

Faculty Senate Minutes #436

Friday, May 8, 2015

9:30 AM

Moot Court NB

Present (29): Chevy Alford, Ned Benton, Adam Berlin, Claudia Calirman, James Cauthen, Kashka Celinska, Janice Dunham, Jen Dysart, Peggy Escher, DeeDee Falkenbach, Joel Freiser, Terry Furst, Maki Haberfeld, Hunter Johnson, Karen Kaplowitz, Maria Kiriakova, Anru Lee, Kyoo Lee, Louis Kontos, Vincent Maiorino, Xerxes Malki, Jay Pastrana, Edward Paulino, Dainius Remeza, Raul Romero, Raul Rubio, Jon Shane, Francis Sheehan, Daniel Yaverbaum

Absent (15): Marsha Clowers, Angelique Corthals, Silvia Dapia, Artem Domashevskiy Katie Gentile, John Gutierrez, Tom Kucharski, Carmen Kynard, Frank Pezzella, Ian Seda, Dennis Sherman, Charles Stone, David Shapiro, Staci Strobl, Robert Till

Invited Guest: Professors Gail Garfield, Nivedita Majumdar, Paul Narkunas, Bonnie Nelson, President Jeremy Travis, Provost Jane Bowers

Guests: Professor Ellen Belcher

AGENDA

1. Adoption of the agenda
2. Adoption of Minutes #435 of the April 27, 2015, meeting
3. Announcements & Reports
4. Approval of Calendar of Faculty Senate meetings
5. Review of the agenda of the May 11 meeting of the College Council
6. How JJ spends its budget from the CUNY Central Administration
7. President Travis's response to Senate proposal for improving communication
8. John Jay Faculty Workload: 2 proposals from the Executive Committee
 - a. Proposed reaffirmation of the Senate's 2014 Statement on Workload
 - b. Proposed letter to President Travis
9. Resolution on Provost Bowers' Merit Increase Program
10. FPC plan to again change the appeal process
11. Invited guests: President Travis and Provost Bowers
12. Consideration and Vote on 3 Honorary Degree candidates for May 2016 Commencement
13. Report from the Charter Study Group: Senator & Committee Chair Jim Cauthen
14. Invited Guest: PSC Chapter Interim Chair Paul Narkunas

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

2. **Adoption of Minutes #435 of the April 27, 2015, meeting.** Approved.

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

The calendar of 2015-16 College Council meetings and the agenda deadlines and the calendar of meetings of the Executive Committee of the College Council were provided [Attachment A].

4. **Approval of Calendar of Faculty Senate meetings**

The calendar of 2015-16 meetings was approved:

Wednesday September 2, 2015
Thursday, September 17
Thursday, October 1
Wednesday, October 14
Thursday, October 29
Thursday, November 12
Monday, November 23
Friday, December 11

Thursday, February 4, 2016
Wednesday, February 17
Thursday, March 3
Wednesday, March 16
Thursday, March 31
Wednesday, April 13
Friday, May 6

Thursday, May 19, or Thursday, May 26, is the first meeting of following year's Faculty Senate.

5. **Review of the agenda of the May 11 meeting of the College Council**

The Senate discussed the 5-year Strategic Plan for the College. There was discussion about a Senator's proposal to separate out the first six goals, which had had the support of the Senate and of the College community, from the Seventh Goal, which is Globalization of Students and Study, which had been added by the ad hoc strategic plan committee upon the request of President Travis. The expressed concern about the seventh goal was the cost. A member of the Senate reported that the planning committee had been told, as reported to him, that goal seven would cost the college \$2.5 million.

The severe needs of our current students and the extreme fiscal crisis we are facing as a college added to the questioning of the globalization goal; although many spoke of their support of

globalization of our students' education and experience, they argued that this isn't the time to commit lots of funding which we don't even have. There was strong support expressed for separating the first six goals and approving them at the College Council and then having the seventh goal discussed, considered, and voted on separately. A non-binding straw poll about the globalization goal revealed a deep split among Senators, with the majority saying they planned to abstain when the globalization goal comes up for a vote at the College Council.

6. How JJ spends its budget allocation from the CUNY Central Administration [Attachment B]

The Senate reviewed the data [Attachment B] Professor Bonnie Nelson culled from the Federal government's Integrated Public Education Data System (IPEDS). Every public institution of higher education which receives federal financial aid or whose students receive federal financial aid or whose faculty members receive federal grants must provide data to IPEDS. The excellent charts that Professor Nelson created reveal the significance of the most recent data over the past four years.

President Kaplowitz reported that the Executive Committee decided that she should send President Travis and Provost Bowers these data and charts and inform them, as a courtesy, that the Senate would be raising this with them when they meet with the Senate today. She did that on Monday, May 4. When she met with President Travis a few days later, he told President Kaplowitz that he would not discuss these data or charts with the Senate, since he did not have sufficient time to study the data or charts and he did not have sufficient time to consult with his administrators or be briefed by them to have answers in time for the meeting.

Senator Benton said Professor Nelson's work must have taken many, many hours, that there's no easy way to extract these data from the IPEDS website. He praised her for her excellent work. He said he hopes to create the same charts for the other CUNY senior colleges so we can see how John Jay compares to them.

7. President Travis's response to Senate ideas for improving communication [Attachment C]

A letter from President Travis and Provost Bowers [Attachment C] rejecting the Senate's proposal for improving communications between the Faculty Senate and the Administration was discussed. President Travis had asked the Senate to propose a way of improving communication; indeed, when he had last met with the Senate (with Provost Bowers) he said that this was the only topic he was willing to discuss with the Senate.

In response to the President's request the Senate sent a proposal whereby the Senate's Executive Committee and four other Senators elected by the Senate would meet two or three times a semester with President Travis and any administrators he wished to invite; these

meetings would be substantive and of sufficient length to permit full discussions; the Senate group would not be empowered to make decisions but would report Senate's positions and report back to the Senate for further actions, if required.

The President wrote [Attachment C] rejecting that proposal on the grounds that the Senate Executive Committee plus four other Senators would be a body outside the existing governance structure and he sent a counterproposal which would have required the Senate's Executive Committee to provide the Provost with the agenda before finalizing it so that the Provost could recommend who among the administrators the Executive Committee should invite to its meetings to discuss particular agenda ideas.

In preparation for the Senate's meeting with President Travis and Provost Bowers later today, the Senate discussed that counterproposal and agreed that sending the agenda to the Provost for her review and advise is unworkable and inappropriate and, therefore, unacceptable. Yet another counterproposal was suggested by Senator Francis Sheehan: that the Senate Executive Committee, which is within the governance structure, be the group to engage in these meetings with the administration. This was agreed to. Also, it was agreed that administrators be invited, by decision of the Senate Executive Committee, to meet with the Senate for five or ten minutes, given the scarcity of community hour meeting time, when the Executive Committee determines such invitations are merited.

8. JJ Faculty Workload: 2 proposals from the Executive Committee [Attachment D & E]

a. Reaffirmation of 2014 Faculty Senate Statement on Workload [Attachment D]

The Senate adopted a motion reaffirming its 2014 Statement on Workload without dissent (there was one abstention) [Attachment D].

b. Letter to President Travis on Workload [Attachment E]

The Senate adopted a motion approving a letter on workload mitigation to President Travis [Attachment E] after approving several edits. The motion was adopted by unanimous vote.

9. Resolution on Provost Bowers' Merit Increase Program

The Senate voted to table the Resolution because there was insufficient meeting time to resolve issues of wording.

10. FPC consideration of a proposal to change the candidate appeal process again

The Senate was briefed on the meeting of the Faculty Personnel Committee (FPC) the previous week at which President Travis spoke of his wish to again change the appeals process. He told the FPC that he did not like the Appeals Panel approach which he supported a year ago and which the FPC adopted at the time. The FPC discussed returning the appeals process to the full FPC with the members of the discipline-based review subcommittee excluded because they had already weighed in on the case; instead, members of the Appeals Panels would replace the members of the discipline-based review subcommittee that had participated in the candidate's personnel action. There being no quorum, no vote was taken.

President Travis proposed adding another FPC meeting within the next two weeks to vote on this proposal. Several members spoke in favor and several urged consultation and delay until the fall.

Several members of the Senate who are also members of the FPC then reported to the Senate that President Travis has indeed scheduled an FPC meeting for the following Friday; several said they have long-standing conflicts and cannot attend. President Kaplowitz, who said she had attended the last FPC meeting, as an observer, since this part of the meeting (dealing with non-personnel matters) is subject to the Open Meetings Law, said she too will be unable to attend next week's FPC meeting because of a conflict.

11. Invited guests: President Travis and Provost Bowers [Attachment F]

Upon hearing the Senate's counterproposal regarding ways to improve communications between the Faculty Senate and the Administration [see agenda item #7 above], President Travis said he accepts the Senate's counterproposal that the President and his administrators will meet with the Senate's Executive Committee. President Kaplowitz reported that the Senate discussed earlier today and rejects President Travis's other proposal involving a review by the Provost of the Senate's forthcoming agenda for the purpose of suggesting administrators to be invited. President Travis acknowledged this information. He asked President Kaplowitz to send him a letter memorializing today's agreement and President Kaplowitz said she would do so [Attachment F].

Senator Adam Berlin told President Travis that he wants President Travis to give a yes or no answer as to whether he will approve the allocation of more funds for faculty workload mitigation. When President Travis did not respond, Senator Berlin repeated his statement. President Travis then said his answer is no.

**John Jay College of Criminal Justice
The City University of New York**

Proposed College Council Calendar 2015-2016

Items Due

Wednesday, August 26, 2015
Friday, September 25, 2015
Monday, October 26, 2015
Wednesday, November 25, 2015

Wednesday, January 20, 2016
Tuesday, February 16, 2016
Thursday, March 23, 2016
Thursday, April 21, 2016

Executive Committee

Wednesday, September 9, 2015
Wednesday, October 7, 2015
Tuesday, November 10, 2015
Tuesday, December 8, 2015

Thursday, January 28, 2016
Thursday, February 25, 2016
Wednesday, April 6, 2016
Tuesday, May 3, 2016

College Council Meeting

Monday, September 21, 2015
Thursday, October 15, 2015
Tuesday, November 24, 2015
Monday, December 14, 2015

Thursday, February 11, 2016
Thursday, March 10, 2016
Wednesday, April 20, 2016
Tuesday, May 10, 2016

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings are held in room 610T and the College Council meetings and are held in room 630T.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.

Additional meetings if needed

Items Due

Tuesday, November 25, 2015
Thursday, April 21, 2016

Executive Committee

Wednesday, December 9, 2015
Thursday, May 5, 2016

College Council Meeting

Tuesday, December 15, 2015
Monday, May 16, 2016

ATTACHMENT B

Microsoft
Outlook Web App

Mail   

Deleted Items (11)
Drafts [3]
Inbox (19703)
Junk E-Mail
Sent Items

Click to view all folders 

Articles from CU
Blogs
Books to read
Complaints
IMPORTANT DO NOT LOSE!
Keep for reference
Mike & Noel
SCHEDULE
TEMPORARY
adjunct messages

Manage Folders...

Reply  Reply All  Forward     Junk | Close   

John Jay Expenditures revised

Bonnie Nelson

Sent: Monday, May 04, 2015 9:58 AM

To:

Attachments:  JJExpenditures_IPEDS.xlsx (59 KB) [Open as Web Page];  John Jay Expenditures_IPED~1.pdf (100 KB) [Open as Web Page]

Hi

Attached are a revised PDF and spreadsheet of John Jay core expenses from FY2010 to FY2013. This revision more clearly shows—in the chart on p.1—that although John Jay core expenses actually increased remarkably by 40% from 2009-2010 to 2012-2013, money devoted to Instruction increased only 11%, while Institutional Support (that includes “general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development” increased by a whopping 165%.

Bonnie

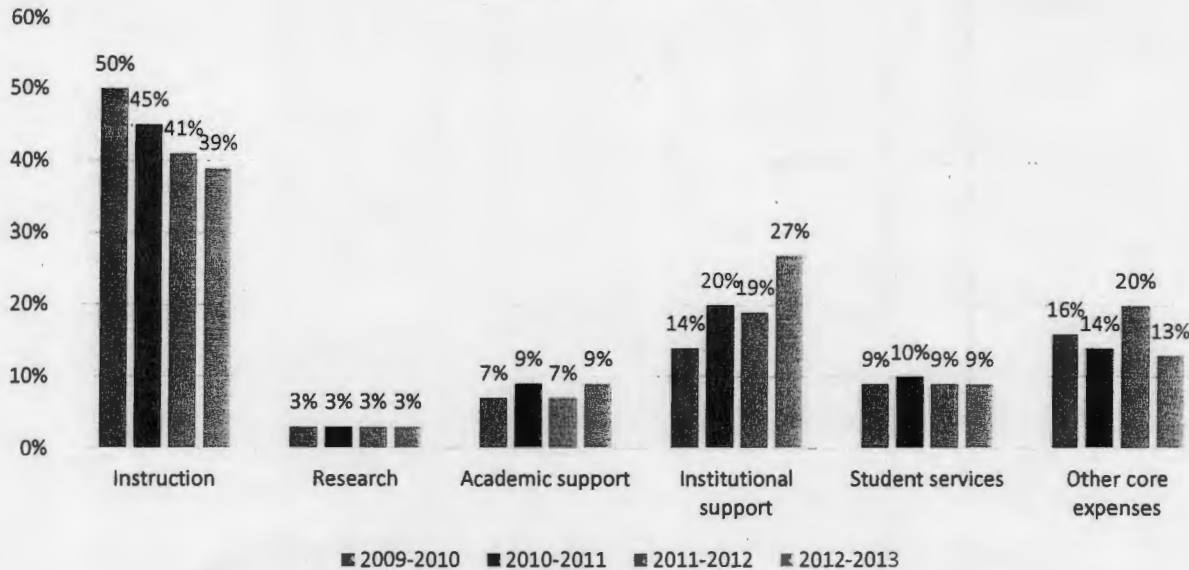
Bonnie R. Nelson
Professor and Associate Librarian for Information Systems
Lloyd Sealy Library
John Jay College of Criminal Justice
524 West 59th Street
New York, NY 10019
bnelson@jjay.cuny.edu
212-237-8267

Connected to Microsoft Exchange

Where John Jay College Expenditures Go According to IPEDS 2009-2010 to 2012-2013

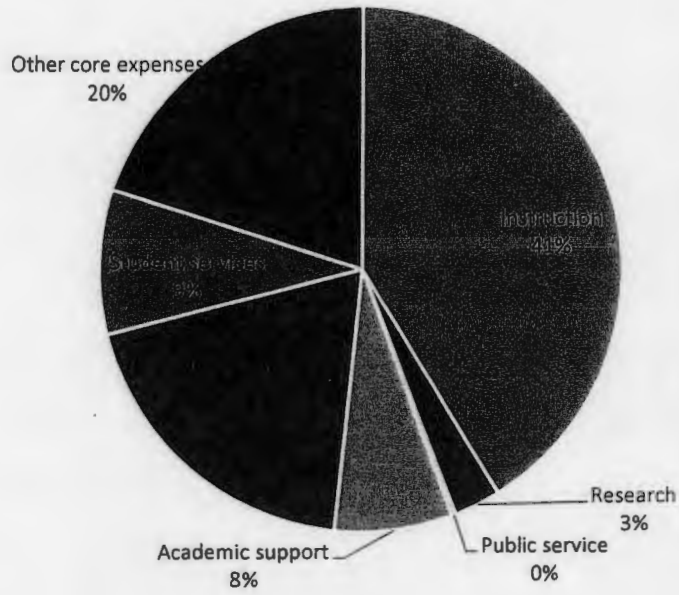
Percent of Core Expenses



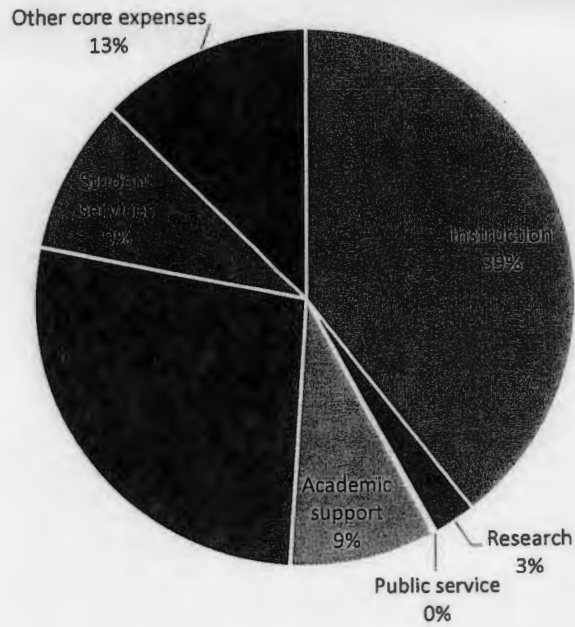
CORE EXPENSES									
Expense function	Reported values 2009-2010	Percent of total core expenses 2009-2010	Reported values 2010-2011	Percent of total core expenses 2010-2011	Reported values 2011-2012	Percent of total core expenses 2011-2012	Reported values 2012-2013	Percent of total core expenses 2012-2013 to FY2013	% Increase FY2010 to FY2013
Instruction	\$93,375,639	50%	\$95,867,947	45.00%	\$96,491,196	41%	\$103,804,802	39%	11.17%
Research	\$5,668,862	3%	\$6,012,330	3.00%	\$6,852,636	3%	\$6,820,049	3%	20.31%
Public service	\$515,156	0%	\$354,235	0.00%	\$601,907	0%	\$485,238	0%	-5.81%
Academic support	\$13,732,467	7%	\$18,187,011	9.00%	\$17,296,830	7%	\$23,415,085	9%	70.51%
Institutional support	\$27,037,325	14%	\$41,734,906	20.00%	\$45,279,959	19%	\$71,587,264	27%	164.77%
Student services	\$16,974,160	9%	\$21,159,365	10.00%	\$21,078,723	9%	\$24,262,026	9%	42.94%
Other core expenses	\$30,417,598	16%	\$28,848,299	14.00%	\$46,874,215	20%	\$33,183,308	13%	9.09%
Total core expenses	\$187,721,207	100%	\$212,164,093	100.00%	\$234,475,466	100%	\$263,557,772	100%	40.40%
Total expenses	\$193,133,122		\$217,274,135		\$239,302,524		\$267,553,057		38.53%

Source: National Center for Educational Statistics. IPEDS Data Center.
<http://nces.ed.gov/ipeds/datacenter>

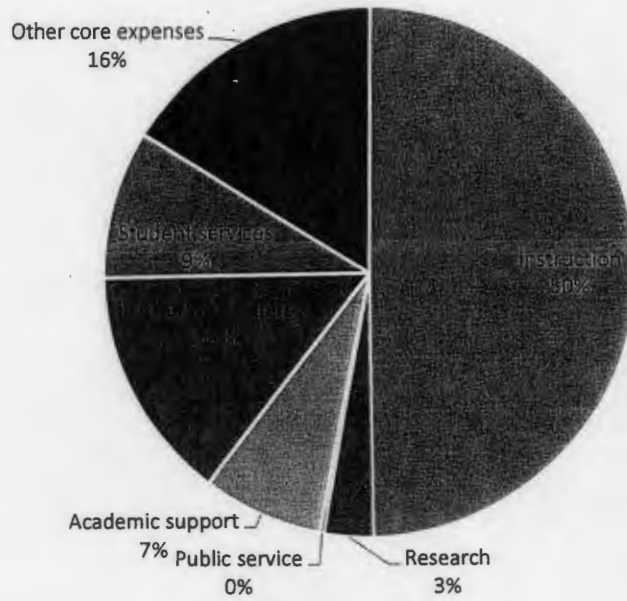
Core Expenses 2011-2012



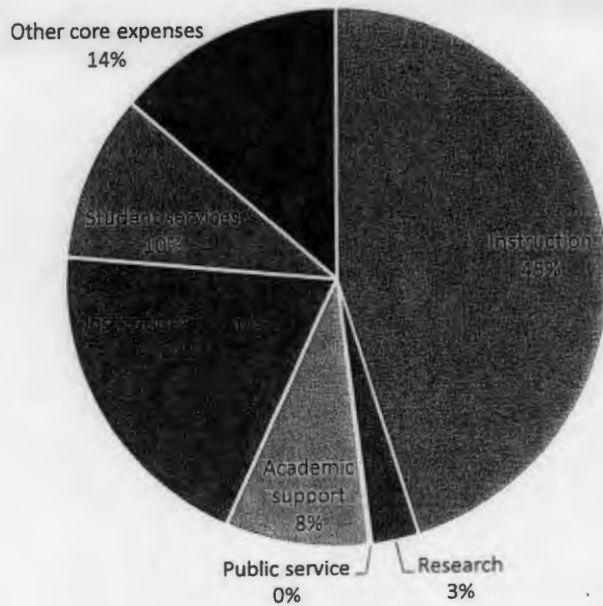
Core Expenses 2012-2013



Core Expenses 2009-2010



Core Expenses 2010-2011



Definitions (From IPEDS)

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and nonoperating expenses.

Instruction

Instruction - total expenses is the sum of all operating expenses associated with the colleges, schools, departments, and other instructional divisions of the institution and for departmental research and public service that are not separately budgeted. This would include compensation for academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Research

Research - total expenses is the sum of all operating expenses associated with activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers and individual and project research. This function does not include nonresearch sponsored programs (e.g., training programs).

Public service

Public service - total expenses is the sum of all operating expenses associated with activities established primarily to provide noninstructional services beneficial to individuals and groups external to the institution. Examples are conferences, institutes, general advisory services, reference bureaus, and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services, and public broadcasting services.

Academic support

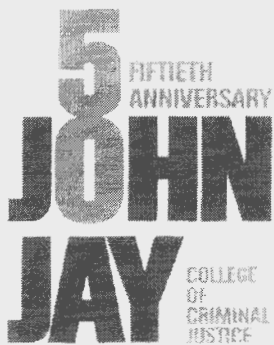
Academic support - total expenses is the sum of all operating expenses associated with activities and services that support the institution's primary missions of instruction, research, and public service.

Student services

Student services - total expenses is the sum of all operating expenses associated with admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction outside the normal academic program (remedial instruction for example), career guidance, counseling, financial aid administration, and student records.

Institutional support

Institutional support - total expenses is the sum of all operating expenses associated with the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development.



ATTACHMENT C

May 5, 2015

Dear Prof. Kaplowitz:

We are writing to respond to the letter from the Faculty Senate proposing new ways to improve communications between the Faculty Senate and the College Administration on matters of mutual concern.

We appreciate the thoughtful proposal from the Senate and the sincere effort to address the challenge of finding ways for the Senate and the Administration to work together better on behalf of the College. We also recognize that the model that the Senate proposed – occasional meetings between the Administration and a delegation from the Senate – borrows from a successful precedent, namely the labor-management meetings. These meetings between senior administrators and union representatives take place every semester under the terms of the contract between the University and the Professional Staff Congress. As we noted in our discussions with the Senate on ways to improve working relationships, the two of us touted this model as having a track record of solving problems, establishing an environment of trust, and promoting open, frank and data-informed discussions about difficult issues. As one would expect, the labor-management meetings do not always result in consensus, but the important observation is that we have been able to resolve a large number of complex issues over the years.

Our hope is that the Senate and the Administration can create a similar tradition of constructive engagement, but we have concluded that the proposal from the Senate will not accomplish that goal. The basic shortcoming, in our view, in the Senate's proposal is that the engagement between Senate and Administration on issues of concern would occur outside of the regularly scheduled meetings of the Senate, in a separately scheduled meeting of faculty and representatives of the administration. One important difference between the Senate and the PSC Chapter is that the Senate considers time-sensitive issues and has enormous power over the governance processes of the College. Creating yet another bureaucratic structure, with all the attendant difficulties in scheduling people's appearances, will only add another level of unnecessary formality to discussions that should be more informal and collegial. For these reasons, we think that creating yet another committee of more than a dozen people, at a time when we are trying to streamline the work of the College is counterproductive. Creating another committee that operates outside the cycle of the governance bodies of the College, in our view, will not address the fundamental need for a constructive, problem-solving, open relationship between the Senate and the Administration.

Our counterproposal would address these shortcomings. We propose that, as the agenda is established for each meeting of the Faculty Senate, the Executive Committee of the Senate should identify those agenda items that would benefit from discussion with the

Faculty Senate
President

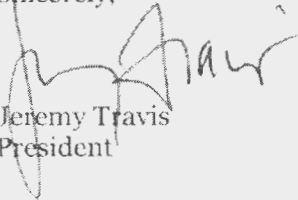
Faculty Senate
Executive Committee
Chair
Faculty Senate
President

Administration. After consultation with the Provost's office, the Executive Committee would then invite the appropriate representative from the Administration to engage with the Senators in a discussion of the relevant agenda item. In some cases, the topic may be too complex for an efficient discussion. In those cases, as in the issue of the Community Hour for graduate students, we would agree to establish a small working group to tackle the issue. In other cases, the presence of a senior representative of the administration would result in the sharing of information – and dispelling of misinformation – both of which would be beneficial. For agenda items that are on their way to consideration by the College Council, we propose that the Senate adopt a practice of inviting the proposer of that Council item to meet with the Senate well in advance of the Council meeting. Again, if there are issues that are presented that can be resolved prior to the Council meeting, our governance process will be enhanced and our forward movement as a College will be facilitated.

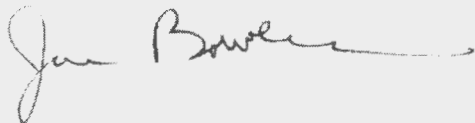
If we look back at recent issues that have been problematic in the relationship between the Senate and the Administration, we believe that this approach would have helped us avoid misunderstandings, tensions, and delays in our governance process. The most recent example is the delay over the consideration of the faculty proposal to create a new Department of Interdisciplinary Studies. Despite the fact that the proposal was first presented to the Senate in December and that the faculty proposers were ready and willing to engage in discussion with the Senate in the intervening months, objections were raised, seemingly for the first time, at a meeting of the Executive Committee of the College Council. These concerns could have been allayed in a timely and collegial manner. The proposal for online student evaluation of faculty is another matter that could have been resolved more quickly, with less tension and fewer misunderstandings. A method of engagement that operates in real-time, is cognizant of the schedule of the governance bodies, is open and transparent, and seeks collaborative resolution of complex issues facing the College might well have allowed us to resolve these issues in a more timely and productive manner.

Citing these examples should not detract from the impressive record of progress that we have established at John Jay and the important role that the Senate has played in that progress. Yet we should always be open to better ways of promoting the mission of the College. It is in that spirit that we met with the Senate, appreciate the good will behind your proposal, and now offer this counter-proposal for your consideration. We look forward to meeting with the Senate later this week.

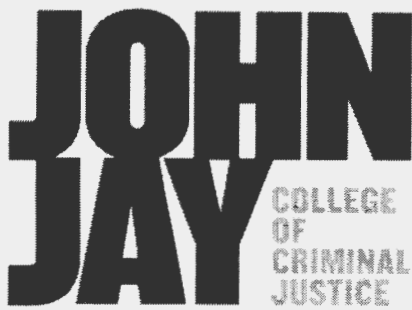
Sincerely,



Jeremy Travis
President



Jane Bowers
Provost



ATTACHMENT D

*Karen Saporito, PhD
Provost
Faculty Senate*

*James J. O'Connell, PhD
New York University
Faculty Senate
Faculty Senate
Faculty Senate*

May 8, 2015

REAFFIRMATION BY THE FACULTY SENATE OF THE MAY 2014

Joint Statement of the Faculty Senate and the Council of Chairs on Workload

The Faculty Senate and the Council of Chairs congratulate and thank Provost Bowers for implementing a workload mitigation program this year. To do so, Provost Bowers and the College Administration allocated \$120,000, which was derived from funds obtained by not filling two full-time faculty lines. Workload mitigation has been identified as the top priority of the John Jay faculty and of the Faculty Senate, which represents it, and of the Council of Chairs.

The Faculty Senate and Council of Chairs accordingly call upon the John Jay Administration:

- To double that amount for next year – FY15 – so that the second year of the workload mitigation program shall be in the amount of at least \$240,000.
- To allocate yearly incremental increases of at least \$120,000 for the program.
- To derive these monies from stable and renewable sources of funding, even if doing so requires temporarily reallocating funds from unfilled full-time faculty lines.
- To develop the principles and methods of allocating all course reductions in consultation with elected faculty leaders of the Faculty Senate and Council of Chairs and other appropriate elected faculty governance bodies.

As already reported to you, previously, on April 9, 2014, the Faculty Senate had adopted the following statement without dissent (30 yes - 0 no -1 abstention):

In a reaffirmation of our faculty-wide campaign for a reduction of the College's 4-3 base teaching load (and, for lecturers, 5-4 base teaching load), the need for which is evidenced by the results of the COACHE survey, we declare that teaching load reduction is our top priority. The current teaching load harms our students' academic success. We hold that resources in the College budget should be directed to mitigating teaching load for our current faculty even if it means not hiring new faculty. We call upon the administration of John Jay to support the faculty's top priority.

The 2012 COACHE Faculty Job Satisfaction Survey "Provost's Report" for our College states: "The key for every faculty member is to strike a balance between institutional expectations for each aspect of work and time and ability to perform that work. Dissatisfaction can occur when faculty members feel expectations are unreasonable, institutional support is lacking, or the distribution of work is inequitable. Time is the common denominator; if faculty do not have time to adequately perform in any of these areas [research, teaching, and service] commensurate with expectations, dissatisfaction can occur and morale and productivity can suffer" (p. 18).

We note that the COACHE Survey results of John Jay's tenured faculty show that 53% of the respondents said that the teaching load at John Jay is one of the "Worst aspects of working at John Jay" but did not make it at all into the "Best aspects of working at John Jay." John Jay's Office of Institutional August 2012 Report analyzing the survey results notes that "Twice as many faculty report dissatisfaction with teaching load than our peer institutions and would negotiate it in their contract if they could. They are also more dissatisfied with time spent to administrative work. They disagree that they are able to balance their time spent on teaching, performing research and in service" (pp. 5-6).

Asked "If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?, 59% of John Jay's tenured faculty identified teaching load (e.g., course release) compared to 25% of peer institutions and 14% of all institutions participating in the survey. As to the statement: "I am able to balance teaching, research, and service activities expected of me," 59% at John Jay disagreed while 41% disagreed at peer institutions and 38% disagreed at all institutions (p 6). [The five peer institutions for this Report, chosen by John Jay Administration, were College of Staten Island/CUNY; Hunter College/CUNY; Queens College/CUNY; Buffalo State College/SUNY; and University of Wisconsin at Parkside.]

It is the Faculty Senate's strongly held belief and experience that the academic success of our students suffers when faculty do not have sufficient time to provide the regular, timely, and meaningful feedback our students need and deserve. When we admit students to our College, we implicitly pledge to them that we will do everything within our power to enable them to succeed academically and personally. This requires giving faculty the time and the opportunity to provide that feedback to all our students, from those with extraordinary advanced skills and talents to those who are not yet fully prepared for college-level work and life.

Teaching at John Jay is an act of social justice for many of us on the faculty. We treasure our work and our students. We ask the John Jay Administration to support us as we support, teach, mentor, motivate, and – we hope – inspire our students.

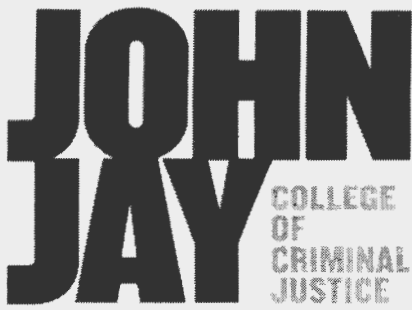
Faculty also are committed to rigorous and active research agendas and to creating powerful and transformative works of art. For these activities, the faculty also need the support of our Administration.

Furthermore, our success in recruiting excellent members of our faculty and our success in retaining them at John Jay is inextricably bound to the teaching load we offer them and the teaching load we require them to maintain. This workload initiative is critical to the faculty excellence in teaching, research, and service that our students, our colleagues, and our College need and deserve.

Sincerely,

Karen Kaplowitz

Karen Kaplowitz, Ph.D.
President, Faculty Senate



ATTACHMENT E

*Karen Kaplan, Ph.D.
President
Faculty Senate*

*John Jay College of Criminal Justice
New York, NY 10019
Tel: 212-379-1111
Fax: 212-379-1111
www.jay.cuny.edu*

May 11, 2015

Dear President Travis,

Workload mitigation was identified as the top FY 2014-2015 budget priority of the Faculty Senate and the Council of Chairs. A proposal to add \$120,000 to the Financial Plan, resulting in \$304,000 of total funding for workload mitigation for the current fiscal year was supported by the College's Fiscal Planning Subcommittee and by the College's Budget and Planning Committee. Because workload mitigation has been identified as the top priority of the John Jay faculty and of the Faculty Senate, which represents it, we accordingly ask you, as we prepare our College's Fiscal Plan for FY 2015-2016, to:

- Recognize that one point stood out above all others in the 2012 COACHE survey: the John Jay faculty's widespread discontent is due to their inability to perform to their potential with a 4/3 base workload.
- Recognize that faculty do not have a teaching load but a workload, which consists of both teaching and reassigned time to do labor intensive college service or conduct research—activities that usually take much more time than the equivalent in teaching hours.
- Recognize that the full-time faculty's average workload consists of 21 hours, that is, seven courses, and that the often cited 14.9 average course load statistic obscures the nature of our job because 14.9 hours only takes into account teaching load and not workload.
- Recognize that with a 4/3 workload and without professional Teaching Assistants or Research Assistants, or even secretarial help, the intense demands on the faculty's physical and intellectual energy severely compromise the faculty's ability to teach effectively.

- Recognize that a 3/3 workload would enable faculty to teach better and to keep up with the research demands John Jay College has made a hallmark of its movement forward as a baccalaureate liberal arts college and master's-granting institution.
- Recognize that most distinguished public universities across the globe have a 2/2 workload, which often includes professional Teaching Assistants to help with grading and Research Assistants to help with publishing, and secretaries to help with the many daily tasks we are required to take care of, because it allows professors to work smart (not less), enabling them to devote increased amounts of time to each of their teaching, research, and service obligations.
- Recognize that a 3/3 workload would promote the successful recruitment and retention of outstanding faculty. This, in turn, would provide more faculty being available and willing to participate in the governance of the college, in extracurricular student activities so important for student engagement, in student advisement, and in peer mentoring.
- Recognize that since the current allocation plan of \$304,000 provides one (1) course release every other year for eligible faculty members, then doubling the amount to \$608,000 would allow for one (1) course release to be given every year for eligible faculty, and that with some added funding across-the-board workload reduction could be achieved for all senior faculty at a cost of less than \$1 million per year, about one percent of the approximately \$90 million dollar college budget.
- Recognize that supporting the request for future funding, called for in the May 2014 Joint Resolution of the Faculty Senate, Council of Chairs, and Budget and Planning Committee, and reaffirmed by the Faculty Senate at its May 8, 2015, meeting, will help John Jay College avoid the traps of the national trends identified by the Delta Cost Project, which has demonstrated that the trend in higher education is to spend 60-70% on everything but instruction—from new buildings to branding consultants to top-heavy administrations—and that this national trend corresponds not only with higher tuition rates but also, according to the National Survey of America's College Students, to a decline in college literacy skills, which contributes to the high unemployment rate among recent graduates.
- Recognize that the problem of some students entering college without foundational skills, a problem that Chancellor Milliken identified in his November 2014 speech to the Association for a Better New York (ABNY) as the number one obstacle at CUNY, is especially acute at John Jay College.
- Recognize that a 4/3 workload does not permit faculty to provide students with the types of assignments and meaningful feedback, which all the Scholarship of Teaching and Learning (SOTL) research emphasizes as the second-most effective factor in student learning behind student "time on task." Doing the calculation for an ideal scenario

illustrates this point. A very hardworking professor who puts in a 50-hour week, and who sees her mission as primarily teaching, will devote half of her time to her students rather than to the other proverbial legs of research and service. During a 4-course semester, those 25 teaching hours require 10 in-class hours. If the remaining 15 hours are divided among 120 students (4 sections of 30 students each), that represents only 7 minutes and 30 seconds per student per week to correct and comment upon papers and exams. And that is before this professor has met with a student in office hours, or responded to an e-mailed question, let alone attended faculty meetings or teaching workshops or written a letter of recommendation or conducted any research.

- Recognize that John Jay's Mission Statement, which vows to put the needs of our students first and sets forth a list of admirable goals, is unattainable if we do not give the faculty the time and support necessary to help our students learn.
- Recognize, for the reasons stated above, that workload mitigation should be the number one priority when submitting a budget for the Chancellor's approval.

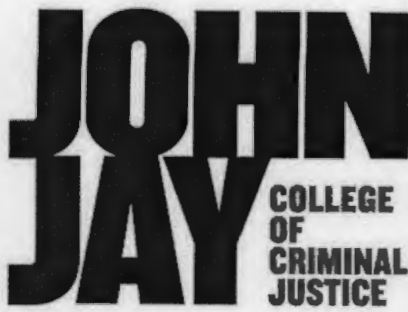
In light of these facts, we, the Faculty Senate, call upon you and your administration to ensure that this year's budget include funding for a 3-3 base workload (4-4 for lecturers) for all faculty members at the College.

This letter to you, President Travis, was adopted by the Faculty Senate at its May 8, 2015, meeting by unanimous vote.

Sincerely,

Karen Kaplowitz

Karen Kaplowitz
President, Faculty Senate



ATTACHMENT F

*Karen Kaplowitz, PhD
President
Faculty Senate*

*899 Tenth Avenue, Room 229T
New York, NY 10019
T. 212.237.8724
F. 212.472.8506
kkaplowitz@jjay.cuny.edu*

May 12, 2015

Dear President Travis,

I am writing to memorialize the protocol for facilitating communication between the Faculty Senate and you and your administration that was agreed upon when you attended the most recent Faculty Senate meeting on May 8, 2015. Please let me know if my summary comports with your memory and understanding and that of Provost Bowers who also attended the meeting.

Once the new Executive Committee of the Faculty Senate is elected next week on May 21, meeting dates will be set for the next year between the Senate Executive Committee and you and members of your Administration you identify. These meetings will be on a regular basis, perhaps every three or four weeks, to be decided, with meetings cancelled if not needed. The Executive Committee will not be empowered to make decisions but will report fully to the Senate following each meeting. The Senate Executive Committee and the Administration will both place items on the agenda in advance of each meeting.

The members of the new Faculty Senate Executive Committee, will stand for election with the knowledge that their responsibilities will be extended to include these meetings and the electorate will cast ballots for the members of the Executive Committee knowing that these meetings will be part of the Executive Committee members' responsibilities.

In addition, when the Senate Executive Committee sets its agenda it will consider whether there are items that would benefit from a specific administrator meeting with the Senate to provide information or to answer questions. If so, the Executive Committee will invite that administrator(s) who will be informed of the amount of meeting time to be allocated to the discussion; given that the community hour does not provide ample time for the Senate to fully conduct its business, these visits by administrators might be for five minutes or ten minutes. To make this aspect of the protocol possible, administrators will keep the Faculty Senate meeting times open so they can attend if and when invited to do so.

Sometimes small ad hoc committees of administrators and Senators will be formed to work out issues that would benefit from such a structure. Similarly, meetings of one or two members of

the Executive Committee with one or two administrators might be the best way to proceed on other matters.

Thank you for accepting our invitation to meet with the Senate last week.

Sincerely,