faculty Senate
John Jay College of Criminal Justice/CUNY

cc. President Jeremy Travis
Encl. John Jay Procedure for Awarding Honorary Degrees

ATTACHMENT A – PART 2

John Jay College Procedure for Awarding Honorary Degrees

Honorary degrees shall be awarded in accordance with the City University of New York Bylaws and the Guidelines of the Board of Trustees. The procedure shall be as follows:

1. Any member of the John Jay community may nominate a person for an honorary degree. To be valid, nominations for honorary degrees must be received by the Committee on Honorary Degrees by a date established and publicized to the College community by the Committee.
2. a. The Committee on Honorary Degrees shall consist of seven tenured full-time members of the faculty, who hold the rank of assistant, associate, full, or distinguished professor, and who are nominated by, but not restricted to, members of the Faculty Senate and who are elected by the full-time faculty in a mail ballot to serve three-year terms. Members of the Committee may stand for election to additional three-year terms, upon nomination by the Faculty Senate. The counting of ballots shall be conducted by the Committee on Faculty Elections.

b. The members of the Committee on Honorary Degrees shall elect the chairperson of the Committee, for a two-year term, from among the members of the Committee. The Chair may be elected by the Committee for additional 2-year terms.
3. The Committee on Honorary Degrees shall examine, on a confidential basis and, except for the chairperson of the Committee, without knowledge of the identity of the nominators, the credentials of nominees for honorary degrees and shall recommend, in a timely fashion, worthy candidates to the Faculty Senate.
4. The Faculty Senate shall meet in closed session, which shall be open only to members of the Faculty Senate and any guest(s) invited by the Senate or its Executive Committee, to consider the candidates recommended by the Committee. After confidential deliberation, and without knowledge of the identity of the nominators, the Faculty Senate shall vote on the proposed candidates and shall forward the names of those candidates who have been approved for an honorary degree by a three-quarters affirmative vote of those members of the Faculty Senate present and voting to the President of the College for his or her approval and transmission to the Chancellor and the Board of Trustees for their approval.
5. If the number of honorary degree candidates approved by the Faculty Senate exceeds the number of honorary degrees that the CUNY Board of Trustees permits be granted at an academic convocation or commencement ceremony, then the Faculty Senate shall vote by secret ballot to rank order the approved candidates and shall transmit its recommendations to the President of the College.

6. It shall be the responsibility of the President of the College, or of his or her designee, to inform forthwith each candidate approved by the Faculty Senate and by the President to receive an honorary degree that he or she has been so selected. In addition, the President of the College, or designee, shall inform the candidate that the conferral of the honorary degree is conditional on the approval of the CUNY Chancellor and of the CUNY Board of Trustees and that it is also conditional on the candidate's attendance at the commencement or convocation ceremony at which the award is to be conferred, which is a requirement of the CUNY Board of Trustees.
7. If a candidate approved by the Faculty Senate and informed by the President of the College agrees to accept the honorary degree but is unable to attend the commencement ceremony or convocation, then the invitation shall be extended by the President of the College until the following commencement or convocation, but such an extension shall be for a maximum of one year.
8. An invitation or an extension of an invitation to receive an honorary degree shall be rescinded if the Faculty Senate, in consultation with the Committee on Honorary Degrees, or the President of the College, in consultation with the Faculty Senate and the Committee on Honorary Degrees, determines that this is in the best interests of the College.
9. The Faculty Senate shall recommend to the President of the College which candidate or candidates shall be invited to speak at the commencement or convocation ceremony, although it shall be the right of the President to make the final decision as to who shall be the speaker(s).
10. The awarding of honorary degrees shall accord with the principles of pluralism and diversity to which the University is committed.

Faculty - definition: Faculty for the purposes of this Procedure comprises those full-time members of the faculty who hold the rank of distinguished professor; professor; associate professor; assistant professor; instructor; lecturer; distinguished lecturer.

**These procedures were proposed by the John Jay Faculty Senate and
Approved by the John Jay College Council in 1989
They were subsequently revised by the Faculty Senate and College Council 2009, 2010**

Tony Kushner
c/o Heat & Light Co., Inc.
119 West 72nd Street #193
New York, NY 10023

The Board of Trustees of the City University of New York
535 East 80th Street
New York, NY 10075

cc: President Jeremy Travis
The faculty and students of John Jay College of Criminal Justice
899 Tenth Avenue New York, NY, 10019

May 4, 2011

To Chairperson Benno Schmidt and the Board of Trustees:

At the May 2 public meeting of the CUNY Board of Trustees, which was broadcast on CUNY television and radio, Trustee Jeffrey S. Weisenfeld delivered a grotesque caricature of my political beliefs regarding the state of Israel, concocted out of three carefully cropped, contextless quotes taken from interviews I've given, the mention of my name on the blog of someone with whom I have no connection whatsoever, and the fact that I serve on the advisory board of a political organization with which Mr. Weisenfeld strongly disagrees. As far as I'm able to conclude from the podcast of this meeting, Mr. Weisenfeld spoke for about four minutes, the first half of which was a devoted to a recounting of the politics of former President of Ireland and UN Human Rights High Commissioner Mary Robinson that was as false as his description of mine.

Ms. Robinson, however, was not on public trial; I was, apparently, and at the conclusion of Mr. Weisenfeld's vicious attack on me, eight members voted to approve all the honorary degree candidates, including me, and four voted to oppose the slate if my name remained on it. Lacking the requisite nine votes to approve the entire slate, the Board, in what sounds on the podcast like a scramble to dispense with the whole business, tabled my nomination, approved the other candidates, and adjourned. Not a word was spoken in my defense.

I wasn't told in advance that my willingness to accept an honorary doctorate from John Jay would require my presence at a meeting to defend myself. As far as I know, no one who might have spoken on my behalf was notified in advance. I'm not a difficult person to find, nor am I lacking in articulate colleagues and friends who would have responded. For all his posturing as a street-tough scrapper for causes he believes in, Mr. Weisenfeld, like most bullies, prefers an unfair fight.

But far more dismaying than Mr. Weisenfeld's diatribe is the silence of the other eleven board members. Did any of you feel that your responsibilities as trustees of an august institution of higher learning included even briefly discussing the appropriateness of Mr. Weisenfeld's using a public board meeting as a platform for deriding the political opinions of someone with whom he disagrees? Did none of you feel any responsibility towards me, whose name was before you, and hence available as a target for Mr.

Weisenfeld's slander, entirely because I'd been nominated for an honor by the faculty and administration of one of your colleges? I can't adequately describe my dismay at the fact that none of you felt stirred enough by ordinary fairness to demand of one of your members that, if he was going to mount a vicious attack, he ought to adhere to standards higher than those of internet gossip. Mr. Weisenfeld declared to you that, rather than turn to "pro-Israel" websites, he'd gleaned his insights into my politics from the website of Norman Finkelstein. I find it appalling that he failed to consider a third option: familiarizing himself with any of the work I've done, my plays, screenplays, essays and speeches, for which, I assume, the faculty and administration of John Jay nominated me for an honor.

It would have taken very little effort to learn that my politics regarding the state of Israel do not resemble Mr. Weisenfeld's account. I don't intend to mount a full defense of myself or my opinions in this letter, an effort on my part which an honorary degree ought not to require. But I can't allow myself to be publicly defamed without responding:

- My questions and reservations regarding the founding of the state of Israel are connected to my conviction, drawn from my reading of American history, that democratic government must be free of ethnic or religious affiliation, and that the solution to the problems of oppressed minorities are to be found in pluralist democracy and in legal instruments like the 14th Amendment; these solutions are, like all solutions, imperfect, but they seem to me more rational, and have had a far better record of success in terms of minorities being protected from majoritarian tyranny, than have national or tribal solutions. I am very proud of being Jewish, and discussing this issue publicly has been hard; but I believe in the absolute good of public debate, and I feel that silence on the part of Jews who have questions is injurious to the life of the Jewish people. My opinion about the wisdom of the creation of a Jewish state has never been expressed in any form without a strong statement of support for Israel's right to exist, and my ardent wish that it continue to do so, something Mr. Weisenfeld conveniently left out of his remarks.

- I believe that the historical record shows, incontrovertibly, that the forced removal of Palestinians from their homes as part of the creation of the state of Israel was ethnic cleansing, a conclusion I reached mainly by reading the work of Benny Morris, an acclaimed and conservative Israeli historian whose political opinions are much more in accord with Mr. Weisenfeld's than with mine; Mr. Morris differs from Mr. Weisenfeld in bringing to his examination of history a scholar's rigor, integrity, seriousness of purpose and commitment to telling the truth.

- I won't enter into arguments about Israeli policy towards the Palestinian people since 1948, about the security fence or the conduct of the IDF, except to say that my feelings and opinions – my outrage, my grief, my terror, my moments of despair - regarding the ongoing horror in the middle east, the brunt of which has been born by the Palestinian people, but which has also cost Israelis dearly and which endangers their existence, are shared by many Jews, in Israel, in the US and around the world. My despair is kept in check by my ongoing belief in and commitment to a negotiated conclusion to the Palestinian-Israeli crisis.

- I have never supported a boycott of the state of Israel. I don't believe it will

accomplish anything positive in terms of resolving the crisis. I believe that the call for a boycott is predicated on an equation of this crisis with other situations, contemporary and historical, that is fundamentally false, the consequence of a failure of political understanding of a full and compassionate engagement with Jewish history and Jewish existence.

- I am on the advisory board of Jewish Voice for Peace, and have remained there even though I disagree with the organization about a number of issues, including the boycott. I remain affiliated because the women and men of JVP are courageous, committed people who work very hard serving the interests of peace and justice and the Jewish people, and I'm honored by my association with them. I have a capacity Mr. Weisenfeld lacks, namely the ability to tolerate and even value disagreement. Furthermore, resigning from the advisory board of JVP, or any organization, to escape the noisy censure of likes of Mr. Weisenfeld is repellent to me.

- Mr. Weisenfeld attempts to cast me as a marginal extremist, a familiar tactic on this particular issue. It's a matter of public record that this is not the case. I'm co-editor of a volume of essays on the crisis in the middle east, which includes among its 58 contributing authors many rabbis, two US Poet Laureates and two recipients of the Jerusalem Prize. I've had a long and happy affiliation with such organizations as the 92nd Street Y, The Jewish Museum and the Upper West Side JCC. My work has been recognized by such groups as The National Foundation for Jewish Culture, The Shofar Center, The Central Synagogue and Brandeis University (one of fifteen honorary degrees I've received). I state this not to present credentials, but because I refuse to allow Mr. Weisenfeld or any other self-appointed spokesman/guardian to diminish the depth or meaningfulness of my connection to the Jewish community.

I accepted the kind offer of a degree from John Jay College not because I need another award, but because I was impressed with the students and teachers there – as I have always been impressed with CUNY teachers and students - and I wanted to participate in celebrating their accomplishment. I did not expect to be publicly defamed as a result, and I believe I am owed an apology for the careless way in which my name and reputation were handled at your meeting.

I decided long ago that my job as a playwright is to try to speak and write honestly about what I believe to be true. I am interested in history and politics, and long ago I realized that people uninterested in a meaningful exchange of opinion and ideas would selectively appropriate my words to suit their purposes. It's been my experience that truth eventually triumphs over soundbites, spin and defamation, and that reason, honest inquiry, and courage, which are more appealing and more persuasive than demagoguery, will carry the day.

Sincerely,

Tony Kushner

ATTACHMENT B

Agenda Item #6a: Changes by the Faculty Senate to its proposed resolutions regarding the proposed revision of John Jay's General Education Curriculum

Proposed additions to the text are in bold and are underlined:

To: College Council

From: Faculty Senate

Date: April 28, 2011

Re: Two Proposed Resolutions for the May 16 College Council meeting regarding the proposed Revision of John Jay's General Education Curriculum

The Faculty Senate endorses and supports the proposed Revision of John Jay's General Education Curriculum that is on the agenda of the May 16 College Council meeting. The following two Resolutions from the Faculty Senate relate to the implementation and assessment of the proposed Gen Ed Curriculum. These two Resolutions were adopted by the Faculty Senate at its meeting of April 28, 2011, for consideration and action by the College Council:

Resolution #1:

Resolved, That there shall be an annual report issued each fall semester to the College Council which shall be placed on the agenda of the College Council for discussion and for action, as appropriate, as to the progress of the General Education revision and, furthermore, that when the Gen Ed revision is fully implemented, this annual report shall include data about the courses that students select for each cluster, including the numbers of humanities, arts, social sciences, and science courses that students enroll in and complete.

Explanation:

This is part of outcomes assessment and is a necessary part of every academic initiative; furthermore, these annual reports will also enable the Faculty Senate, the Undergraduate

Curriculum and Academic Standards Committee (UCASC), the Gen Ed Subcommittee, and the College Council ensure that students take a range of courses in many fields. The results of these annual reports may lead to other initiatives, such as a required minor, etc, etc.

Resolution #2:

Resolved, That the Faculty Senate shall participate in the selection of the faculty members who shall serve on the UCASC Subcommittee on General Education, which shall be constituted in the fall of 2011 **and annually thereafter**. The Gen Ed Subcommittee shall comprise 11 faculty members as follows: the Chair of the Gen Ed Subcommittee, who shall be selected by the Chair of UCASC, **in consultation with the President of the Faculty Senate**, from among the faculty members of UCASC; five (5) faculty members chosen by UCASC (either from among UCASC members or at-large or a combination of both); and five (5) faculty members chosen by the Faculty Senate. Because this Gen Ed Subcommittee will conduct work and make decisions that will affect every academic department in the College and every student, the Faculty Senate's participation in helping select the Gen Ed Subcommittee faculty members will help ensure a broadly representative faculty membership and will provide an important link to the Senate as it fulfills its responsibilities.

Explanation:

The work of the Gen Ed Subcommittee will be a crucial element in the success of the Gen Ed Revision. This Subcommittee will consider all courses proposed by academic departments for inclusion in the Gen Ed curriculum and will recommend which courses to accept and will also recommend the cluster(s), if any, each course will be situated in. This proposed membership of the Gen Ed Subcommittee was developed through a consultative process by the following individuals: President of the Faculty Senate Karen Kaplowitz; Vice President of the Faculty Senate Francis Sheehan; Dean of Undergraduate Studies Anne Lopes, the Chair of UCASC; Provost Jane Bowers; and President Jeremy Travis.

ATTACHMENT C

Agenda item #6b: Proposal to establish a Campus-Wide Assessment Committee

The Faculty Senate's proposed changes are in bold and are underlined; the Senate endorses and supports this College Council item, conditional on the adoption of the changes, below:

This proposal is to establish a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies.

The Committee shall work closely with the Director of Assessment, who shall serve ex officio, and with the Director of Institutional Research. The committee shall

- Propose to the Strategic Planning Subcommittee of the College Budget and Planning Committee—for its approval-- a comprehensive assessment plan and, with support from the Office of the Associate Provost for Institutional Effectiveness, guide its implementation.
- Receive assessment plans from academic departments and other departments and units of the College in order to make recommendations about them and to identify best practices for the College.
- Propose to the Strategic Planning Subcommittee—for its approval-- broad policy recommendations on the conduct and uses of assessment.
- With the assistance of the Director of Assessment, maintain a log of campus-wide assessment activities, especially actions to "close the loop."
- Promote assessment activities and a "culture of assessment" across the campus through dissemination of information and best practices.
- At the end of each academic year, **starting in Spring 2012**, prepare an annual report on significant, ongoing assessment activities, with recommendations for the next year; the report shall be submitted to the Strategic Planning Subcommittee and to all units of the College, including the College Council, **for placement on the agenda of the College Council's subsequent September meeting.**

- In collaboration with the Director of the Center for the Advancement of Teaching, recommend faculty development programs on the practice of assessment.
- Guide the development of a website for campus assessment with the support of the Office of Associate Provost for Institutional Effectiveness.

Membership

- Seven faculty distributed among the social sciences, humanities/arts, and natural sciences/mathematics.
- Three Higher Education Officers, with no two from the same unit.
- The Director of Assessment shall serve *ex officio*.
- The Associate Provost for Institutional Effectiveness shall chair the Committee.
- The Faculty Senate shall nominate faculty members, and the HEO Council shall nominate staff members. The College Council shall elect the members of the Committee.

Explanation

A single group with oversight and reporting responsibilities will allow for the most efficient sharing of information, plans, and best practices, and in general it will promote greater campus awareness about the benefits of systematic assessment. Since assessment became a critical activity in accreditation over the last twenty years, most colleges and universities have created assessment committees, and they perform similar roles, although their composition and size may vary from campus to campus. The Committee will help markedly with the College's ability to meet requirements for accreditation and re-accreditation by the Middle States Commission on Higher Education. The Strategic Planning Subcommittee unanimously approved the proposal on May 4, 2011.

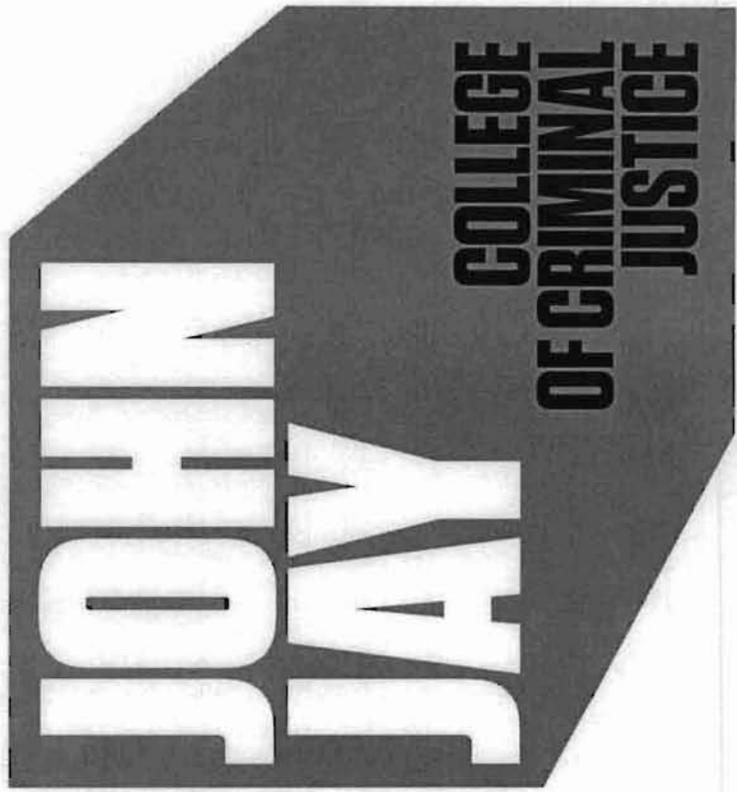
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ATTACHMENT D

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ATTACHMENT E

Agenda Item #8: Proposal to recommend a revision of CUNY's policy on sexual relationships between faculty/staff and students

Yale University Policy on Teacher-Student Consensual Relations

The integrity of the teacher-student relationship is the foundation of the University's educational mission. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning and personal development.

Whenever a teacher is or in the future might reasonably become responsible for teaching, advising, or directly supervising a student, a sexual relationship between them is inappropriate and must be avoided. In addition to creating the potential for coercion, any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may impair the learning environment for other students. Finally, such situations may expose the University and the teacher to liability for violation of laws against sexual harassment and sex discrimination.

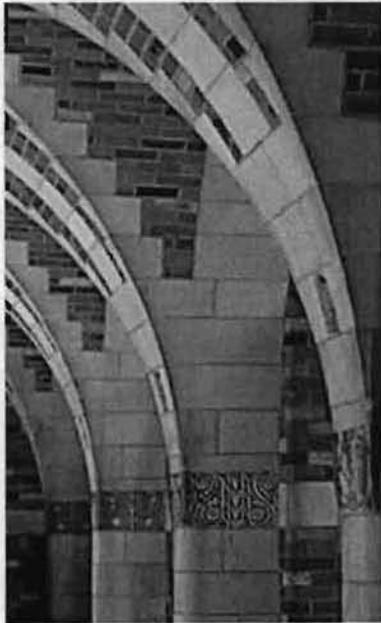
Therefore, teachers (see below) must avoid sexual relationships with students over whom they have or might reasonably expect to have direct pedagogical or supervisory responsibilities, regardless of whether the relationship is consensual. Conversely, a teacher must not directly supervise any student with whom he or she has a sexual relationship. Undergraduate students are particularly vulnerable to the unequal institutional power inherent in the teacher-student relationship and the potential for coercion, because of their age and relative lack of maturity. Therefore, no teacher shall have a sexual or amorous relationship with any undergraduate student, regardless of whether the teacher currently exercises or expects to have any pedagogical or supervisory responsibilities over that student.

Teachers or students with questions about this policy are advised to consult with the University's Title IX Coordinator, the Title IX Coordinator of his or her school, the department chair, the appropriate dean, the Provost, or one of his or her designees. A student or other member of the community may lodge a formal or informal complaint regarding an alleged violation of this policy with the University's Title IX Coordinator, with the Title IX Coordinator of his or her school, or with the University-wide Committee on Sexual Misconduct.

Violations of the above policies by a teacher will normally lead to disciplinary action. For purposes of this policy, "direct supervision" includes the following activities (on or off campus):

course teaching, examining, grading, advising for a formal project such as a thesis or research, supervising required research or other academic activities, serving in such a capacity as Director of Undergraduate or Graduate Studies, and recommending in an institutional capacity for admissions, employment, fellowships or awards. "Teachers" includes, but is not limited to, all ladder and non-ladder faculty of the University.

It also includes graduate and professional students and postdoctoral fellows and associates only when they are serving as part-time acting instructors, teaching fellows or in similar institutional roles, with respect to the students they are currently teaching or supervising. "Students" refers to those enrolled in any and all educational and training programs of the University. Additionally, this policy applies to members of the Yale community who are not teachers as defined above, but have authority over or mentoring relationships with students, including athletic coaches, supervisors of student employees, advisors and directors of student organizations, Residential College Fellows, as well as others who advise, mentor, or evaluate students.



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P.O. Box 208295, New Haven, CT 06520-8295, Campus Mail: 221 Whitney Avenue; 3rd Fl
Voice/TTY: 203/432-9388, Office: 203/432-0849

ATTACHMENT F

Agenda Item #9: Students in Crisis

CUNY SCHOOL OF PUBLIC HEALTH AT HUNTER COLLEGE Campaign for a Healthy CUNY

NEW REPORTS DOCUMENT FOOD INSECURITY, HOUSING INSTABILITY AND PSYCHOLOGICAL PROBLEMS AMONG CUNY UNDERGRADUATES – April 26, 2011

The Campaign for a Healthy CUNY, a university-wide initiative to improve the well-being of the university community, today released three policy briefs describing the results of a survey of CUNY undergraduate students conducted in Fall 2010 to determine the prevalence of food insecurity, housing instability and psychological well-being among CUNY students. The survey was developed by a committee of CUNY faculty, staff and students appointed by CUNY Chancellor Matthew Goldstein based on reports from college presidents that more CUNY students were appearing on their campuses hungry. "In light of the difficult economic times facing very low income students, I have asked the Office of Student Affairs to develop programs to focus on issues of hunger, nutrition and homelessness," Chancellor Goldstein told CUNY Trustees in April 2009.

The telephone and email survey was administered by the Baruch Survey Research Center to a randomly selected sample of CUNY students matched on key demographic characteristics to CUNY undergraduates as a whole. A total of 1,086 students responded to the survey and responses were weighted to correspond to the demographic composition of all enrolled CUNY undergraduates.

Among the findings were:

- ◆ Two in five (39.2%) CUNY students in the sample reported that they experienced food insecurity in the past 12 months. Applying this rate to the enrollment of 250,000 undergraduate students in the Spring 2010 semester yields an estimate that almost 100,000 CUNY students experienced some level of food insecurity in the last year. Using standard definitions, food insecurity was defined as reporting two or more of the following conditions occurring often or sometimes in the last year: worrying that you would not have enough money for food; cutting or skipping a meal because you did not have enough money to buy food; unable to eat balanced or nutritious meals because of a lack of money; or going hungry because of a lack of money. Almost a quarter of CUNY students (22.7%) reported that they often or sometimes went hungry in the last year because of lack of money.
- ◆ More than two in five (41.7%) CUNY students in the sample reported that they had unstable housing. It is estimated that more than 100,000 CUNY students experienced

some level of housing instability in the last year. Housing instability was defined as reporting one or more of 12 housing-related problems. The most common problems CUNY students experienced were not having enough money to pay rent (28.6%) and experiencing a rent increase that made it difficult to pay rent (27.7%).

- ◆ Almost a quarter of CUNY students (24.3%) in the sample reported both food insecurity and housing instability. CUNY students over the age of 21 and those earning federal work study were more likely to report both problems than younger students and those not getting work study support.
- ◆ Almost one in five students (19%) in the sample met the criteria for depression based on answers to a common screening test (the PHQ-8), suggesting that more than 47,500 undergraduate students at CUNY may have symptoms that meet a common definition of depression.
- ◆ About half (49.9%) of the respondents reported that some psychological symptoms associated with depression made it extremely, very or somewhat difficult for them to meet the demands of daily living such as work, taking care of things at home, or getting along with other people.
- ◆ Students were also asked to what extent they experienced various psychological, social or interpersonal problems. The most commonly reported problems were stress (reported by 57.2%), finances (49.6%), relationship difficulties (30%), anxiety (26.4%), and depression (23.1%). Disturbingly, more than two in five CUNY students (43.5%) in the sample reported experiencing three or more of these problems in the last year.
- ◆ Students also reported that these problems affected their academic progress at CUNY. More than three-quarters of the students experiencing the five most common problems indicated that this problem had an impact on their academic progress.
- ◆ Despite the prevalence of these problems, few CUNY students reported getting help:
 - Only 7.2% of students reported using the services of a food pantry or other food assistance program in the last 12 months.
 - Only 6.4% of students reported currently receiving food stamps (i.e., SNAP benefits) even though 18% thought they were eligible.
 - More than 90% of the students reporting depressive symptoms did not report any visits to campus counseling services or the student health center in the last year.

According to Nicholas Freudenberg, Distinguished Professor of Public Health at the City University of New York School of Public Health at Hunter College and Co-Chair of the committee that developed the survey, "These disturbing findings show that a significant portion of CUNY students are experiencing problems related to food, housing and psychological well-being. Most report not getting help, yet we know these problems interfere with academic progress. As the economic crisis continues and as New York City and State and the federal government make further cuts in safety net programs, it is important to strengthen our efforts to ensure that CUNY students have enough to eat, safe affordable housing and psychological support services. By studying these problems and taking action to address them, CUNY once again demonstrates its commitment to the well-being of our students, their families and New York City as a whole."

In the last year, CUNY has expanded its efforts to meet the needs of its students by:

- ◆ Establishing Single Stop Centers on all CUNY community college campuses. Single Stop helps eligible CUNY students enroll in more than 40 public benefits programs. (<http://www.cuny.edu/about/administration/offices/sa/singlestop.html>)
- ◆ Improving student counseling and mental health services on CUNY campuses.
- ◆ Establishing food pantries on selected CUNY campuses.

In the coming months, the Campaign for a Healthy CUNY is requesting that students, faculty, staff and administrators suggest how the CUNY community can better address the problems described in this report. Please send suggestions to healthcunysurvey@gmail.com.

Full copies of the three reports are available free at:
<http://web.gc.cuny.edu/che/cunyfoodinsecurity.pdf>
<http://web.gc.cuny.edu/che/cunyhousinginstability.pdf>
<http://web.gc.cuny.edu/che/cunypsychwellbeing.pdf>

The authors of the reports are Nicholas Freudenberg, DrPH, Emma Tsui, PhD, Amy Kwan, MPH and Monica Gagnon, B.A. at the CUNY School of Public Health at Hunter College; Hollie Jones, PhD, at Medgar Evers College and Luis Manzo, PhD, at CUNY Mental Health and Wellness Services. The views and judgments in the reports are those of the authors, not CUNY as a whole. For more information on the survey, contact Nicholas Freudenberg at nfreuden@hunter.cuny.edu or call Patricia Lamberson, Healthy CUNY Project Coordinator at 212-481-2569.



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

ATTACHMENT G

VICE PRESIDENT
STUDENT DEVELOPMENT

BERENECEA JOHNSON EANES, PHD

MEMORANDUM

To: The John Jay College Community
From: Vice President Berenecea Johnson-Eanes
Date: 1/16/2012
Re: Crisis Committee

Beginning in the summer of 2007, after the terrible tragedy at Virginia Tech, President Jeremy Travis established an Advisory Committee on Students in Crisis which I chaired. Present and past members of the Committee include:

SVP Robert Pignatello
VP Richard Saulnier
AVP Rosemarie Maldonado
Dean Anne Lopes (replacing Interim Dean Jose Morin)
Dean Jannette Domingo
Dean Wayne Edwards (replacing Interim Dean Arnold Osansky)
Director Chris Trucillo (replacing Brian Murphy)
Professor Karen Kaplowitz
Professor Ma'at Lewis (beginning spring 2008)
Professor Christine Givens
Professor Katie Gentile
Director Danielle Officer (replacing Farris Forsythe)
Mr. Shaheen Wallace, Student Government President (replacing Frank Balducci)

The committee agreed there was a need for the College to develop effective ways to identify students who are experiencing depression, anxiety, or mental health issues and develop appropriate and timely interventions. We recognize that the key to a successful intervention is to develop a means for effective communication at the first signs of difficulty. At the same time, we recognize that there were barriers to communicating certain types of information, due to various legal and privacy concerns. However, even within those constraints, it is imperative that our college be able to identify and respond to students in crisis in an expeditious and timely manner. The Committee was charged with reviewing all policies and practices on these matters and make recommendations to improve those policies and practices at John Jay College.

After extensive work, I am pleased to report that significant progress has been made on many fronts including the following:

A core of the Committee's work was in policy and procedure development. For your reference, I have included the following informational documents which are available in hard copy and on the web at Inside John Jay, under the Policies and Procedures Compendium tab:

- John Jay College Emergency Response Guide
- Behavioral Intervention Team (BIT) Policy & Procedure Guide
- Counseling Center Brochure

I am confident that these policies and new developments will positively impact the Community. If you have further questions, or concerns, I encourage you to contact the Division of Student Development at 212-237-8100.

Thank you.

ATTACHMENT H



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

JOHN JAY COLLEGE POLICY ATH.001
Office: Student Development
Department: Behavioral Intervention
Team
Contact:
Last Modified:

Behavioral Intervention Team (BIT) Policy & Procedure Guide

Policy or Procedure Description:

BIT.001 is the John Jay College of Criminal Justice policy and procedure for the Behavioral Intervention Team.

Related Links, Documents and Forms:

Contact:

BEHAVIORAL INTERVENTION TEAM POLICY

MISSION

The Behavioral Intervention Team (BIT) was established with the mandate to identify, assess, and monitor students displaying moderate to extreme levels of distress, disruption, and/or behavioral dysregulation, including homicidal, suicidal, assaultive or self-injurious threats, and to implement timely interventions that protect the welfare of the student and the safety of the college community. Its primary goal is to provide threat assessments and early intervention before a crisis arises.

The Behavioral Intervention Team (BIT) Policy and Procedure Guide outlines procedures for the referral, evaluation, and appropriate disposition of students displaying disruptive behavior in all College settings including online behavior. All referrals relating to disruptive or threatening behavior should be made to the Dean of Students.

This policy will outline the following:

- Identification and involvement of the John Jay Behavioral Intervention Team (BIT)
- Procedures for reporting behavioral issues
- Reporting responsibilities expected of the John Jay Community
- Process for submitting reports

Behavioral Intervention Team

BIT is composed of the following individuals from diverse areas of the College*:

- Dean of Students (Chairperson)
- Director of Accessibility Services
- Director of the Counseling Center
- Director of Health Services
- Director of Public Safety
- Director of the Women's Center
- Counsel to the President
- One additional Counselor from the Counseling Center

*Depending on the nature of the case, BIT may call upon expertise of other members of the College community to provide consultation on risk assessment and appropriate interventions. BIT will meet at least once a month or as needed. When notified of a threat or act of violence, the team will initiate a full and prompt investigation. Based on the investigation, the team will recommend one of the following actions:

- No further action is needed

 - Additional information should be gathered to evaluate the threat based on National Behavioral Intervention Team Association Threat Assessment Tool

 - Refer for threat assessment pursuant the CUNY Medical Withdrawal Policy

 - Refer to CUNY procedures pursuant the Academic Bulletin to initiate appropriate disciplinary action

 - Refer to the legal system to initiate appropriate criminal proceedings
-

BEHAVIORAL INTERVENTION TEAM POLICY

Key Objectives

- Increase identification of students whose behaviors are distressed, disruptive, and/or dysregulated.
- Discuss situations brought to its attention by any member of the campus community seeking guidance on disruptive and/or problematic behaviors that might lead to aggression or self-harm.
- Centralize the process of collecting and assessing "red flags" raised by student behavior and documented by different sources within the College before there is a crisis.
- Develop a coordinated plan to help students in crisis, mitigate risk, facilitate early intervention and protect and maintain campus safety.
- Coordinate follow-up with the student to ensure that recommended services, support and resources are deployed effectively.
- Recommend mandated psychological assessment and/or medical leave/withdrawal, when necessary, pursuant to CUNY's Medical Withdrawal and Re-Entry Policy and Procedures.
- Balance FERPA, HIPAA and counselor privilege with College need-to-know and emergency communication needs.
- Protect the campus community in cases of imminent threats by students, staff, and faculty to self and others.

Reporting Threats and Acts of Violence

All members of the John Jay Community are encouraged to be alert to the possibility of violent acts on the part of employees, students, visitors, contractors, or others. Each time a faculty or staff member becomes aware of a threat, intimidating conduct, or an act of violence, she/he must report the incident to the Dean of Students (BIT Chair) at 212.237.8100 as soon as possible. If there is perceived *imminent* danger, always contact the campus Department of Public Safety immediately and/or 911 as appropriate. Confidentiality will be maintained to the extent provided by the law.

Responsibilities for Departments/Units and Faculty/Staff

It is the responsibility of every department and faculty/staff member to:

- Be familiar with the BIT Policies and Procedures for reporting incidents.
- Report any conduct violations (including threats or perceived threats) to the Dean of Students and Public Safety.

POLICY ATH.001

JOHN JAY COLLEGE POLICY BIT.001
Office: Student Development
Department: Behavioral Intervention
Team
Contact:
Last Modified:

BEHAVIORAL INTERVENTION TEAM POLICY

- Cooperate with the Dean of Students and BIT to implement recommended action for mitigation of threat.

Note: Any report of violence or threats of violence will be handled in a confidential manner with information released only on a need-to-know basis (see Section 06 – Case Information and Confidentiality Procedures).

Process for Submitting Reports

Anyone in the campus community, who observes an emergency, extreme or severe incident of imminent threat to self (e.g. suicide attempt) or others (e.g., violent act), serious disruptive or threatening behavior, property damage, or a broken law, should contact Public Safety Department at 212-237-8888 immediately and/or 911 as appropriate. Public Safety can be reached from a classroom emergency phone by dialing "1".

Faculty, students and staff who are concerned about a student displaying moderate to elevated levels of distress, disturbance, or dysregulation (e.g., suicidal thoughts, or impulses, violent and aggressive impulses, depression, disruptive behavior, physical or sexual abuse) should immediately contact the Dean of Students, chairperson of BIT. The Dean of Students will then present the case to BIT for a safety assessment and an appropriate response plan. BIT's response will be based on the nature of the behavior, the severity of the safety risk and the needs of the student.

- Questions regarding behavior can be emailed to the BIT@jjay.cuny.edu. However, if an incident has occurred, faculty and staff should not simply email or voicemail their concerns but also complete a written BIT Report Form.
- The report will be reviewed by the Dean of Students or her/his designee.
- The faculty or staff member who submits the information will receive an acknowledgement from the Dean of Students confirming that appropriate responses have been or are being made.
- Faculty or staff submitting a report should not expect *detailed* information about the disposition of their submission because the issue may involve due process or confidentiality rights of the student.
- Before submitting the report, faculty and staff may consult with a member of BIT and/or the Dean of Students. However, writing a formal report to the Dean of Students may still be required following the consultation.
- Once the report is submitted, the Dean of Students or designee will determine what steps need to be followed. These could include: speaking with the student; gathering additional evidence or information by interviewing members of the John Jay Community; compiling additional documentation; reviewing evidence sources (e.g., Google, public information, Public Safety records, an academic record); making a referral to BIT or other.

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- Faculty and staff should submit additional reports as new concerns arise or as behavior is repeated, even if they have done so before. A single incident may be insufficient to take action, but a pattern of incidents may require an institutional response.

Incident Follow-Up:

For interim suspension, trespass and/or persona non-grata orders, see Medical Withdrawal Policy and CUNY procedures as outlined in the Academic Bulletin.

Communicating the BIT Initiative:

BIT brochures to be circulated in print to academic and service departments as well as posted on the John Jay College website.

Rollout of BIT policies and procedures targeting Student Development, Faculty Senate, President's Cabinet, Center of Advancement of Teaching, Health Office, Enrollment Management Office, Dean of Undergraduate Studies to be implemented on a yearly basis. Each new semester, a refresher on BIT policies and procedures will be instituted.

01. POLICY STATEMENTS

01.01 John Jay College of Criminal Justice is committed to providing a learning environment that is conducive for students to develop to their fullest potential. Our mission is to work collaboratively to protect, as much as possible, the health, safety and welfare of our students and the members of the College community.

02. PURPOSE

02.01 This policy establishes the Behavioral Intervention Team (BIT) as an official John Jay College team, and establishes official policy for team responsibilities and operations.

02.02 This policy also outlines procedures for team consultation with John Jay faculty and staff who are concerned about the behavior of a student who is potentially dangerous to self and/or others or is extremely disruptive or threatening.

03. TEAM PURPOSE AND RESPONSIBILITIES

03.01 The purpose of the Behavioral Intervention Team is to review behavioral incidents and ensure a systematic response to students whose behavior may be disruptive or harmful to themselves or the John Jay Community and to assist in protecting the health, safety, and welfare of students and other members of the John Jay Community. Specifically, the charge for this team is to:

- a. Assess situations involving a student who poses a potential risk of harm to persons or property in the College community or is of substantial disruption to College activities in accordance with policies stated in the Student Code of Conduct.
- b. Consult with administration, faculty, staff and other students affected by the

BEHAVIORAL INTERVENTION TEAM POLICY

- inappropriate behaviors of a disruptive student.
- c. Coordinate the College response to a violent, threatening, or significantly disruptive student.
- d. Develop a specific strategy to manage the threatening or disruptive behavior with regard to the safety and rights of others and to minimize the disruption to the College community.
- e. Make recommendations to responsible College officials on appropriate action consistent with College policy and procedure statements and with state and federal law.

04. TEAM COMPOSITION

- 04.01 The team reports to the Dean of Students.
- 04.02 The team is chaired by the Dean of Students and core members include:
 - Dean of Students
 - Director of Accessibility Services
 - Director of the Counseling Center
 - Director of Health Services
 - Director of Public Safety
 - Director of the Women's Center
 - Counsel to the President
 - One additional Counselor from the Counseling Center
- 04.03 Other John Jay College officials may be asked by the Dean of Students to serve on the team or be consulted as needed.

05. OPERATIONS AND PROCEDURE GUIDELINES FOR CASE MANAGEMENT

- 05.01 At the beginning of each fall and spring semester, the Vice President for Student Development will send a notice to faculty and staff through appropriate communication channels, stating that the team is available for consultation when they are concerned about potentially harmful, threatening, or disruptive behavior of a student or students. The notice will be presented as a "proactive measure."
- 05.02
 - Report emergency or extreme situations immediately to the Public Safety Department at 212-237-8888 and/or 911 (as appropriate) if a student displays an imminent threat to self or others, serious disruptive or threatening behavior, damages property, or breaks the law.
 - Elevated and severe behavioral concerns such as suicidal thoughts or impulses, violent and aggressive impulses, depression, disruptive behavior, emotional/behavioral dysregulation, or clear indication of physical and sexual abuse should immediately be reported to the Dean of Students for referral to the Behavioral Intervention Team. Dean of Students, Student Development Office, 3121 North Hall, 212 237-8100 or email BIT@jjay.cuny.edu.
 - Mild to moderate mental and behavioral health concerns (e.g., signs of emotional difficulty, situational stressors, and changes in usual behavior) should be referred for

POLICY ATH.001

JOHN JAY COLLEGE POLICY BIT.001
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Team
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Last Modified:

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consultation or intervention to the Counseling Department in room 3140 North Hall or call 212.237.8111 during normal business hours (9:00 AM – 5:00 PM M-F; 9:00 AM – 7:00 PM T-W).

- 05.03 In time-sensitive high-risk situations, a special team meeting may be called by any member.
- 05.04 All meetings will be chaired by the Dean of Students. In the event the Dean of Students is unavailable to chair a meeting, the meeting will be chaired by a core designee of the team as determined by the Dean of Students.
- 05.05 The team will meet with affected members of the College community who desire to discuss the situation.
- 05.06 The desired outcome of a consultation meeting is a recommended course of action based upon CUNY procedures and/or appropriate document(s) to the affected members of the College community, to the Dean of Students, and to John Jay administration. Specific issues for consideration include the assessment of potential violence, evidence of mental illness as the possible cause of the behavior, containment of disruption, appropriate referral resources, setting appropriate behavioral boundaries within existing College policies, and specific departmental procedures or courses of action.
- 05.07 Recommended departmental courses of action will be made only through appropriate administrative channels.
- 05.08 Courses of action recommended to departments are for consultation only. They are not binding and do not carry the force of College policy.
- 05.09 Following a case management situation and subsequent recommendation, the team will meet to debrief and evaluate the outcome of the situation.

06. CASE INFORMATION AND CONFIDENTIALITY PROCEDURES

- 06.01 Members of the team may provide each other or faculty/staff/students involved in a particular case, or outside parties in connection with the situation, with information as is necessary to protect the health, safety, and privacy of the student or other persons and to generate a recommended course of action in accordance with applicable legal and professional standards of confidentiality, including the release of information pursuant to the Family Educational Rights Act and Privacy Act of 1974.
- 06.02 If the student involved in harmful, threatening, or disruptive activities is already a client of the Student Counseling Center or the Women's Center and/or is a patient of the Student Health Center, information about that student's contacts may not be obtained by the team from those agencies without written authorization of the student in question, in accordance with federal and state law. Federal and state laws that govern the privacy and confidentiality of students' health and mental health information and records include:
 - a. Health Insurance Portability and Accountability Act (Federal)

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b. New York State Laws and Regulations

- 06.03 The purpose of the team meetings is to provide consultation only. Therefore, official minutes and meeting records that contain identifying names or other identifying data will not be maintained.

John Jay College is excited to introduce

at-risk

ATTACHMENT I



A new practice simulation to help you become comfortable identifying, assisting, and referring to our counseling center students in psychological distress

Almost 30% of college students report feeling so depressed it is difficult for them to function, and 6% say they have seriously considered suicide in the past year. This course will assist you in learning basic strategies for identifying, approaching, and referring students who experience mental distress, and becoming better prepared to act if you notice a student in distress.

This course will provide you with the skills and confidence to handle similar situations in real life and in continuing to take an important role in making our school a safe and enjoyable environment.

To view course go to: <http://aruf.kognito.com>

you will be first asked to open an account.

If you have any questions, please contact us at:

Thank you for helping create a safe and supportive environment for yourself, your colleagues and our students.