

**Faculty Senate Minutes #529**  
**John Jay College of Criminal Justice**

**Thursday, October 14, 2021**

**1:40 PM**

**Zoom**

**Present (36): Alex Alexandrou, Chevy Alford, Andrea Balis, Elton Beckett, Ned Benton, Mohamed Ben Zid, David Brotherton, Marta Concheiro-Guisan, Lissette Delgado-Cruzata, Jonathan Epstein, Jessica Gordon-Nembhard, John Gutierrez, Maki Haberfeld, Jay Hamilton, Christopher Herrmann, Veronica Johnson, Karen Kaplowitz, Catherine Kemp, Erica King-Toler, Yuk-Ting (Joyce) Lau, Vicente Lecuna, Anru Lee, Alexander Long, Samantha Majic, Gerald Markowitz, Mickey Melendez, Hyunhee Park, Patrick Raftery, Maureen Richards, Stephen Russell, Francis Sheehan, Gregory Sheppard, Charles Stone, Fritz Umbach, Adam Wandt, Violet Yu**

**Absent (2): Heath Grant, Marta-Laura Haynes**

**Guest: Professor Zabby Hovey**

**Agenda**

- 1. Adoption of the agenda**
- 2. Announcements**
- 3. Adoption of Minutes #528 of the September 27, 2021, meeting**
- 4. Proposed Resolution on Faculty Development and Online Instruction**
- 5. Proposed Resolution from the Committee on Racial Justice & Inclusion**
- 6. Budget report**
- 7. New business**

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

**2. Announcements**

President Ned Benton reported that Provost Yi Li has just sent a letter to the chairs, program directors, and other schedulers informing them that 70% of course sections must be fully in person in the next semester. Furthermore, CUNY has decided that hybrid courses will henceforth count as online courses (a change from the past when hybrid courses were counted as in-person classes.) The reason for the change in categorization of hybrid courses is that some campuses cheated by offering hybrid classes as totally online but with one in-person session, that being the final exam. Upon realizing this, CUNY became angry and reacted to the malfeasance by changing the designation for hybrid. So we are to come up with 70% course sections that are 100% in person and no more than 30% combined online and hybrid sections. In addition, CUNY is requiring every full-time faculty member to teach at least one course in person unless excused by both the chair and the provost. President Benton noted that this contradicts the Senate's position. He has written to the schedulers saying this not only

contradicts the Senate's position but is unworkable and unfair. He added that he doesn't think we'll be able to get to 70% in-person.

Senator Maki Habersfeld said as a department chair, she knows her department will not get to 70% in-person instruction. Her faculty don't want to come to the campus because of the pandemic. They want asynchronous courses and they consider this a matter of academic freedom. Senator Jerry Markowitz said this is really an issue that the chairs have to address, that the chairs have to reclaim their authority to make their own course schedules. President Benton said the UFS and the CUNY Council of Faculty Governance Leaders need to also speak up, adding that it seems to him that the faculty should say no.

Senator Adam Wandt said he is worried about pedagogy. He has been teaching hybrid courses for eight years and that several major studies show that hybrid instruction combines the best of both worlds. CUNY gave him a grant to teach faculty how to do hybrid instruction and he hasn't taught in person-only courses since then. This mandate contradicts best pedagogical practices.

**3. Adoption of Minutes #528 of the September 27, 2021, meeting.** Approved.

**4. Proposed Resolution on Faculty Development and Online Instruction**

Following discussion at the previous Senate meeting and further discussion at this meeting, the proposed resolution was amended and adopted by unanimous vote:

**Resolution on Faculty Development and Online Instruction  
John Jay College Faculty Senate, October 14, 2021**

Whereas, funding of \$500,000, to be spent over 2 fiscal years for faculty development, was allocated during the college budget process without review of a specific proposal;

Whereas, the Online Excellence Project 2021-2022 was announced following adoption of the budget without further substantive review by governance bodies;

Whereas, the Faculty Senate approves of faculty development opportunities and approves of initiatives to improve instruction in all modalities;

Whereas, the Faculty Senate supports the decision to not include, in Online Excellence course templates, simultaneous dual (also known as "HyFlex") modality instruction;

Therefore, having now reviewed the Online Excellence 2021-2022 FAQ and having heard a presentation about the project, the Faculty Senate makes the following recommendations:

1. The \$500,000 of one-time Faculty Development funds should be invested in projects for fulltime and adjunct faculty teaching at all levels and modalities of instruction.
2. If course templates are to be developed, they should be structured as resource collections applicable to classroom face-to-face, hybrid, synchronous and asynchronous online courses. The course resource collections should not exclusively cover fully-online synchronous modalities,

requiring future instructors to independently adapt materials to classroom, hybrid and synchronous delivery.

3. The online course resources should use applications and technologies that are commonly supported and available to faculty and students, such as Blackboard and Zoom, and avoid the assignment of applications and technologies that are not routinely available and supported, and/or available at additional cost to students or the college.

4. There should be consistent efforts to select and develop instructional processes and techniques that work well for the diverse range of students served by our college.

5. Support for common instructional technologies should be available to faculty and students at all hours and days.

6. Course resource collections and any online course templates should standardize on the 16-week large semester format, with options for shorter formats. Departments and graduate programs should determine any standard semestral structure for delivery of programs, including the semestral structure of graduate programs originally developed in partnership with the Department of Online Education and Support.

7. Early in the development process for each course resource collection, a designated departmental or program curricular body should review the proposed scope and content to assure alignment with applicable learning goals and core curricular content. 8. Course resource collections should not mandate the purchase by students or the college of particular physical or digital textbooks or learning packages, so instructors can continue to assign textbooks.

9. While departments and programs can mandate course content through appropriate curricular governance structures and processes, use of course resource collections must never be mandatory.

If the above expectations cannot be accepted, then the budget for Faculty Development should be revised, reducing the Online Excellence budget so as to provide balanced funding for alternate projects

The Resolution, as amended, was adopted by a vote of 36 yes, 0 no, and 0 abstentions.

## **5. Updated Proposed Resolution from the Faculty Senate Committee on Racial Justice & Inclusion**

Senator Jessica Gordon-Nembhard, chair of the Faculty Senate Committee on Racial Justice & Inclusion, reported that the committee reworked its resolution and statement, as suggested at the last Senate meeting, and are presenting it in the hopes that the Senate will adopt it as its own statement. She added that the committee is working on a separate proposal about alternate assessments of teaching which they plan to bring to the Senate in December.

Senator Anru Lee objected to the absence of any mention of Asian faculty in the resolution and statement. Senator Veronica Johnson said that the literature does not identify anti-Asian faculty bias in student evaluations of faculty and that is the reason that Asian faculty are not explicitly named in the statement. Senator Lee said the more she reads and advises research students, the more it seems that the lack of literature about the issue is, indeed, the problem;

she noted that Asians seem to be invisible in America perhaps because of an assumption that Asians are doing well because so many are doing well financially.

Senator Violet Yu said it is very important to recognize the suffering of Asian-Americans. She noted that the proposed statement speaks to the negative impact of the pandemic and we know that the pandemic has created a strong anti-Asian response. She noted that the lack of literature about bias toward Asian-American faculty in student evaluations of faculty is itself a sign of invisibility, a sign that Asians don't count. She said she felt despair when she read the draft statement and didn't see Asians mentioned.

Senator Gordon-Nembhard said Senator Lee's and Senator Yu's objections are very important and thanked them for voicing them. She suggested amending the document accordingly. Senator Veronica Johnson, a member of the committee, agreed, saying that there had been no plan to erase the anti-Asian bias created by Covid. She said she suspects that the reason why Black and Brown people have been so studied with regard to student evaluation of faculty is because of a perception of the inadequacy of these faculty.

Senator Markowitz thanked Senators Lee and Yu for their comments. He seconded the changes Senator Gordon-Nembhard proposed.

Senator Lee expressed her thanks and said she really appreciates the responses.

The Resolution and Statement, as amended, was adopted by a vote of 35 yes, 1 abstention, and 0 no's. It, thus, was adopted without dissent. The text is below:

### **John Jay Faculty Senate Statement on Student Evaluations of Faculty**

**John Jay College Faculty Senate, October 14, 2021**

The Faculty Senate recommends that in light of the research published (detailed below in the background section) student evaluations of teaching, particularly during the COVID-19 pandemic, should be given the least possible weight in the process for tenure, rehire and promotion starting Spring 2021 onward. The use of student evaluations of teaching as measures of teaching effectiveness should only be considered in the context of literature that suggests student evaluations are impacted by students' implicit and explicit racial and other biases.

The Faculty Senate suggests that the College begins to think about the disproportionate impact of institutional racism and the COVID pandemic on People of Color, Queer, and Trans adjunct and full-time faculty and staff. Covid has unleashed a spate of racist violence, including against Asians and Asian Americans. For any rehiring, tenure and promotion decisions made during Fall 2021 onward student evaluations of faculty need to be assessed in light of the bias that has been documented against faculty of color. There is strong evidence which shows that BIPOC, women and LGBTQ+ faculty, and adjunct faculty, already suffer from disproportionately negative student

evaluations which have been shown to adversely impact their career advancement pre-COVID-19.<sup>1</sup> Now that COVID-19 and mass state violence have created an environment where full-time faculty, adjunct faculty, and staff are attempting to help students academically during one of the most challenging times of their lives, it is very likely that those challenges will be most evident in the student evaluations of marginalized faculty. Given the overwhelming evidence around the biased and tenuous nature of student evaluations of marginalized faculty, we advise that student evaluations posted from Spring 2020 onward (until a year after the official end of the pandemic), are accorded the least possible weight in re-hiring, promotion, or tenure decisions of full-time faculty, adjunct faculty, or staff. Instead, we suggest student evaluations be used in tandem with faculty observations to support better pedagogical practices in the classroom. During this grave time, student evaluations should not be used to assess the abilities of faculty, the veracity of their work, or their capacity in teaching when going up for rehire, tenure, and/or promotion. [Background supporting document is attached.]

Prepared and Proposed by the John Jay Faculty Senate Committee on Racial Justice and Inclusion. Members: Chevy Alford, Silvia Dapia, Lissette Delgado-Cruzata, Jessica Gordon-Nembhard, Heath Grant, Amy Green, John Gutiérrez, Veronica Johnson, Alexander Long, Gerald Markowitz, Alexandra Moffet-Bateau, Mangai Natarajan.

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<sup>1</sup> [Lazos, S. R. \(2012\). "Are Student Teaching Evaluations Holding Back Women and Minorities?" G. Gutiérrez y Muhs, Y. Flores Niemann, C. G. González, & A. P. Harris \(Eds.\), \*Presumed Incompetent: The Intersections of Race and Class for Women in Academia\* \(1st ed., Vol. 1, pp. 164–185\). Utah State Univ Press.](#)

## Background for The Faculty Senate Statement on Student Evaluation of Faculty:

### *Scholarship around bias associated with student evaluation of faculty:*

Researchers have identified persistent and chronic bias in student evaluations of faculty on the basis of the faculty member's race, sexual orientation, and gender, as well as bias based on the intersection of faculty race *and* gender (Perry, Wallace, Moore, & Perry- Burney, 2015; Smith & Hawkins, 2011). Smith and Hawkins (2011)<sup>2</sup> found that Black college faculty received lower student evaluation rankings than White and other non-Black faculty of color. Smith (2009)<sup>3</sup> found that ratings of overall value of course and overall teaching effectiveness were lower for African American faculty compared to White faculty and non-Black faculty of color. Reid (2010)<sup>4</sup> found that Black and Asian faculty received poor student evaluation ratings of the quality, clarity, and helpfulness of their teaching compared to their White peers. In addition, findings showed that Black female professors were rated as harder instructors than Black male professors and White faculty members of either gender. Bavishi et al (2010)<sup>5</sup> manipulated the race of the professor on mock faculty members' CVs to test racial bias in student ratings of the professors' competency, legitimacy, and interpersonal skills. Results showed that African American professors' ratings were lower on competency and legitimacy than Asian and White professors. Additionally, African American and Asian professors were rated lower on interpersonal skills than White professors. Another study found that White and Black students evaluated Black faculty's academic competence more harshly than White faculty (Ho, Thomsen, & Sidanius, 2009)<sup>6</sup>. In addition, Black students' acceptance of anti-Black beliefs and sentiments led to lower ratings of Black faculty and harsher evaluation of Black faculty's academic competence than Black students who did not endorse anti-Black beliefs.

Finally, previous study findings show that students assume African American faculty members have more content knowledge and expertise on racial issues, and are more adept at teaching courses that focus on issues of race and racism (Littleford et al., 2010)<sup>7</sup>. However, students also expected African American faculty to be more biased and judgmental than White American faculty when teaching race-related content and courses. When topics of race and racism

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<sup>2</sup> [Smith, Bettye P., and Billy Hawkins. "Examining Student Evaluations of Black College Faculty: Does Race Matter?" \*The Journal of Negro Education\*, vol. 80, no. 2, Journal of Negro Education, 2011, pp. 149–62.](#)

<sup>3</sup> [Smith, Bettye. \(2009\). Student Ratings of Teaching Effectiveness for Faculty Groups Based on Race and Gender. \*Education\*. 129.](#)

<sup>4</sup> [Reid, L. D. \(2010\). The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors.Com. \*Journal of Diversity in Higher Education\*, 3\(3\), 137–152.](#)

<sup>5</sup> [Bavishi, A., Madera, J. M., & Hebl, M. R. \(2010\). The effect of professor ethnicity and gender on student evaluations: Judged before met. \*Journal of Diversity in Higher Education\*, 3\(4\), 245–256.](#)

<sup>6</sup> [Ho, A. K., Thomsen, L., & Sidanius, J. \(2009\). Perceived academic competence and overall job evaluations: Students' evaluation of African American and European American professors. \*Journal of Applied Social Psychology\*, 39 \(2\), 389-406.](#)

<sup>7</sup> [Littleford, L. N., Ong, K. S., Tseng, A., Milliken, J. C., & Humy, S. L. \(2010\). Perceptions of European American and African American instructors teaching race-focused courses. \*Journal of Diversity in Higher Education\*, 3\(4\), 230–244.](#)

in courses elicit feelings of anger, discomfort, and guilt, students express these feelings toward faculty in their student evaluations. Significantly, As Kendra Hamilton, assistant editor of *Black Issues in Higher Education*, observed, “White professors who teach challenging courses about race get patted on the back—even when [they] get pretty negative student evaluations. But people of color who teach about race are frequently punished in very, very serious ways; marginalized [and]... denied raises or promotions, or tenure, largely on the basis of student evaluations.”<sup>8</sup>

Overall, these findings suggest that Black and other faculty of color often face racial bias that impacts student evaluations of their teaching. White and non-White students, alike, rated Black faculty and other faculty of color more harshly when teaching courses overall, and specifically courses that attempt to integrate content on race or racism. This is particularly concerning given that Black faculty, and other faculty of color, are often recruited because of their expertise in race, racism, and multiculturalism more broadly.

Other research shows that bias in student evaluations of teaching can also stem from the faculty members’ real or perceived gender or sexual orientation (Murray et al., 2020; Wallace, Lewis, & Allen, 2019). Murray et al. (2020)<sup>9</sup> found that race and gender mattered in the evaluation of faculty teaching by students. Specifically, being White and male advantaged professors over those who identified as non-White and/or non-male. Wallace, Lewis, & Allen (2019)<sup>10</sup> found a trend by which female faculty of colors’ student evaluations of teaching were disproportionately more negative than those of White women and White men, showing that there may be an intersectional impact of racial and gender bias of women of colors’ student evaluations. Andreana Clay reminds us, that we know queer faculty tend to be targeted via student evaluations “that call out colleagues as ‘faggots,’ chastise... white lesbian colleagues for being ‘intimidating,’ or any of us for ‘favoring queer students’ in the classroom.”<sup>11</sup>

Of note, the extant literature does not provide sufficient information to conclude that bias on the basis of race, gender, or sexual orientation fully explains consistently low ratings of faculty members of color, but does demonstrate how racial bias can suppress student ratings (Linse, 2017).<sup>12</sup> Therefore, the reality of racial bias in student valuations of teaching should be

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<sup>8</sup> Few-Demo, A. L., Piercy, F. P., & Stremmel, A. J. (2016). “Balance the Passion for Activism with the Demands of Tenure: One Professional’s Story from Three Perspectives.” [P. A. Matthew \(Ed.\), \*Written/Unwritten: Diversity and the Hidden Truths of Tenure\* \(1st ed., Vol. 1, pp. 201–221\). University of North Carolina Press.](#)

<sup>9</sup> Murray, D., Boothby, C., Zhao, H., Minik, V., Berube, N., Lariviere, V., & Sugimoto, C. R. (2020). [Exploring the personal and professional factors associated with student evaluations of tenure-track faculty. Plos One.](#)

<sup>10</sup> Wallace, S. L., Lewis, A. K., & Allen, M. D. (2019). [The State of the Literature on Student Evaluations of Teaching and an Exploratory Analysis of Written Comments: Who Benefits Most? College Teaching, 67\(1\), 1–14.](#)

<sup>11</sup> Clay, A. (2016). ““Colored” is the New Queer.” [P. A. Matthew \(Ed.\), \*Written/Unwritten: Diversity and the Hidden Truths of Tenure\* \(1st ed., Vol. 1, pp. 109–113\). University of North Carolina Press.](#)

<sup>12</sup> Linse, A. R. (2017). [Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees. Studies in Educational Evaluation, 54 \(1\), 94-106. https://doi.org/10.1016/j.stueduc.2016.12.004](#)

considered as **essential context** for the use of student evaluations of teaching for tenure, rehire, and promotion.<sup>13,14,15,16</sup>

### *The Context of the COVID-19 Pandemic*

Over the last thirteen months the world has been faced with turmoil that has rocked much of the stability that we've come to take for granted in our everyday lives. March 2020 happened and suddenly the simplest things like toilet paper, and hand sanitizer were impossible to find. As a community we were suddenly faced with COVID-19, a global pandemic that swept through New York City in a way that was brutal and terrifying. At John Jay College we transitioned quickly to online teaching, and despite a couple of hiccups in the beginning, collectively, students, faculty, and staff, did the best we could to get through the semester. As we start the Fall 2021 semester, the fallout of the pandemic continues to ravage vulnerable communities throughout the United States and around the world. At John Jay College, the communities who have been most devastated by the COVID-19 pandemic, as well as the twin pandemic of state violence and mass incarceration, are Black and Brown, Asian, and trans faculty, staff, and students, as well as queer faculty, staff and students at large.

More than 66% of LGBTQ households have “had a serious financial problem,”<sup>17</sup> and “the pandemic has left one-third of Black adults struggling to pay for basic necessities, including about half of Black women with children. Half of Black adults said someone in their household has lost a job, been furloughed, or had their income or hours reduced since the pandemic struck in February. Among Black parents, the number rises to two-thirds.”<sup>18</sup> There has also been a significant amount of reporting which indicates that adjuncts have suffered disproportionate financial impacts due to the COVID-19 pandemic.<sup>19</sup> When it comes to the impact of the disease itself, the data is especially startling. The CDC reports that, “A study of selected states and cities with data on COVID-19 deaths by race and ethnicity showed that 34% of deaths were among non-Hispanic Black people, though this group accounts for only 12% of the total U.S. population.”<sup>20</sup> In

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<sup>13</sup> [Bavishi, A., Madera, J. M., & Hebl, M. R. \(2010\). The effect of professor ethnicity and gender on student evaluations: Judged before met. \*Journal of Diversity in Higher Education\*, 3\(4\), 245–256.](#)

<sup>14</sup> [Perry, A. R., Wallace, S. L., Moore, S. E., & Perry-Burney, G. D. \(2014\). Understanding Student Evaluations: A Black Faculty Perspective. \*Reflections: Narratives of Professional Helping\*, 20\(1\), 29.](#)

<sup>15</sup> [Reid, L. D. \(2010\). The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors.Com. \*Journal of Diversity in Higher Education\*, 3\(3\), 137–152.](#)

<sup>16</sup> [Smith, B. P., & Hawkins, B. \(2011\). Examining Student Evaluations of Black College Faculty: Does Race Matter? \*The Journal of Negro Education\*, 80\(2\), 149–162.](#)

<sup>17</sup> [Movement Advancement Project. November 2020. The Disproportionate Impacts of COVID-19 on LGBTQ Households in the U.S.](#)

<sup>18</sup> [Fletcher, M. A. \(2020, October 14\). \*New poll shows how the pandemic has devastated Black families. The Undefeated.\*](#)

<sup>19</sup> [Rodriguez, Carmen Heredia. \(2020, July 21\). \*COVID Crisis Endangers Adjunct Professors. Kaiser Health News, U.S. News.\*](#)

<sup>20</sup> [CDC: Centers for Disease Control and Prevention. \(2020, December 10\). \*COVID-19 Racial and Ethnic Health Disparities. CDC, COVID-19, Work & School.\*](#)



addition, Asian American discrimination has increased during COVID. As a result, everyone on the John Jay College campus is feeling the disparate impact of the twin pandemics of COVID-19 and mass state violence. Students, full-time faculty, adjuncts, and staff from marginalized groups are suffering more than ever with unprecedented numbers of familial deaths, personal illness, as well as financial, food, and housing insecurity.

The campus administration is currently making efforts to provide necessary extra support to students who are struggling with their academics during this tenuous time. The Faculty Senate suggests that the College begins to think about the disproportionate impact of these twin pandemics on Queer, Black, Brown, Asian, and Trans adjunct and full-time faculty and staff. Specifically, when it comes to how student evaluations should be assessed during any re-hiring and tenure decisions made during Fall 2021 onward. As reviewed above, there is strong evidence which shows that faculty of color, women and LGBTQ+ faculty, and adjunct faculty already suffer from disproportionately negative student evaluations which have been shown to adversely impact their career advancement pre-COVID-19.<sup>21</sup> Now that COVID-19 and mass state violence have created an environment where full-time faculty, adjunct faculty, and staff are attempting to help students academically during one of the most challenging times of their lives, it is very likely that those challenges will be most evident in the student evaluations of marginalized faculty. Given the overwhelming evidence around the biased and tenuous nature of student evaluations of marginalized faculty, the Faculty Senate advises that student evaluations posted from Spring 2020 onward (until a year after the official end of the pandemic), are accorded the least possible weight in re-hiring, promotion, or tenure decisions of full-time faculty, adjunct faculty, or staff. Instead, we suggest student evaluations be used in tandem with faculty observations to support better pedagogical practices in the classroom. During this grave time, student evaluations should not be used to assess the abilities of faculty, the veracity of their work, or their capacity in teaching when going up for rehire, tenure, and/or promotion.

The evidence detailed above supports the recommendation of the Faculty Senate that teaching evaluations should be considered within this context and given limited weight in the tenure, rehire and promotion processes. While much more needs to be done to address the critical needs of marginalized faculty particularly during these twin-pandemics, the Faculty Senate contends that this first small step will help protect those faculty from further institutional roadblocks along their path to career advancement. Particularly given that the retention of marginalized full-time faculty, adjuncts, and staff, is more critical now than ever.

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<sup>21</sup> [Lazos, S. R. \(2012\). "Are Student Teaching Evaluations Holding Back Women and Minorities?" G. Gutiérrez y Muhs, Y. Flores Niemann, C. G. González, & A. P. Harris \(Eds.\), \*Presumed Incompetent: The Intersections of Race and Class for Women in Academia\* \(1st ed., Vol. 1, pp. 164–185\). Utah State Univ Press.](#)

## **6. Budget report**

President Benton reported that John Jay's budget was not approved by CUNY. As with the case of a handful of CUNY colleges, our budget was not approved as submitted because the third year shows us with a deficit. We have been asked to resubmit a budget with no projected deficit.

In CUNY's budget proposal to Albany for FY2022-23, the CUNY trustees have asked for funding to support 1,025 new faculty lines, of which 500 would be lecturers; these 500 lecturer lines would be adjunct conversion lines for which only current CUNY adjuncts would be permitted to apply. In the 5-year capital request approved by the CUNY trustees, there is zero funding being requested for John Jay; there is no proposal for North Hall or for anything for our college except funds for building maintenance.

CUNY Trustee Robert Mujica — who is the NYS Budget Director — asked about new student enrollments to support new budget requests. This means the underfunding of our current students would be baked in, President Benton said. He also reported that the PSC is being very helpful about the SUNY/CUNY Report that he authored, noting that the Assembly Speaker is very interested in the study. Also, both the PSC lobbyist and VC for Finance Matthew Sapienza said full funding of the Tap Gap is baked in, that all are committed to it.

Senator Jerry Markowitz said it is truly great that Ned's study is getting the attention from CUNY that it deserves. On the other hand, he said, although CUNY is asking for 1,025 faculty lines, many of them are for replacement hires. President Benton said it would take a 1,000 faculty lines to close the faculty gap in the senior colleges, alone. On the other hand, this may turn out to be a major new infusion for John Jay.

Senator Jonathan Epstein asked whether these 500 lecturer lines would be permanent and full-time. President Benton said the answer is yes to both questions.

The meeting was adjourned at 2:55 pm.

Submitted by Karen Kaplowitz