

Faculty Senate Minutes #376

September 19, 2011

1:40 PM

Room 630 T

Present (41): Jana Arsovska, Andrea Balis, Elton Beckett, Erica Burleigh, James Cauthen, Demi Cheng, Kathleen Collins, Lyell Davies, Virginia Diaz-Mendoza, James DiGiovanna, Mathieu Dufour, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Terry Furst, Jay Gates, Lior Gideon, Demis Glasford, Maki Haberfeld, Devin Harner, Richard Haw, Veronica Hendrick, Shaobai Kan, Karen Kaplowitz, Kwando Kinshasa, Richard Li, Yue Ma, Vincent Maiorino, Evan Mandery, Roger McDonald, Sara Mcdougall, Mickey Melendez, Brian Montes, David Munns, Richard Ocejo, Rick Richardson, Raul Rubio, Francis Sheehan, Staci Strobl, Denise Thompson, Patricia Tovar

Absent (9): Michael Alperstein, Jennifer Dysart, Laura Greenberg, Norman Groner, Tim Horohoe, Anru Lee, Catherine Mulder, Nicholas Petraco, Manouska Saint-Gilles

Invited Guest: President Jeremy Travis

Agenda

1. Adoption of the agenda
2. Announcements & Reports
3. Adoption of Minutes #375 of the September 7, 2011, meeting
4. Review of the agenda of the September 22 meeting of the College Council
5. Discussion of JJ's latest CUNY PMP (Performance Management Process) measures
6. Student Evaluation of the Faculty
7. Invited Guest: President Jeremy Travis

1. **Adoption of the agenda.** Approved.

2. **Announcements & Reports** [Attachment A]

The CUNY Central Administration has allocated funds to John Jay in an amount that permits us

to create and fill seven new full-time faculty positions. Provost Bowers has allocated the lines as follows:

- 2 to Science
- 2 to Public Management
- 1 to International Criminal Justice
- 1 to Foreign Languages & Literature
- 1 Lecturer line to Mathematics for the teaching of Mathematics 103, 104, 105

The ribbon cutting for the new building will be on November 2 at 10:30 am. On the Monday Subsequent to the ribbon cutting, North Hall classes, except for Science classes, will be relocated in the new building. Faculty whose offices will be in the new building will move during intersession (except Science faculty and those members of a few other departments because their offices cannot be built until others move from Haaren to the new building or to the Annex or to BMW).

The Senate reviewed the information, which it had requested at its September 7 meeting, about the student demographics and outcomes of the 11 Student/Faculty Disciplinary Committee hearings held during the past seven years in response to complaints by faculty members that students had violated the CUNY Policy on Academic Integrity [Attachment A]. These data were provided by Academic Integrity Officer Dana Trimboli.

3. **Adoption of Minutes #375 of the September 7, 2011, Faculty Senate meeting** Approved.

4. **Review of the agenda of the September 22 meeting of the College Council**

The agenda of the September 22 meeting of the College Council includes the following action items: a proposed letter of intent for a bachelor of arts program in Sociology; a proposal to revise the bachelor of science major in Criminal Justice; a proposal for a new minor in Human Rights; a proposal to revise the degree program and minor in Dispute Resolution.

Also on the agenda are proposals for the following new courses: a Sociology course in evaluation research; a Criminal Justice BS course in research methods and statistics in Criminal Justice and another in Criminal Justice theory to practice; an LAS colloquium on research in Law and Society; an Accounting/Law course in business law; a History course on world slavery to 1650 CE; a Psychology course in learning and memory; and a Drama course in film criticism. Another agenda item is revisions of the following courses: two Psychology courses; a History/Gender Studies course; and two Political Science courses.

Additionally, on the agenda are: a proposal for a dual BA/MA degree in Forensic Mental Health Counseling; a proposal for an advanced certificate in Applied Digital Forensic Science; and a proposed policy to increase the allowable external credit for Forensic Computing students in the Forensic Computing program.

5. Discussion of JJ's latest CUNY PMP (Performance Management Process) measures with a focus on the areas of the College that need most improvement when John Jay is compared to other CUNY senior colleges [Attachment B]

The Senate reviewed a PMP (Performance Management Process) PowerPoint presentation prepared by Associate Provost James Llana at the request of President Travis showing the areas in which John Jay needs the most improvement when compared to the other CUNY senior colleges [Attachment B].

The PMP was created at CUNY when Chancellor Goldstein began his tenure in 1999. Each year, the Chancellor meets with each CUNY president and together they agree on the improvements that president's college will make in the coming year in each of the many, many performance management categories that comprise the PMP. At the same time, the Chancellor reviews how well the president and his or her college met the performance management measures that had been set the previous year.

This year the improvements and lack of improvements as measured by the PMP place John Jay College in the bottom quintile of all the CUNY colleges. Last year John Jay was in the top quintile. Some of the measures are given extra weight as is indicated in the Dr. Llana's presentation [Attachment B].

Because John Jay did poorly in a number of the areas that measure student academic success, the question was posed by some Senators as to whether John Jay should perhaps hire more lecturers because lecturers have a higher teaching load, no research or publishing obligations, and do not receive, therefore, 24 credits reassigned time when they are hired as do professorial title hires. Provost Bowers has long resisted allocating lecturer lines but has recently been convinced that English composition and Mathematics introductory skills courses should be taught by lecturers. But even when departments request lecturer lines to teach content courses, especially the first year courses, Provost Bowers has declined to allocate such lines. The question was raised as to whether the Faculty Senate should recommend to Provost Bowers that those departments that request lecturer lines for content courses and that make a good case for such lines should be given them.

Many reasons were offered against hiring more lecturers: we would be creating a two-tier faculty; lecturers could become bitter because of the lack of promotional opportunities; no one is capable of excellent teaching if they have a 5/4 teaching workload as compared to those on professorial lines who have a contractually required 4/3 teaching workload.

Many reasons were offered in support of hiring more lecturers: because lecturers carry a 5/4 teaching load they would increase the full-time faculty coverage of course sections; many excellent faculty want to teach but do not want to do research or publish and only a lecturer line would permit this; lecturers are evaluated only on their teaching and service and so must be excellent teachers to be reappointed and to receive a Certificate of Continuous Employment (CCE), which is the equivalent of tenure, after five years; lecturers do not receive the 24 credits of reassigned (or any reassigned time) when hired and therefore teach nine courses every year including their first and subsequent years of teaching.

Countering one of the arguments, that of the creation of a two-tier faculty if we were to hire more lecturers, it was pointed out that we already have 30 lecturers on our faculty and, also, that we already have a two-tier faculty, the two tiers being full-time and adjunct faculty.

The Senate decided to postpone a vote on this question until the following Senate meeting so that Senators could consult with their departments and with other colleagues about this question.

Many Senators requested a report about our College's strengths, as demonstrated in the PMP measures, to counterbalance this report on only John Jay's weaknesses. Other Senators requested seeing the goals and measures for John Jay for the entire year. President Kaplowitz said she would request these reports and would include them in an agenda packet as soon as she receives them.

6. Student Evaluation of the Faculty

Two issues were placed before the Senate: first, whether the student evaluation of the faculty, which is mandated by the CUNY Board of Trustees, should be conducted online and outside of class rather than on paper in the classroom during a class session and, second, whether the scores that each faculty member receives in the student evaluation of the faculty process should be made public, which is being proposed by some students and is supported by the Provost.

Senators suggested a number of reasons for conducting student evaluations of faculty online: there is currently a very long turnaround time between the filling out of the instrument by the students and the availability of the scores and comments for faculty members to see; the probable cost savings; the fact that currently many faculty members never see their evaluation scores or the students' comments because they must go to the Provost's Office to see them and they do not do so.

Other Senators suggested a number of reasons for opposing online evaluations: the many reports from other CUNY colleges and from non-CUNY colleges that the student response rate

drops sharply when done online; reports from colleges that when a college tries to address the low response rate by holding off receipt by the students of their final grade until the online evaluation is done, the evaluations turn out to be more negative than previously; the scores and, perhaps, the comments could be made accessible online to faculty through a password protected website. In addition, the point was made that the long turnaround time for scores and written comments could be redressed by the direction of additional resources to this CUNY mandated activity, resources which the College should provide. Several Senators suggested that students who take a course online should evaluate that course online but students who take a course in a bricks and mortar classroom should evaluate the course in the classroom because they will have an entirely different experience doing online evaluations and the results may be skewed as a result.

A motion was made that courses that are offered in brick and mortar classrooms should continue to have in-class student evaluations of faculty and that online courses should have online student evaluations of faculty; in other words, the method of administering and answering the student evaluation of the faculty instrument should match the format of the class. The motion carried by a vote of 38-0-3.

The Senate next discussed whether the student evaluation of faculty scores should be posted on the intranet and be made publically available. The arguments against were that grade inflation would invariably worsen and that the rigor of work required of students would lessen, especially in the case of adjunct and untenured full-time faculty members; that students already have RateMyProfessor.com to get information about faculty members; that research shows that students admit that they often lie on student evaluations of faculty; that students already ask other students about which professors they should and should not take and can, of course, continue to do so; and that the student government can create its own evaluation of faculty members for the students whom they represent as is done at many, many colleges.

Those in favor of making the scores public argued that the value and principle of transparency are important and if transparency is a good then the scores should be made known; and that students should have information when they decide which professors to study with.

The Senate decided to defer voting on this issue until the subsequent meeting so as to be able to confer and consult.

7. Invited Guest: President Jeremy Travis

President Jeremy Travis discussed the development of our budget and how we will be using our budget. He talked about the fact that the New York State Legislature and Governor approved the right of the CUNY Board of Trustees (and SUNY BoT) to raise tuition by up to 5% each year for the next 5 years. These increases do not, however, make up for what has been cut from our budget during the past three years. He discussed "maintenance of effort commitment" and the

fact that those students who are at the TAP eligibility ceiling will not be affected by the tuition increases. President Travis reported that he has authorized the Provost to launch several searches for new full-time faculty members this year and is anticipating the ability to open searches for new full-time faculty members in the future.

November 2nd will be the ribbon cutting ceremony for the new building. President Travis shared that he has spent quite some time reaching out to our alumni. He spoke about the University's Pathways to Success initiative and our own General Education curriculum reform.

President Travis spoke about John Jay's PMP performance. President Kaplowitz reported that the Senate had spent a significant part of this meeting discussing Associate Provost Llana's report on the PMP ratings that show our weaknesses when we are compared to the other senior college. President Travis said he is very glad that we did. A Senator noted that the PMP report focuses on our weaknesses and she asked in what areas are we doing well.

President Travis said we had high scores in student satisfaction; in faculty-administration relationships; in our four year graduation rates; in research funding and research productivity; and in fund raising. Faculty coverage is an area in which we need to make improvements, he said. He discussed the change in standards and enrollment criteria (our move to full senior college status and our decision to no longer admit associate degree students). The challenge is to continue academic reforms at the College and to improve our recruitment strategies. He discussed the idea of creating an online presence since students now make most of their decisions using social media.

President Travis discussed a pilot project under Dean Lopes' leadership to provide faculty advisement to students in order to foster student engagement and academic success. The departments of Psychology, Art & Music, and History are participating in this pilot project in which the faculty members of each of these departments are being asked to devote a certain amount of time during two weeks early in the semester to advising students whose registration is blocked if they do not participate; departments that advise at least 80 percent of their student majors will receive a monetary gift as a prize.

President Travis discussed some structural changes that are taking place at the College and how this can translate into better funding for the College. He spoke of his concern that students are not taking courses at the 300-level and 400-level and he also discussed the First Year Experience (FYE), Learning Communities, Composition Initiatives, Mathematics instruction. President Travis said he would like to see all faculty members (full time and adjunct) on the same page by engaging in professional development; he acknowledged, however, that he knows adjunct faculty cannot be required to do so.

President Travis discussed the new logo about which he spoke with great enthusiasm and the efforts to successfully brand the College.

The meeting was adjourned at 3:35 pm.

Submitted by
Virginia Diaz-Mendoza
Co-Recording Secretary

Student	Status	Charges	Department	Disposition
1	G	Plagiarism -capstone	PAD	"Censure" on file from committee/Department to determine Capstone Grade
2	U	Plagiarism/Forgery of W/D sheet	HIS	One semester suspension
3	G	Plagiarism/Forgery of W/D sheet	CRJ	One year suspension form CUNY/F grade for Class
4	U	Forgery of Official Document	COPE Program	Allowed to finish classes (last 2 weeks of final semester), but suspended for 2 years and diploma held
5	U	Cheating (2x)	Accessibility Services	One semester suspension
6	U	Roll Book Forgery with student 7	Math/Comp Science	One year suspension
7	U	Roll Book Forgery with student 6	Math/Comp Science	One year suspension
8	U	2x cheating/1 time plagiarism	Science	One year suspension
9	U	1 time plagiarism with student #9	Science	Warning on record
10	G	Plagiarism -capstone	PAD	Immediate suspension, not permitted to participate in graduation. Department to determine if retake Capstone
11	U	Cheating	Math	Grade assigned

As requested by the Faculty Senate, these are data about the students charged during the past seven years with academic dishonesty by the College following faculty allegations and also the findings by the 11 Student/Faculty Disciplinary Committees that held hearings during that period in response to faculty allegations of academic dishonesty by students. The data were provided by Academic Integrity Officer Dana Trimboli.

ATTACHMENT A

Review of PMP Year-End Results: 2010-2011

August 23, 2011

J. Llana

ATTACHMENT B

PMP Structure

Goals

- I. Raise Academic Quality
- II. Improve Student Success
- III. Enhance Financial and Management Effectiveness

Objectives 4 and 8 are double-weighted:

- 4. Increase retention and graduation rates and ensure students make timely progress toward degree completion.
- 8. Increase revenues and decrease expenses.

Goal 1: Raise Academic Quality

Objective 1. Strengthen CUNY Flagship and college priority programs, and continuously update curricula and program mix.

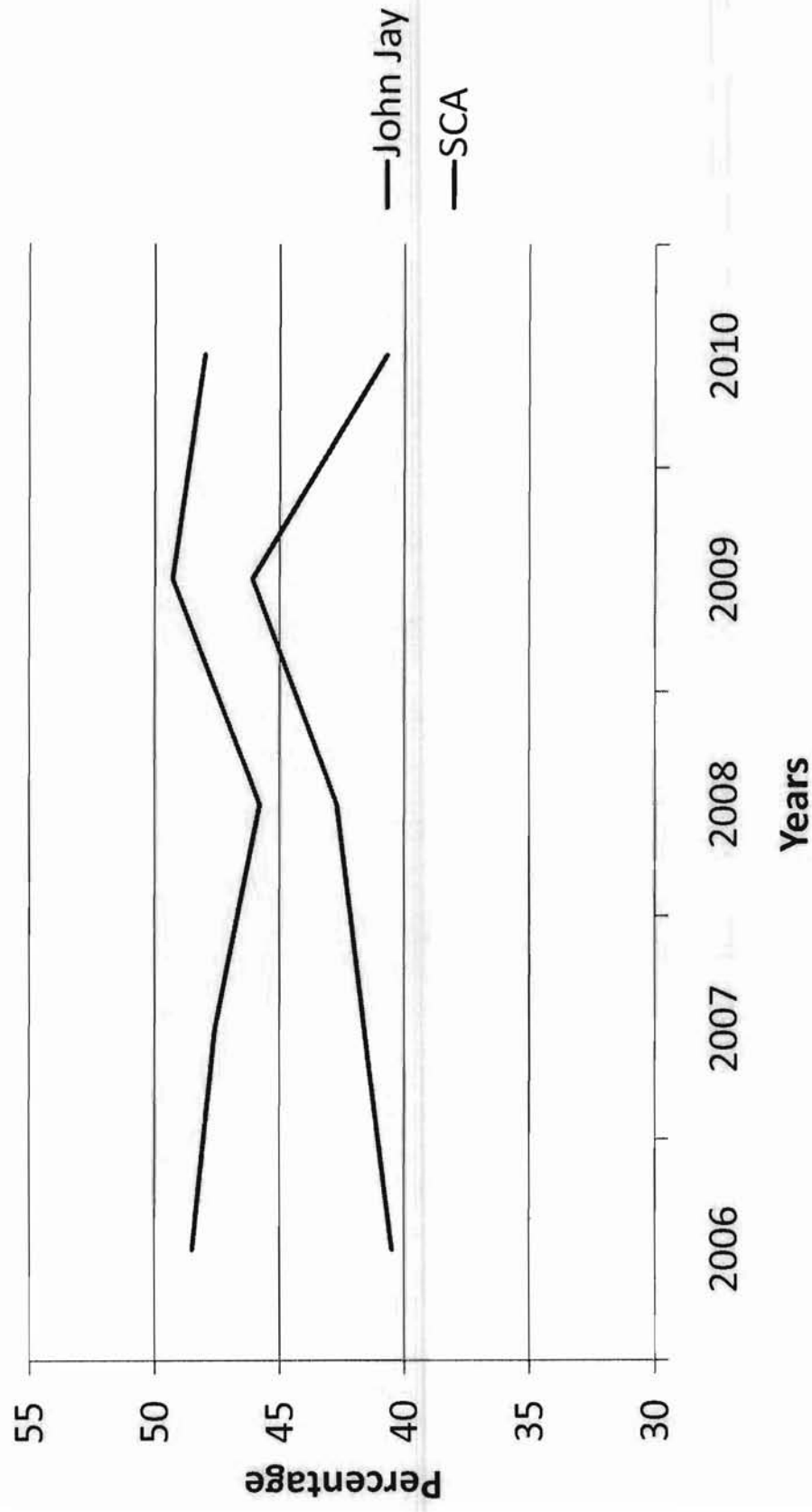
Objective 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.

- Reports on strengthening programs, gaining external recognition, and using data to make decisions and to plan
- Data pertaining to instructional activity online
- Efforts to strengthen faculty through hiring and tenure processes and through faculty development programs
- Reports on faculty scholarship and creative activity
- Full-time faculty coverage
- Efforts to enhance diversity in faculty and staff

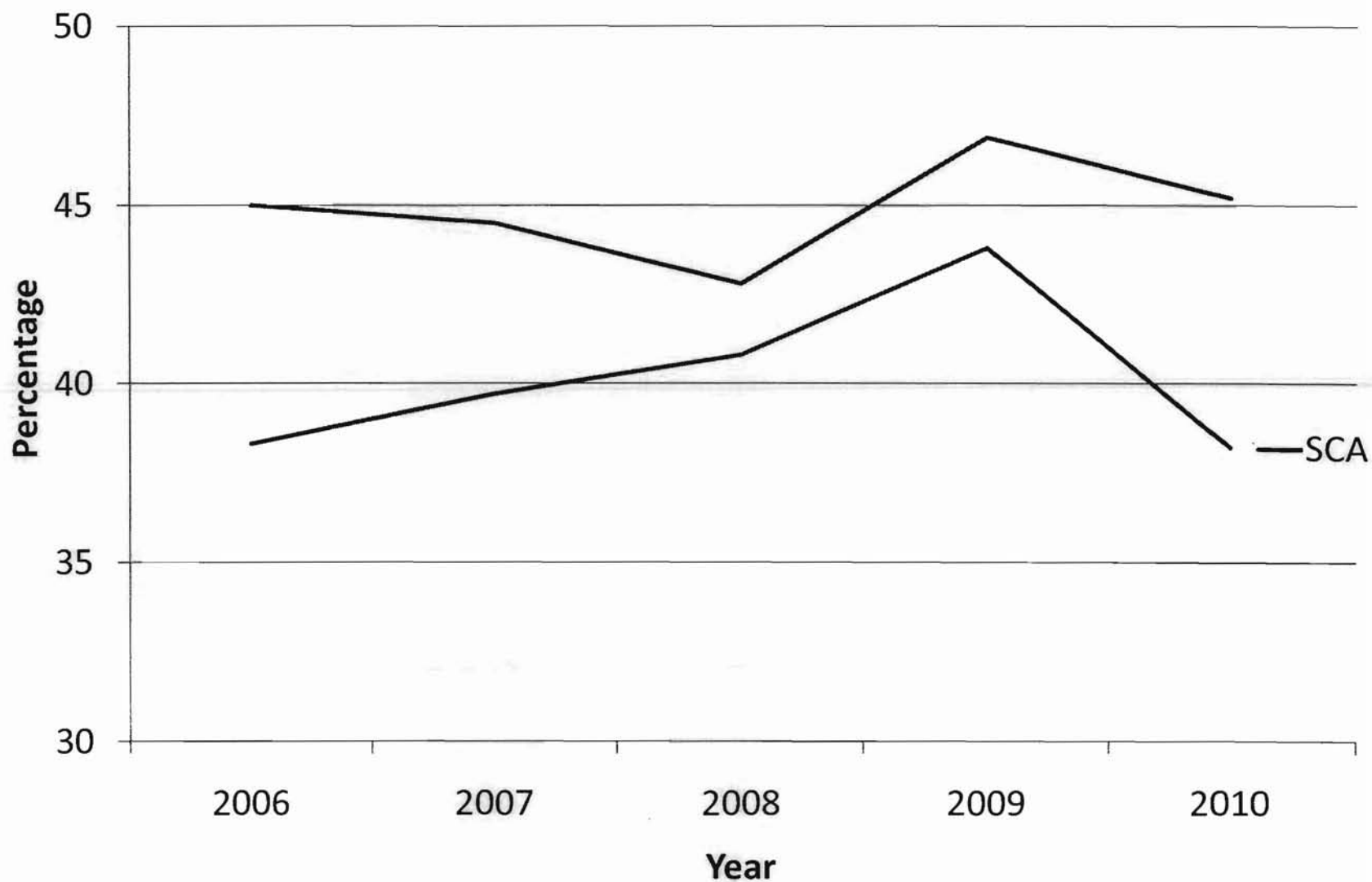
Weaknesses in Goal 1

- Percentage of instructional FTEs delivered by full-time faculty: 40.7% vs 48% SCA
- Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty: 38.2% vs. 45.2% SCA
- Mean Teaching Hours: Veterans teach 7.4 hours vs. 7.6 SCA. Faculty eligible for release time teach 6.7 vs. 7.2 SCA.

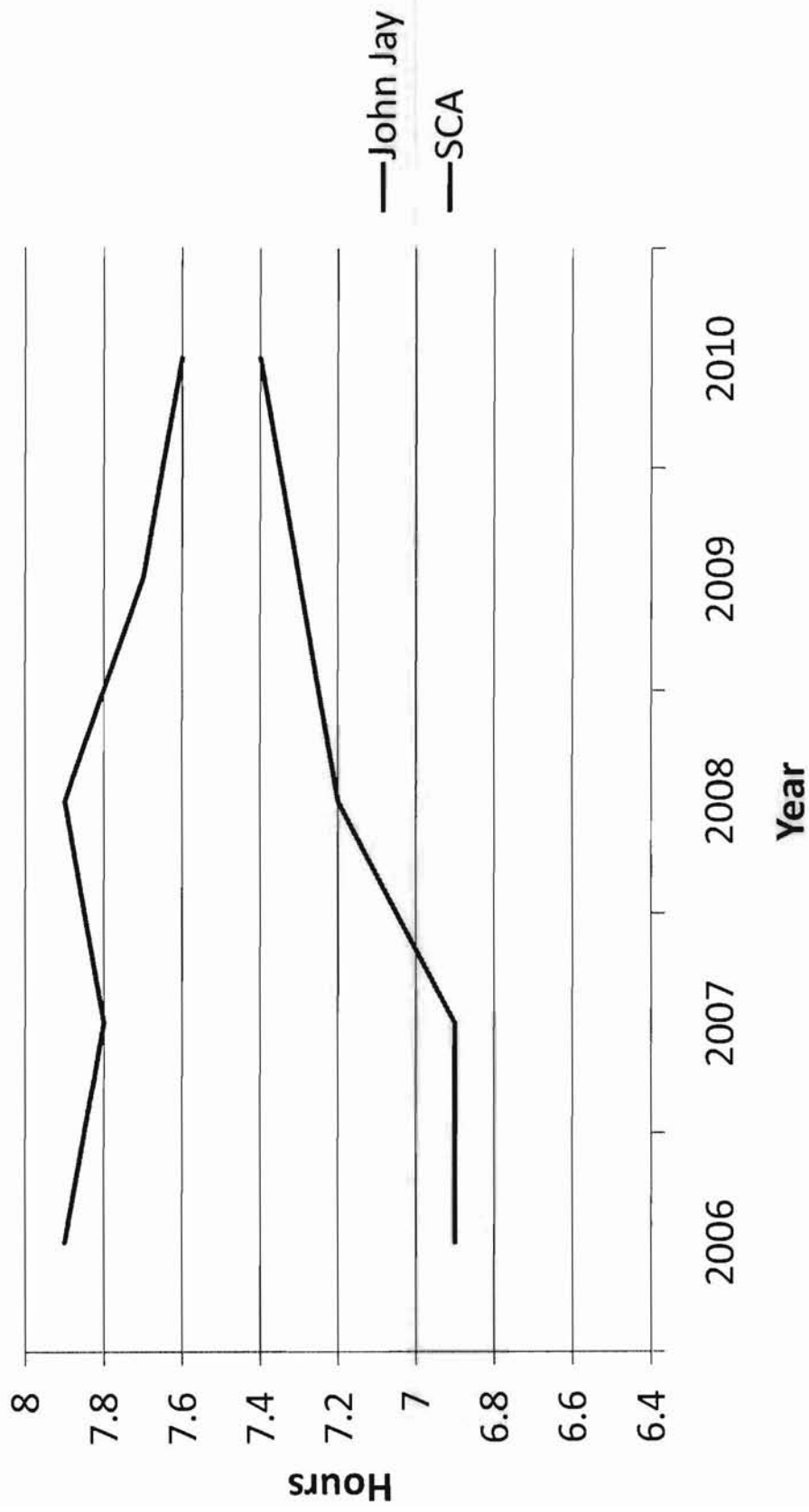
Percentage of Instructional FTEs delivered by full-time faculty



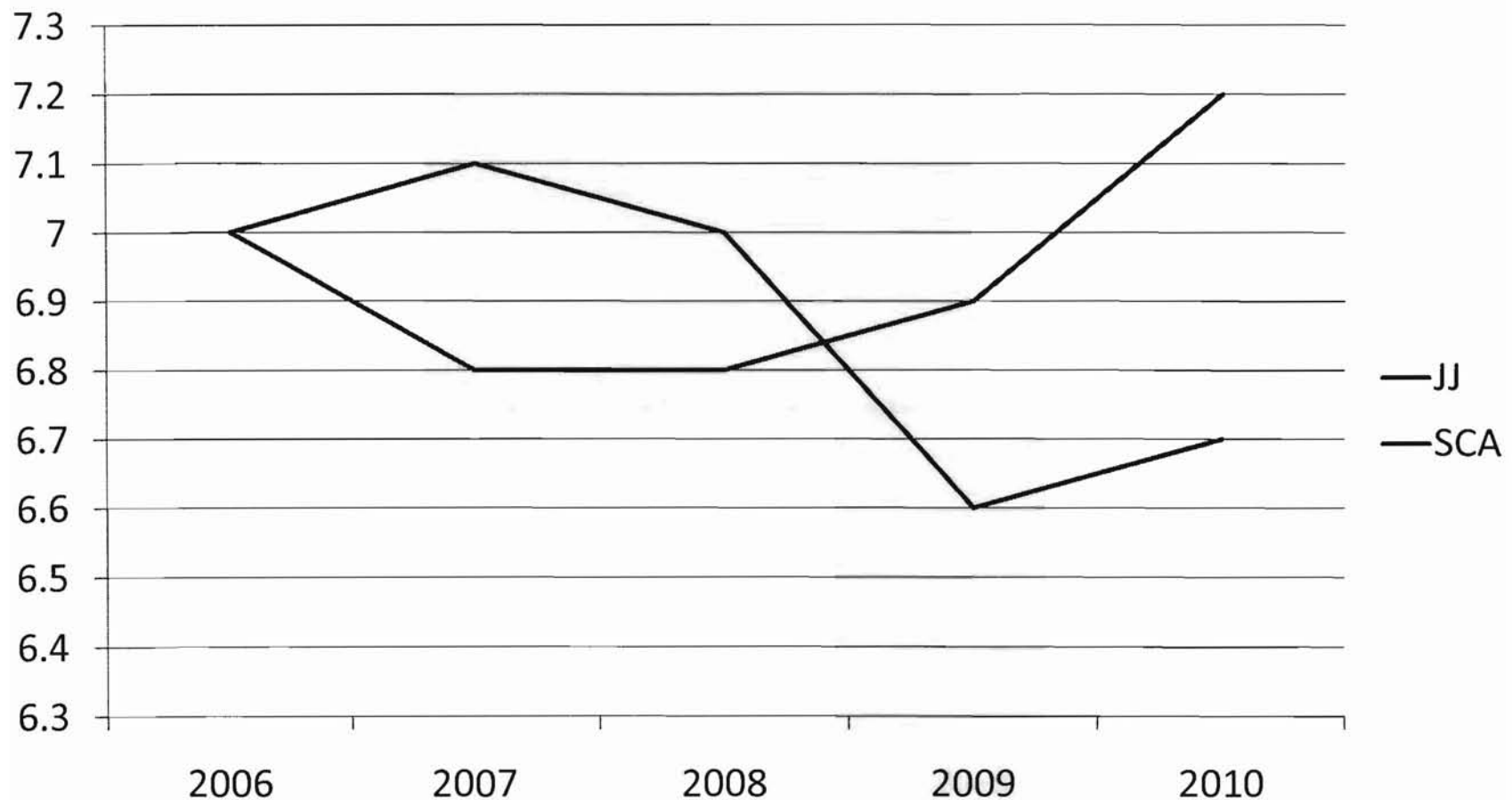
Percentage of FTEs in undergraduate courses delivered by f/t faculty



Mean Teaching Hours--Veterans



Mean Teaching Hours—Faculty Eligible for Contractual Release Time



Context: What If...

we were at the CUNY Senior College average for mean teaching hours in each category?

- Number of additional sections taught by full-time faculty each semester: 39.4
- Cost savings for adjunct faculty: About \$118,000/semester

For every .1 increase in mean teaching hours for both veterans and junior faculty, we get 12.2 extra sections taught by full-time faculty and save about \$36,600 in adjunct costs, each semester.

PMP Goal 2: Improve Student Success

Objective 3. Students receive quality GE and effective instruction

Objective 4. Increase retention and graduation rates; ensure timely progress toward degree (double weighted)

Objective 5. Improve post-graduate outcomes

Objective 6. Improve student and academic support services.

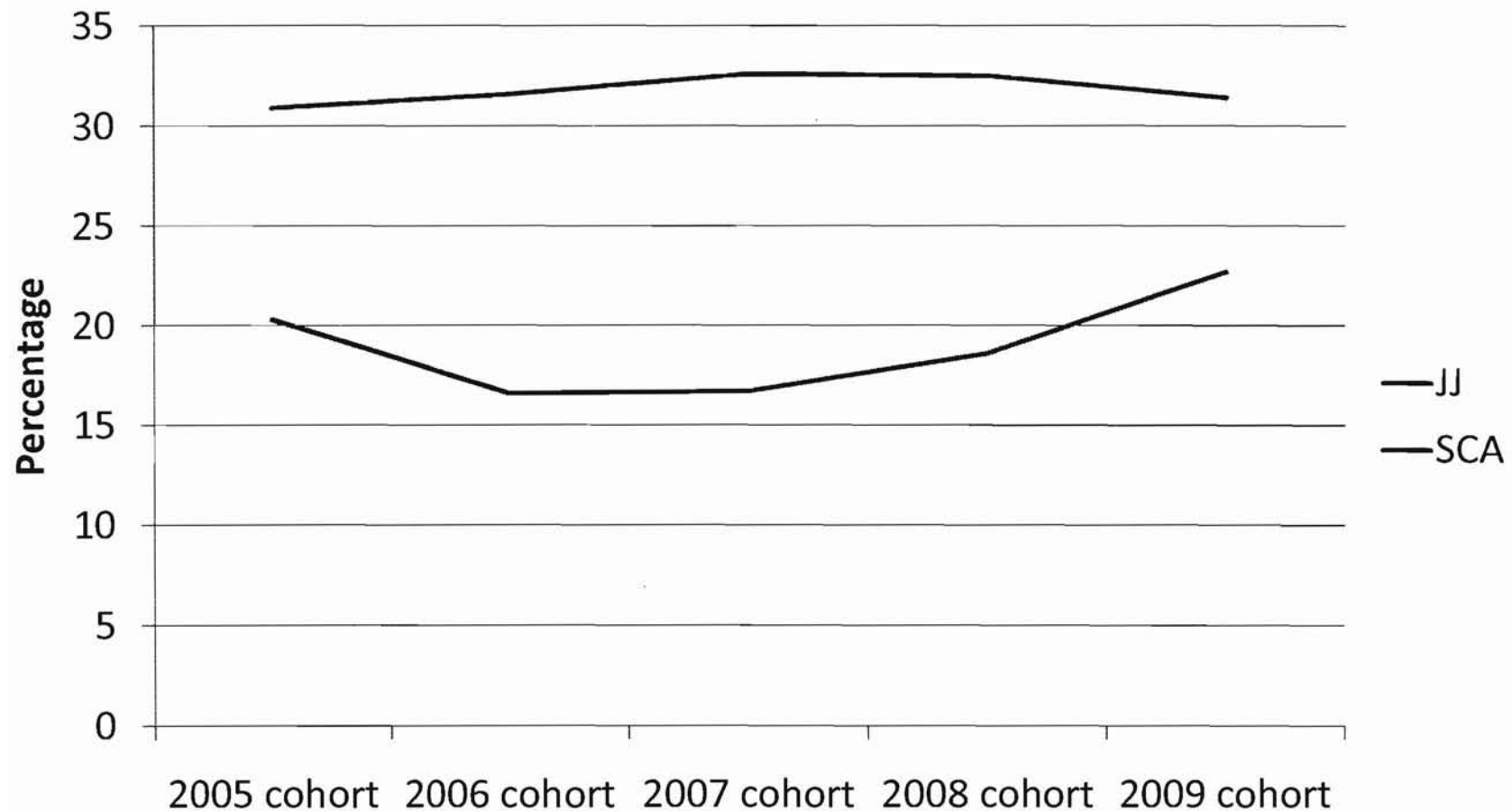
Goal 2 Weaknesses

- Credit accumulation in first year: 23.1 vs 25.8 SCA.
- Freshmen/new transfers taking one or more courses the summer after entry: 22.7% vs 31.4% SCA.
- Percentage of SEEK students who pass all basic skills tests within one year: 73% vs 95.2% SCA.
- One-year retention rate, moving in right direction but still comparatively low: 76.7% vs 84.2% SCA.
- Six-year graduation rate for first-time, freshmen: 40.1% vs 45.7% SCA.
- Four-year graduation rate for master's students: 60.7% vs 71.3% SCA.
- Pass rates for associate students on exit from remediation in reading (49.4%), writing (50.3%), and math (51.5%). We're down significantly compared to last year.

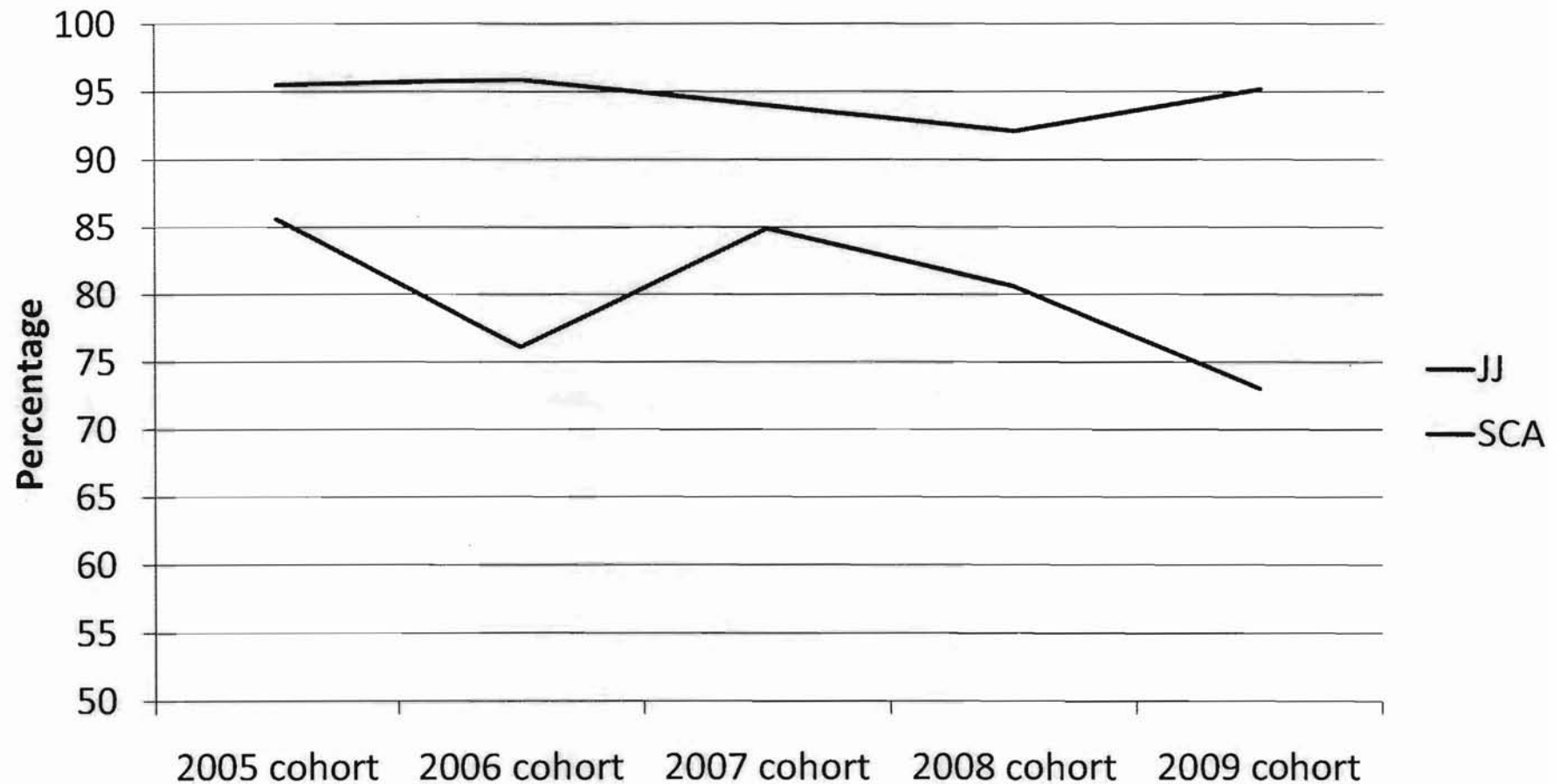
Momentum: Credit Accumulation in First Year (Double-Weighted)



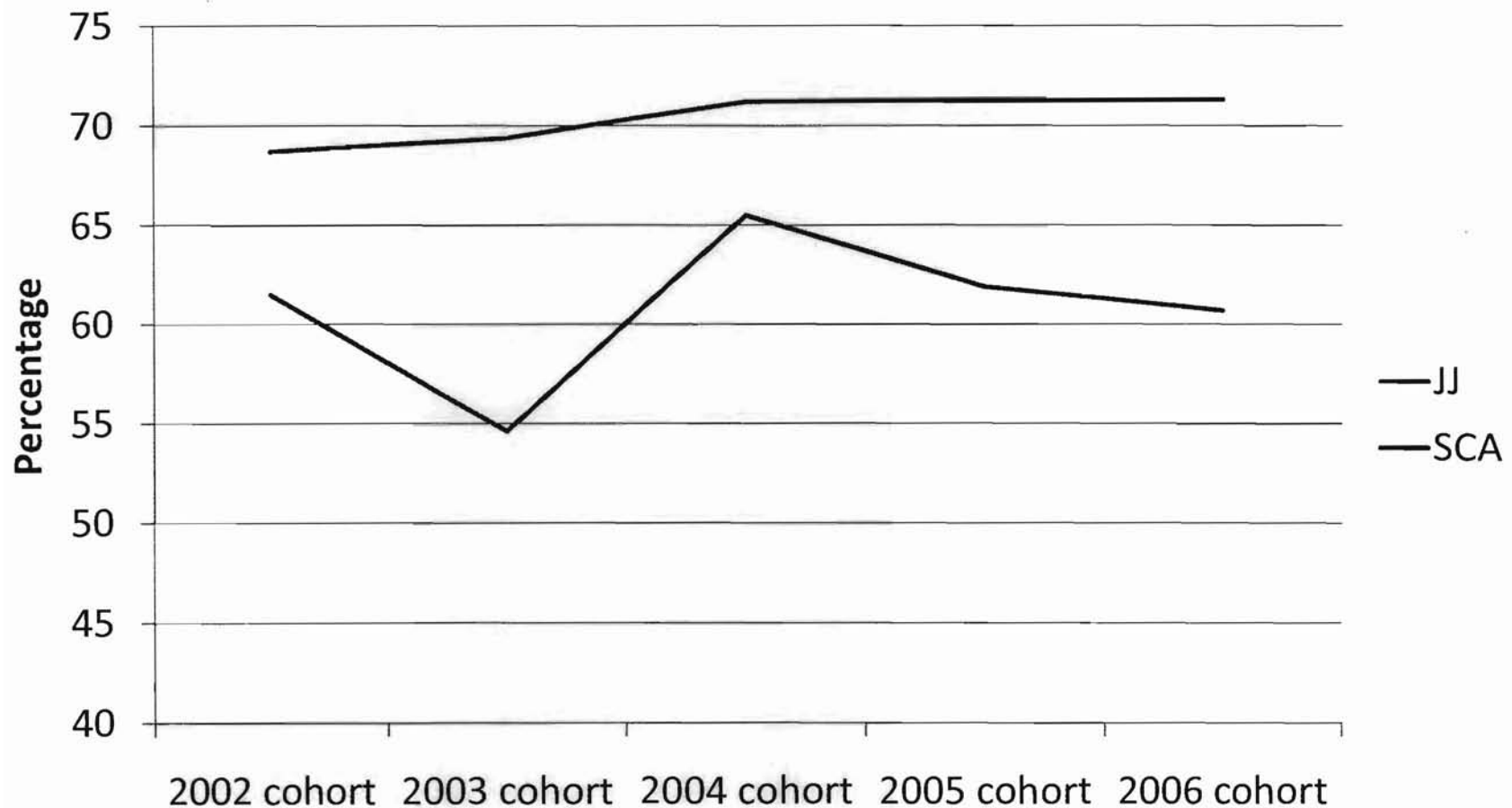
Momentum: Percentage of freshmen/transfers taking courses in summer after entry (Double-Weighted)



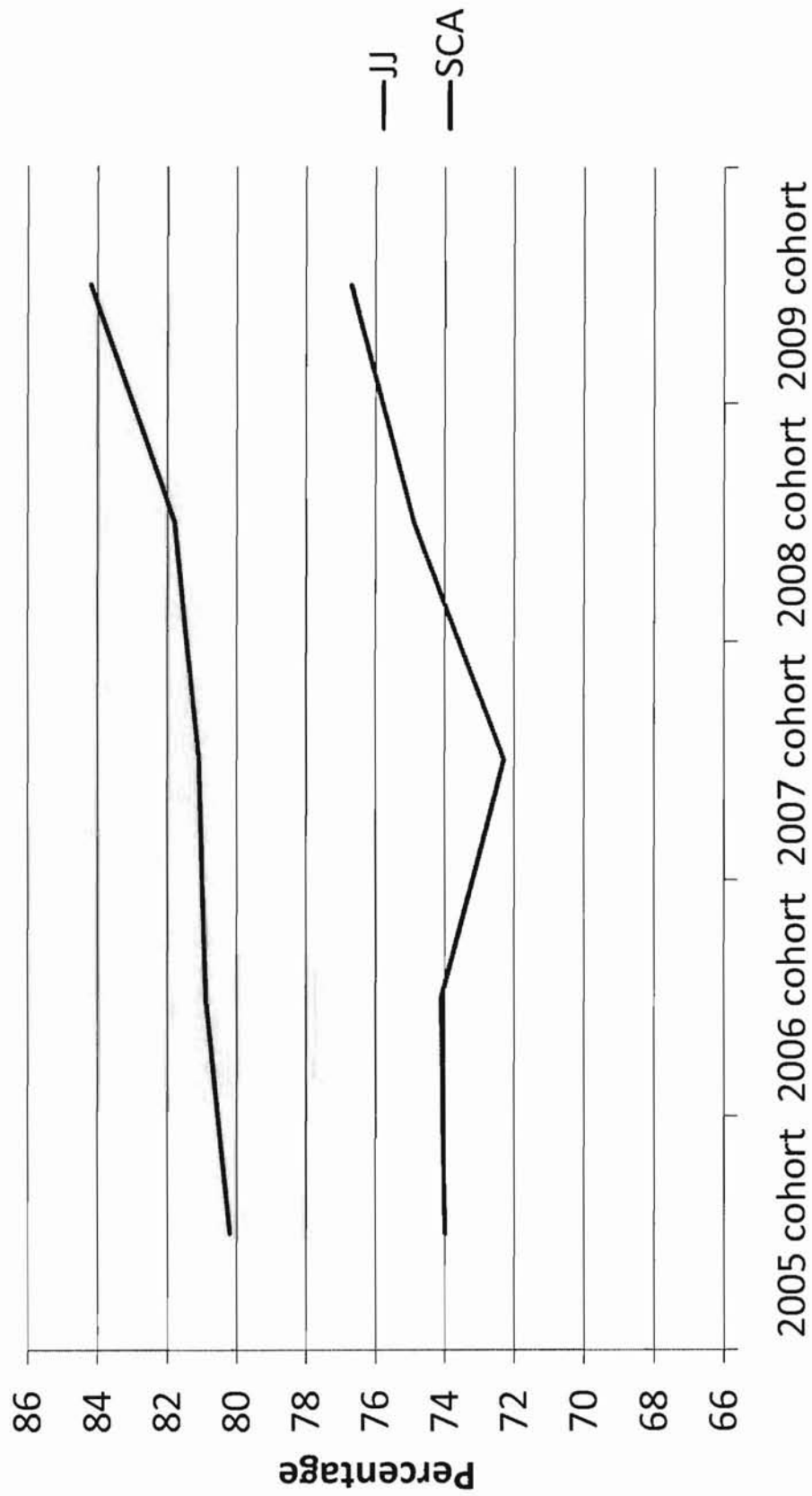
Percentage of SEEK (non ESL) student who pass all basic skills tests within one year



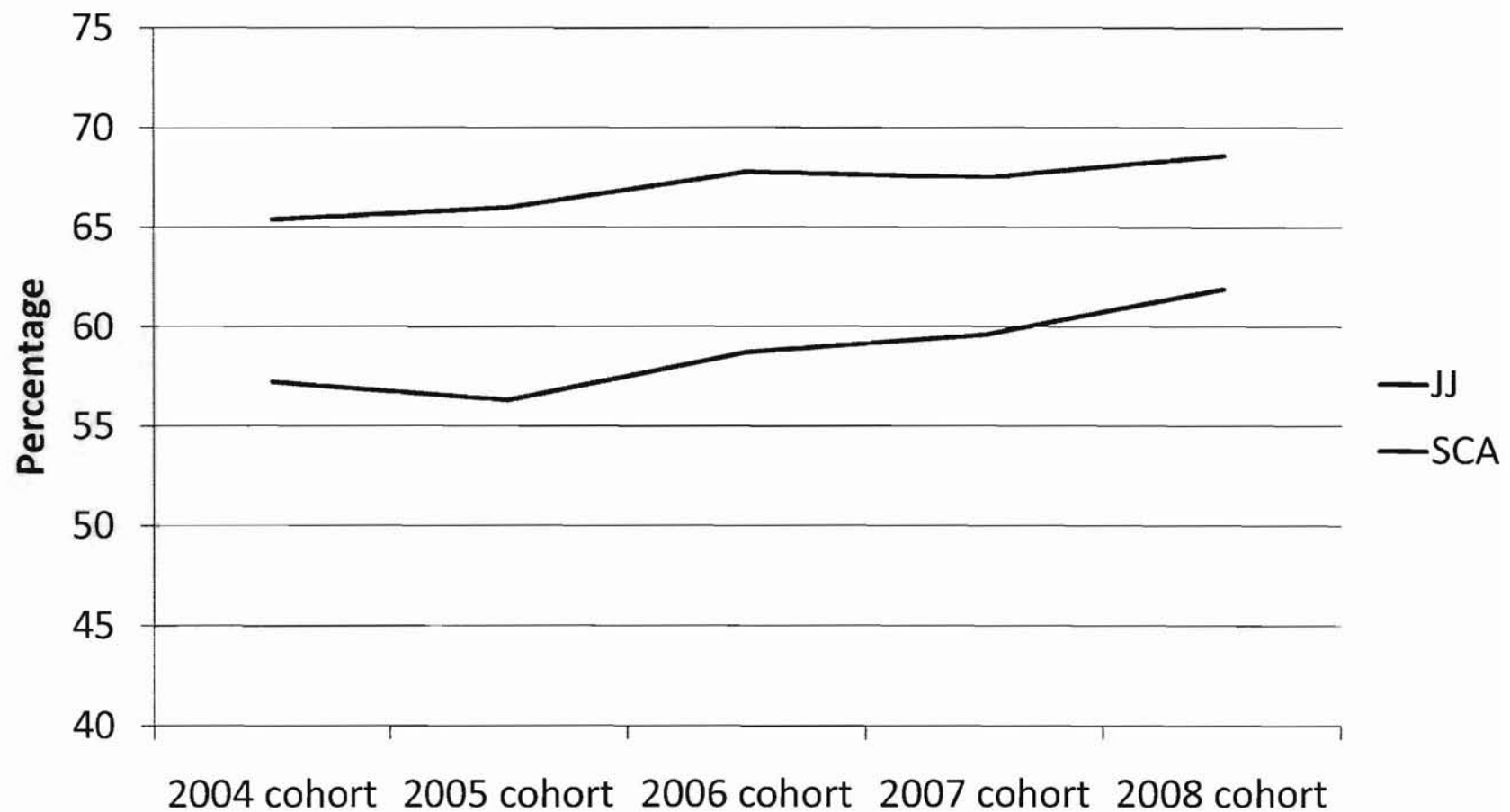
Master's Students Four-Year Graduation Rate



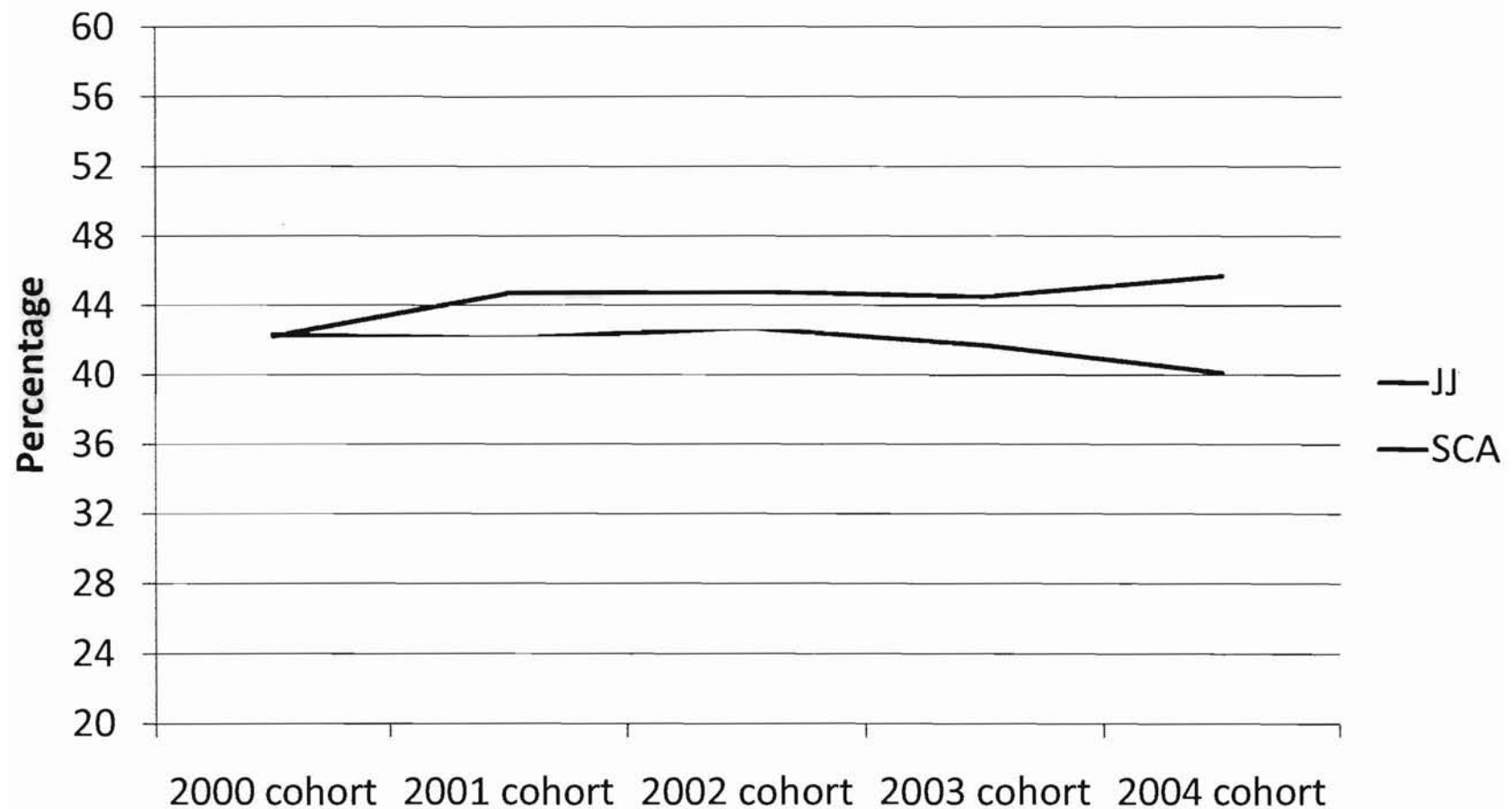
One-Year Retention



Two-Year Retention



Six-Year Graduation Rate



Goal 3: Enhance Financial and Management Effectiveness

- Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.
- Objective 8: Increase revenues and decrease expenses (double-weighted)
- Objective 9: Improve administrative services.

Weaknesses: Lower enrollment and relatively large drop in FTEs; fund-raising and grant revenue decreased; percentage of FTEs offered on Fridays, evenings or weekends

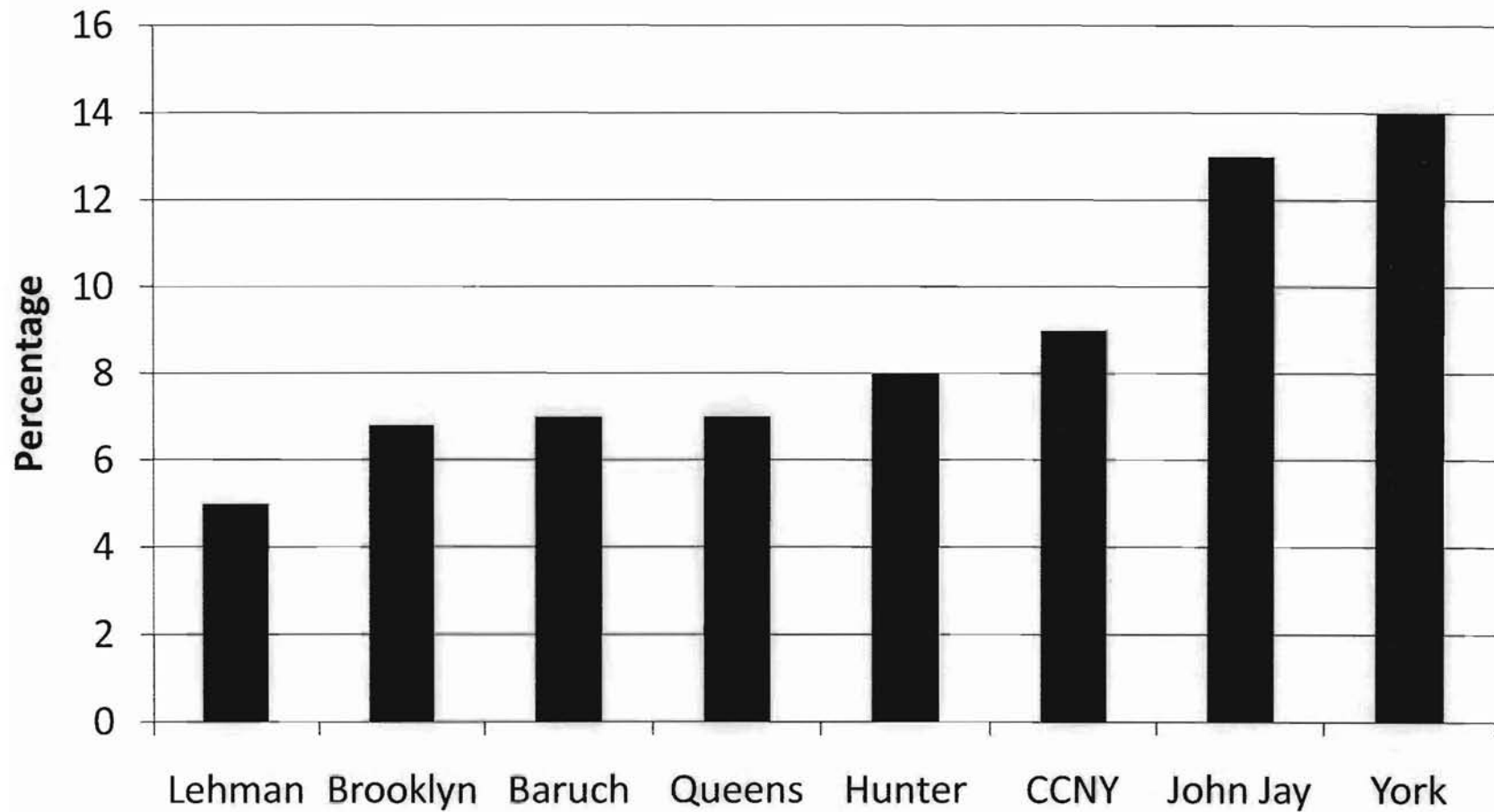
Growth in Headcount from 2006 to 2010

	2006 to 2009	2006 to 2010
John Jay	+4.6%	+3.8%
Senior Colleges	+11.3%	+11.6%
Comprehensive Colleges	+12.6%	+11.9%

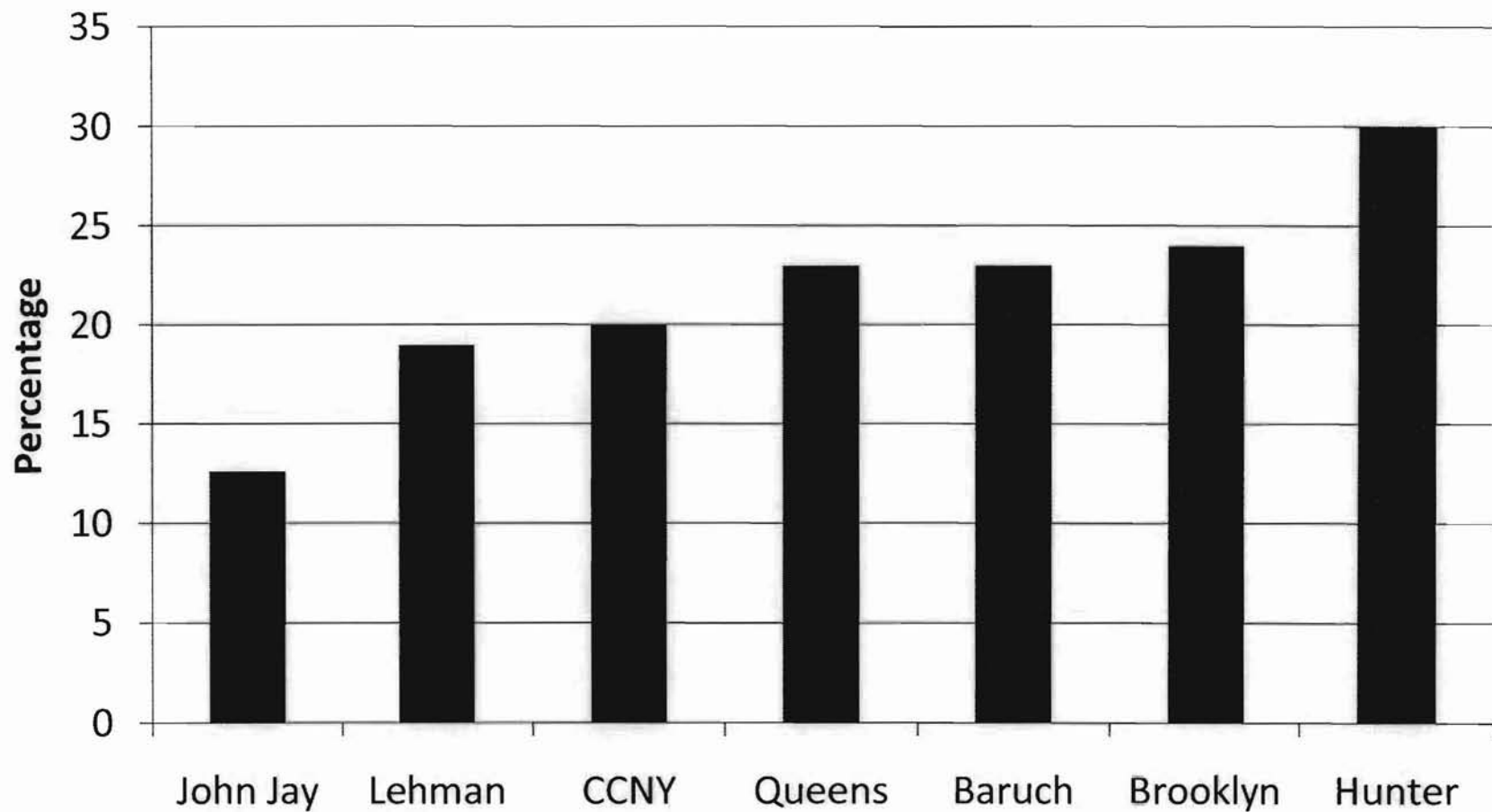
Growth in FTEs from 2006 to 2010

	2006 to 2009	2006 to 2010
John Jay	+5.7%	+2.6%
Senior Colleges	+13.4%	+14.1%
Comprehensive Colleges	+14.6%	+14.1%

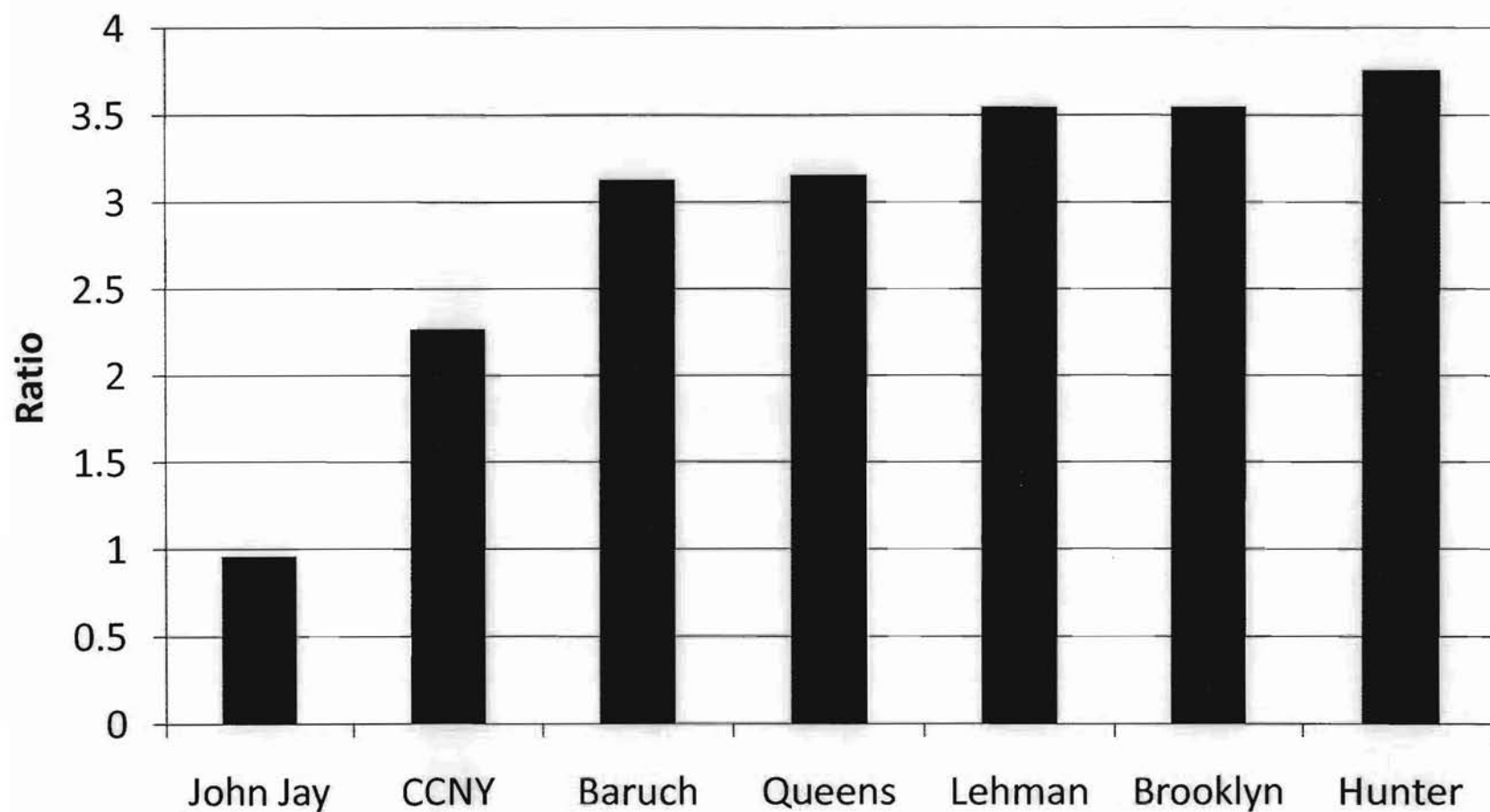
Size of Entering Freshman Class Relative to Total Headcount Fall 2010 PMP Data



Graduate Students Relative to Total Headcount Fall 2010 PMP Data



Ratios of Graduate Students to First-Time Freshmen Fall 2010 PMP Data



PMP “Key Indicators” Scorecard

Key Indicator	JJ	SCA	W	L
% of Instructional FTEs delivered by F/T Faculty	40.7	48		x↓
Mean teaching hours of veteran faculty	7.4	7.6		x↑
Mean teaching hours of faculty eligible for release time	6.7	7.2		x↑
% of student passing freshman composition with C or better	83.6	91.8		x↑
% of student passing gateway math with C or better	62.9	66.8		x↑
Average number of credits earned by freshmen in first 12 months	23.1	25.8		x↓
One-year retention rate (baccalaureate freshmen)	76.7	84.2		x↑
Six-year graduation rate (baccalaureate freshmen)	40.1	45.7		x↓
Total Enrollment: Down from 15,330 to 15,206				x↓
Mean SAT score of regularly-admitted freshmen: down by 3 points	939	1100		x↓
Total Voluntary Support, weighted rolling average: down				x↓
Institutional Support Services as % of total tax-levy budget	22.2	25.2	x	
Grants and contracts awarded, weighted rolling average: down				x↓
% of FTEs offered on Fridays, evenings or weekends	40.5	47		x↓

Feedback from CUNY

- Assignment to quintile is relative to performances of other colleges
- Evaluation is done “holistically” by group at CUNY
- Funding (double-weighted) was down in both fund-raising and grants. This is “huge” issue.
- Faculty workload is problem: mean teaching hours and full-time faculty coverage metrics, collectively
- Drop in enrollment and FTEs
- Remediation metrics—associate students remaining in pipeline
- Master’s level graduation rate and trend (double-weighted objective)
- Post graduate outcomes
- College Now
- SAT drop
- Program review
- Student satisfaction