

FACULTY SENATE MINUTES #109

John Jay College of Criminal Justice

August 30, 1994

3:15 PM

Room 630 T

Present (26): Yahya Affinnih, Ira Bloomgarden, Orlanda Brugnola, Hecca Costa, Edward Davenport, Jane Davenport, P. J. Gibson, Elisabeth Gitter, Robert Grappone, Diane Hartmus, Elizabeth Hegeman, Zelma Henriques, Laurence Holder, Karen Kaplowitz, Richard Koehler, Leona Lee, Gavin Lewis, Tom Litwack, Barry Luby, Peter Manuel, Jill Norgren, Dan Pinello, Charles Reid, Edward Shaughnessy, Maurice Vodounon, Agnes Wieschenberg

Absent (12): Arvind Agarwal, Michael Blitz, Peter DeForest, Robert DeLucia, Pat Gary, Arlene Geiger, Lou Guinta, James Malone, Henry Morse, Carmen Solis, Davidson Umeh, Bessie Wright

AGENDA

1. Announcements from the chair
2. Approval of Minutes #108 of the May 24 meeting
3. Approval of calendar of Senate meetings
4. senate Committees
5. Report on the budget: Senator Tom Litwack
6. Preliminary report from the Faculty Senate/Council of Chairs
Ad Hoc Committee on Phase 11: Senator Jane Davenport
7. Report on preliminary plans for the conference on criminal justice education
8. Election of Senate representatives
 - a. College Calendar Committee
 - b. College Committee on Cultural Diversity and Pluralism
9. Mollen Commission recommendations and report about the College Comprehensive Planning Committee's recommendations regarding John Jay's possible involvement in the education/training of NYPD police recruits
10. Issues of academic standards and retention
11. New Business

1. Announcements from the chair [Attachment A]

The Senate was directed to the written announcements [Attachment A].
A]. Three new members of the Senate, who are also new members of the

faculty, were introduced: Professors HeCSa Costa (Puerto Rican Studies), Diane Hartmus (Public Management), and Dan Pinello (Government), all of whom are their department's representative to both the College Council and the Senate.

A memorial commemoration for Professor Zao Maliwa, who was a member of the faculty since 1971 and a member of the Faculty Senate for most of the Senate's existence, will be held on Monday, October 3, at 3:15 in Room 630: Professor Jannette Domingo, chair of the African-American Studies Department, is organizing the event. Also, Professor Milton Loewenthal, a founding member of the faculty, is being memorialized in a book of remembrances, which Professor Robert McCrie (Law and Police Science) is collecting and issuing: anyone wishing to contribute to it is asked to call or write Professor McCrie. Professor Leo Loughrey, also a founding member of the faculty and also a member and past chair of the Department of Law & Police Science until his retirement three years ago, died in May.

Senator Gitter announced that a memorial service for TSP Executive Director Billie Kotlowitz, who was with the Thematic Studies Department since its inception in 1973, will be held in November.

Senator Gitter also reported that the Thematic Studies Department has hired an acting executive director, Doris Torres, who will assume the position September 1. Senator Gitter expressed her hope that faculty who come by TSP will introduce themselves to her and make her welcome.

President Kaplowitz recalled that Senator Gitter gave a tremendously moving and eloquent eulogy for Billie at her funeral on June 19 and that Professor Eli Silverman gave a beautiful and heartfelt eulogy for Milt at his funeral on August 9. Zao, she explained, was in Africa when she died during the summer.

President Kaplowitz reported the news that long distance telephone capacity is being restored to the faculty this fall in accord with resolutions from the Faculty Senate and the Council of Chairs. When the applause finally ended, she was asked when this restoration will take place and she explained that according to the plan developed by the Budget Planning Committee and approved by the administration, each department chair will be given a long distance budget for her or his department and it will be up to each chair to allocate the budget to department members. The mechanics of that are being worked out NOW.

Senator Jane Davenport reported that, in June, \$40,000 surplus money in John Jay's 1993-94 budget, which covered the fiscal year ending June 30, 1994, was given to the Library for book acquisitions. Senator Davenport thanked the Senate for the role it played in helping the Library obtain the additional monies for book acquisitions. Senator Davenport, the acquisitions librarian for the College, explained that the additional \$40,000 was allocated on June 9 and that the State budgetary rules mandated that it be spent by June 30. Approximately \$20,000 was spent to pay bills on hand for books that had been ordered earlier; \$4,000 went to deposit accounts that had to be replenished; \$10,000 was spent on criminal justice doctoral dissertations; and \$5,000 was spent at the Strand Bookstore where many books were purchased at very good prices.

Senator Gitter asked about the unpurchased titles listed in CUNY+ (the books listed in the catalog accompanied by the designation that they would be ordered when funds are available). Senator

Davenport said that many of those titles were purchased at the Strand: not all, but many. Senator Davenport said that the Faculty Senate played a major role as did the College's Library Committee and the Library staff.

President Kaplowitz noted that the total surplus had been \$80,000 and that the other \$40,000 was allocated to the College computer network, which was another project that the Senate strongly endorsed last year. She said that the Budget Planning Committee, chaired by Professor Ned Benton (Public Management), had recommended that the \$80,000 surplus be allocated to the Library and to the computer network and that the administration had implemented the recommendation. She praised Professor Benton and the Budget Planning Committee (on which she serves as liaison to the Senate) for the excellent processes it has developed with the administration so that the faculty are fully involved in both developing the budget request documents the College submits to 80th Street and in the internal allocation decisions about spending the budget allocated by 80th Street.

It was reported that three documents are in the mail and should be received by the faculty shortly: an invitation to be included in the e-mail [electronic mail] directory that the Senate decided at the end of last semester to publish. (This invitation was sent to faculty, staff, and administrators.) It was explained that anyone who wants access to e-mail and to the Internet can obtain a CUNYVM account from Barbara Natow at the Computer Center: most e-mail addresses are the first initial of a person's first, middle, and last names (unless that combination is already assigned to someone else). It was also explained that one does not need to have a computer at John Jay to qualify or to use the services which are free to CUNY faculty: one needs to have access to a computer and modem anyplace to be able to get an account and free access and use. Those who do have a computer in their office need to have their Rolm telephone replaced with a Rolm Dataphone (the two look virtually precisely alike): Campus Planning Director Miriam Mucchi provides the Dataphones.

A second document is a letter from President Kaplowitz and Professor Harold Sullivan, chair of the Council of Chairs, containing the text of the revised Student Handbook regarding students' obligations in the classroom: the revised text was praised. A third document is the revised plagiarism policy of the College, which the College Council approved in May upon the joint recommendation of the Undergraduate Academic Standards Committee and the Graduate Studies Committee, and which has been sent by the Graduate Dean, the Acting Undergraduate Dean, Professor Sullivan, and President Kaplowitz. She alerted the Senate to the fact that what is presented in the revised Student Handbook as the new plagiarism policy is not the complete revised text. A Better Teaching Seminar on plagiarism will be presented in November.

There will be six Better Teaching Seminars, sponsored by the Faculty Senate, this semester [see Attachment A]. The first two are on the personnel process (September 27) and on the issue of what happens when issues of domestic violence emerge in the classroom (October 6). The Senate was also encouraged to attend and to invite other faculty and others to attend the October 18 Better Teaching Seminar on the Americans with Disabilities Act (ADA). She explained that when the College moved into T Building in 1988, one of the Senate's projects was to have the building made accessible to people who have physical disabilities. There will be a slide presentation showing the ways T Building (and North Hall) were altered to make the buildings and the facilities within them accessible and to bring the

College into compliance with Federal and local laws as well as with the moral imperative to do so.

Also, Dr. Emil Pascarelli, the leading national expert on repetitive strain injury (RSI), will give a presentation about how computer users can prevent carpal tunnel syndrome and other such RSI injuries, which is now a national epidemic. Professor Ruth O'Brien (Government) will present this part of the Better Teaching Seminar with Dr. Pascarelli. OSHA (Occupational Safety and Health Agency) is expected to soon require employers to provide this information to their workers because of the increasing numbers of injured and disabled workers. She noted that some computer manufacturers have begun attaching labels similar to those on cigarettes warning that use of the computer can be injurious and many expect that this is not just to warn their customers but will be the manufacturers' legal defense when users file lawsuits (as many have been doing) much as the cigarette companies are citing the warning labels as their defense against culpability.

2. Approval of Minutes #108 of the May 24 meeting

Minutes #108 of the May 24, 1994 Senate meeting were approved by a motion duly made and carried.

3. Approval of calendar of Senate meetings

The calendar of Senate meetings was approved: all meetings are at 3:15 except the Friday meetings, which are at 9:30, and all are in Room 630 T:

<u>Fall Semester</u>	<u>spring semester</u>
Tuesday, August 30	Tuesday, February 2
Wednesday, September 21	Wednesday, February 15
Wednesday, October 5	Wednesday, March 1
Thursday, October 20	Wednesday, March 29
Wednesday, November 2	Monday, April 10
Tuesday, November 15	Thursday, April 27
Friday, December 9	Friday, May 12

The first meeting of 1995-96 Faculty Senate will be on Wednesday, May 25, (at 3 PM.)

The College Council members were alerted to the fact that the calendar of College Council meetings is somewhat different from the tentative schedule approved in May [see Attachment A of Senate Minutes #108 for the meeting schedule].

4. Senate Committees

Senators were invited to sign up for Senate committees: by action of the Senate in 1989, self-nomination assures membership. The committees are: elections, adjunct issues, budget advisory and evaluations. The sign-up sheet also includes two Senate positions:

legal counsel (s) and parliamentarian.

5. Report on the budget: Senator Tom Litwack [Attachment B, C, D, E]

President Kaplowitz explained that a preliminary report will be given today about 80th Street's budget allocation to John Jay and that a more complete analysis will be presented at the Senatels September 21 meeting. She directed the Senate to Vice Chancellor Rothbard's July 7 budget allocation memorandum [Attachment B] and asked Senator Litwack to give a brief summary of the background for new Senators.

Senator Litwack explained that last year the Faculty Senate invited Vice Chancellor for Budget, Finance, and Computer Information Richard Rothbard to our all-day Senate meeting in December. At that meeting and at our request, Vice Chancellor Rothbard agreed to provide us with information that would explain the one-third larger annual budget of another senior college, Lehman, which has approximately the same student enrollment as John Jay. The difference is that John Jay's annual budget is \$30 million and Lehman's is \$40 million. Lehman was chosen only because of the similar number of students FTEs (full-time equivalent students: this number is obtained by multiplying the number of credits registered for by the number of students and dividing the total by 15).

The Senatels Fiscal Advisory Committee analyzed the information that Vice Chancellor Rothbard provided to explain the discrepancy between the two colleges' budgets and concluded that John Jay's base budget is underfunded by \$6 million annually in comparison to Lehman and communicated this analysis in a 5-page letter to Vice Chancellor Rothbard in March. The Senate later wrote a second letter in May, in response to his reply, asking Vice Chancellor Rothbard what he plans to do about the inequitable funding of John Jay and we asked at the very least for 80th Street's plan to correct the imbalance.

Senator Litwack explained that the July 7 document [Attachment B] reveals that Vice Chancellor Rothbard has decided to do exactly what we asked him to do with regard to reallocating full-time faculty lines. He said the crucial sentence is on Page 2, the section entitled "Full-time Faculty Positions -- Base Level Equity," especially the first paragraph: "At 1994-95 funding levels, the instructional cost model has sufficient resources to support an average full-time faculty level of 62.4%. On a college-by-college basis, the actual levels that exist range from a low of 46.2% to a high of 76.4%. Not surprisingly, those colleges that have been in the forefront of strong enrollment growth are also the same colleges struggling with lower percentages of full-time faculty. To address this historic and continuing disparity between resource distribution and enrollment patterns, this allocation implements the first year of a planned five-year program to achieve base level equity through a reallocation of full-time faculty positions" [emphasis added].

Senator Litwack said that this is precisely what the Faculty Senate asked for with regard to improving the full-time faculty to adjunct faculty ratio at John Jay. He said that if what Vice Chancellor Rothbard has announced actually does happen, it should mean a very significant addition of resources to John Jay.

President Kaplowitz drew the Senatels attention to a chart appended to Vice Chancellor Rothbard's budget allocation document [Attachment C], which shows the first-year phase of the five-year

plan -- we are currently in the first year. The numbers in parentheses are the numbers of vacant faculty lines being taken away from colleges. The numbers without parentheses represent reallocated lines received by colleges. Thus, John Jay has received the most reallocated lines: 10 lines of the 25 that are being reallocated this year. Two other colleges, York and the College of Staten Island, received 7 each, and NYC Tech received one line. The following colleges lost vacant lines: 7 lines were taken from Brooklyn, 7 from CCNY, 4 from Lehman, and 7 from Queens. She noted that these are funded lines: last year John Jay did receive 10 extra lines but they were not funded (we received no money to pay for people hired on those lines: if we wanted to fill the lines we had to take the salaries from our already inadequate college budget).

She explained that almost all the colleges have been holding onto vacant lines (lines become vacant through retirements, deaths, resignations, non-reappointments) and whereas filled lines are funded at 100 percent of the line's worth, vacant lines are funded at 82 percent of their worth. Many colleges have been making the internal decision to leave lines vacant once they become vacant and they use the money they are given (the 82 percent) to spend on things other than full-time faculty: for example colleges might choose to hire adjunct faculty so that their full-time faculty can be given a released teaching load to do research and develop grants, etc. And although the contractual teaching load for senior colleges is 12/9 (except for NYCTech and for those who teach in the associate degree program at College of Staten Island), many faculty are released from one or more of their courses which are then taught by adjunct faculty. This is in addition to the adjunct faculty paid for with the "lump sum" allocation that each college receives from 80th Street for adjunct salaries.

President Kaplowitz said that this is important to know because the other senior colleges complain about their heavy reliance on adjunct faculty but part of that reliance is the result of the college's internal decision to give released time to full-time faculty. At John Jay, however, the vast majority of faculty teach the contractual 12/9 load (and those who do not are released to do administrative work, not to do research or to develop grants) and the 53 percent of course sections taught by adjunct faculty is because we do not have enough full-time faculty to cover the sections needed by our 10,000 students. She said that a few years ago she and several of her counterparts met with Vice Chancellor Rothbard and the faculty leader of one of the older colleges said that no faculty teach a full 12/9 load and never have. When she said that the John Jay faculty do and her counterpart from Staten Island said that the faculty at CSI do the other faculty leaders (not all of whom were present) said not a word.

She drew the Senate's attention to another chart appended to Vice Chancellor Rothbard's budget document [Attachment D]. Column 8 shows that over the five-year phase-in period, John Jay will receive 67 funded reallocated vacant faculty lines. The College of Staten Island is the second highest beneficiary: it will receive 56 lines. The third highest, York, will receive 45 lines. Hunter will receive 30 lines, New York City Tech will receive 28 lines, and Baruch 19 lines.

The other senior colleges will lose vacant funded faculty lines: Brooklyn will lose 91 lines, Queens 54 lines, CCNY 35 lines, and Lehman will lose 16 lines.

President Kaplowitz noted that John Jay has only 180 full-time

faculty lines and so an additional 67 lines will be a sizable addition: we will be increasing our faculty size by approximately one-third. These 67 lines are in addition to other faculty lines we will be receiving for academic program planning initiatives and for other programmatic needs and initiatives.

Senator Jane Davenport moved that the Senate express its profound appreciation to the Faculty Senate's Fiscal Advisory Committee for what can only be called an incredible achievement and she suggested a round of applause for Senator Litwack who was the main author of both letters to Vice Chancellor Rothbard and who also, last December, in questioning Vice Chancellor Rothbard, elicited from the Vice Chancellor the promise to provide the Senate with the crucial information needed to make John Jay's case. The Senate expressed its support of the motion and expressed its appreciation of Senator Litwack through a very enthusiastic and sustained ovation for him.

Senator Litwack thanked the Senate but said that the achievement was really due to the work of the Faculty Senate because if the Senate had not invited Vice Chancellor Rothbard here and thoroughly prepared for the meeting, especially the detailed briefing on the CUNY budget process provided by the chair of the Faculty Senate's Fiscal Committee, Professor James Cohen, none of this could have happened.

Senator Litwack asked the Senate to authorize him, Professor Cohen (who is not on the Senate this semester because he is on sabbatical), and President Kaplowitz to again write to Vice Chancellor Rothbard, to thank him for reallocating the vacant full-time faculty lines. President Kaplowitz explained that upon reading Vice Chancellor Rothbard's July 7 budget allocation document, in consultation with Senator Litwack, she wrote a preliminary letter to Vice Chancellor Rothbard [Attachment E].

The Senate authorized the Fiscal Advisory Committee to send a letter of appreciation to Vice Chancellor Rothbard on behalf of the Senate.

President Kaplowitz said that a more complete analysis will be provided at our next Senate meeting. She referred the Senate to page 2 of the narrative of the July 7 budget document [Attachment B] which, she explained, is related to agenda item #10 of today's meeting: The section is entitled "Full-time Faculty Positions -- Base Level Equity": "To achieve base level equity in a single year would require the reallocation of more than 200 positions. Recognizing the dislocations this would cause, we have instead developed a multi-year plan that phases in the program, gives colleges an opportunity to avoid out-year position impacts if enrollment patterns shift, and allows for the use of new resources in future years to advance the objectives of this program. Furthermore, as we move forward in our efforts to more closely link budgeting and academic program planning, additional elements will be considered for introduction into this base level equity model. These elements may include standardized measures of faculty participation in doctoral instruction, sponsored research, and other scholarly activity, as well as measures of educational outcomes. Our goal will be to establish a method of determining collegiate contributions to overall University productivity for budget purposes that gives full weight to the importance of enrollment growth while also recognizing other forms of academic accomplishment, both educational and scholarly. We expect this revised model to be in place for 1995-96. Whatever its ultimate form, the model will continue to realign full-time faculty

positions over time in accordance with appropriate measuresⁱⁱⁱ
[emphasis added] .

She said that undoubtedly when the colleges that are to lose vacant faculty lines gear up to oppose Vice Chancellor Rothbard's reallocation plan, which is inevitable, they will urge the adoption of these other factors since they have had enrollment decreases or a static enrollment pattern. She recalled that at the first meeting of the 1994-95 Senate in May, the Senate identified retention and graduation rates as one of its main areas of focus for this year along with issues of academic standards. She said we must keep our attention on this topic and convince others at the College to work with us on these issues.

Senator Litwack said that what Vice Chancellor Rothbard has outlined in the passage just quoted is really a very complicated issue which, he said, the Faculty Senate will have to address. For example, in addition to funded vacant lines, other colleges have endowments that John Jay does not have and, therefore, those colleges can continue to give faculty released time as they have been doing all these years: it would be very unfair to reward colleges whose faculty have been more productive if those are colleges that have been giving released time to enable faculty to be more productive. Secondly, if John Jay continues to admit students who are far less well-prepared academically than students admitted to other senior colleges such as Queens and Brooklyn, the same educational outcomes measured in terms of retention and graduation rates can not be expected. Whatever measures are used have to be fair and, he said, down the road the Senate should issue a position paper on this.

President Kaplowitz said that the Senate might consider inviting either Vice Chancellor for Student Affairs Elsa Nunez-Wormack, who is also University Dean for Academic Affairs, or Vice Chancellor for Academic Affairs Richard Freeland (who last year came to John Jay to meet with the Faculty Senate/Council of Chairs academic planning committee). She said that by inviting one of the vice chancellors we could both advance these issues and our concerns about them and at the same time learn from them how we might best serve our students since both individuals are deeply involved in improving retention and graduation rates and improving academic standards.

Senator Litwack said that is a very good idea and the Senate agreed. He added that we should not argue with the principle about the additional factors referred to in Vice Chancellor Rothbard's memorandum but rather we should argue that the principle should be fairly applied. President Kaplowitz said she would explore the possibility of inviting either Vice Chancellor Nunez-Wormack or Vice Chancellor Freeland to the Senate.

6. Preliminary report from the Faculty Senate/Council of Chairs Ad Hoc Committee on Phase II: Senator Jane Davenport

Senator Jane Davenport, chair of the Senate/Chairs Phase II Committee, explained that Phase II is the term used to refer to the hoped for replacement of North Hall with a new facility, one that we envision will be contiguous to T Building extending to 11th Avenue. (Phase I refers to T Building, which in 1988 replaced a rented facility on 56 Street.) In other words, this is a phased-in building plan. The Faculty Senate and the Council of Chairs created a joint ad hoc committee last year and sent a survey to all faculty as well as to heads of non-academic departments and offices to ascertain what

people would like Phase II to have and what they do not want it to have. She said that the plan is for the Senate to invite Vice Chancellor for Buildings and Facilities Emma Macari to a Senate meeting so we could ask her about the process of designing a new facility and so that we could express to her the urgency we feel about the need for Phase II, especially in terms of the academic needs of our students.

Senator Davenport reported that John Jay did not receive the \$18 million CUNY asked the State to provide for planning Phase II and for developing the architectural designs. Therefore, the earliest such plans can be started is next spring or summer, when the State legislature enacts a new budget for the following fiscal year.

Explaining the impetus for her own interest in this project, Senator Davenport noted that although those departments that had been located in the rented facility on 56 Street moved into T Building, the Library also moved into it although it had been in North Hall. She said that the Library faculty had been asked for its input in designing and planning the Library space in T Building and that the participation of the Library faculty and staff was a complete sham. She said that T Building was very poorly planned and very poorly built, and there are a lot of things wrong with it. She said that she does not know if other departments that moved into T Building had that experience but the Library certainly did.

The survey, which was distributed in the spring, asked people what they thought about their office quarters, their classroom quarters, and other facilities that will be and should be in T Building. She said the surveys show that the faculty have excellent ideas about Phase II and have thought about this very extensively.

Senator Davenport summarized the Phase II survey: although the return rate was only one third, the returned questionnaires were very thoughtful and clearly the respondents spent a great deal of time on them and so they are replete with ideas, even diagrams. She said that she was saddened to learn what people most want because what they want is so basic it should not even need to be mentioned: they want air and safety. Those are the two primary things people want: to be able to breathe in their classrooms and offices and not be roasting and freezing, and they want to feel safe. Asked whether these issues were identified by T Building faculty, Senator Davenport said that they were identified by T Building faculty as well as by North Hall faculty. She said that T Building faculty are not happy with the climate control, with the quality of the air, or with the security in the building.

The other big concern that was articulated again and again in the survey responses, Senator Davenport said, is that the design of T Building encourages isolation and discourages a sense of community. The design, many wrote, should facilitate our desire to be a college campus, that we want to interact with others: the people in T Building say that the building design impedes this.

Many T Building faculty said that the shape of the classrooms in T Building is not conducive to teaching and learning. Most of the classrooms are long and narrow and this, they wrote, makes teaching difficult and makes students feel uninvolved and makes student participation very, very difficult. Many faculty, she said, provided designs of the ideal classroom shapes and proportions.

Senator Davenport invited Senators and others to join the Phase II Committee, which will report more fully on what faculty want Phase

II to be and have after conducting a more detailed analysis of the survey responses.

7. Report on preliminary plans for the conference on criminal justice education

President Kaplowitz reviewed the background: last May the Senate decided to propose and sponsor a conference on criminal justice education both to educate ourselves and to be a forum and a source of information for academics and practitioners. Such a conference has never before been held in this country. Subsequently, the Council of Chairs voted to co-sponsor the conference and Doctoral Program Executive Officer James Levine and Dean of Graduate Studies Barbara Price also decided to be co-sponsors.

A steering committee was formed: Zelma Henriques (Law and Police Science/Senate); Karen Kaplowitz (Senate); John Kleinig (Chair: Law & Police Science/Director of the CJ Ethics Institute). James Levine (Ph.D. Program/Government); Robert Loudon (CJ Training Center); Marilyn Lutzker (Library); Barbara Price (Graduate Studies/Edward Shaughnessy (Sociology/Senate Executive Committee); Law and Police Science); Harold Sullivan (Council of Chairs/Government);

She reported that Professor Levine, Dean Price, and she met with President Lynch who enthusiastically supported the conference. Provost Wilson has also expressed his support, as have Vice President Rothlein and Alumni Director Al Higgins.

The plan is for a one-day conference in October 1995. If at the end of the conference attendees express the wish that the conference had been two or three days in length, we would evaluate whether to have another and longer conference in the future.

The steering committee is developing topics for a call letter for papers. The steering committee is also selecting a coordinator of the conference from among the faculty, who would receive released time. External sources of funding are being explored.

8. Election of Senate representatives

The Senate has representatives on many College committees: the Senate Constitution mandates that the Senate Executive Committee nominate representatives and that the Senate ratify them by a majority vote.

a. Collese Calendar Committee

The Calendar Committee establishes the dates each semester begins and ends, the dates of exams, the dates of makeup classes if needed, etc. The members of the Calendar Committee are a Senate representative, a Council of Chairs representative, the three at-large faculty representatives to the PLB Committee, several students, and most of the administrators. The committee members report the possible calendar options to the constituencies they represent, they are (presumably) given direction by that constituency, and they then advocate the position taken by their constituency at the Committee. The Executive Committee nominated Senator Ira Bloomgarden to represent the Senate. The Senate unanimously approved the

nomination. Senator Bloomgarden said he would welcome any written or oral comments about our current calendar and noted that he is already aware of some complaints about the existing calendar.

b. College Committee on Cultural Diversity and Pluralism

The Committee on Cultural Diversity and Pluralism is comprised of six faculty elected by the Senate (who do not have to be members of the Senate but may be) and two faculty appointed by the College President (as well as students, HEOs, and administrators).

The Executive Committee nominated the following six faculty, all of whom have agreed to be nominated and serve: Professors Mavis Aldridge (Communications Skill), Lou Cuevas (Counseling & Student Life), Laurence Holder (SEEK), Marilyn Lutzker (Library), James Malone (Counseling & Student Life), Chuck Strozier (Center on Violence and Human Survival/History). All were unanimously elected.

9. Mollen Commission recommendations and report on the College Academic Planning Committee's recommendations regarding John Jay's possible involvement in the education/training of NYPD police recruits [Attachments F, G, H]

The Senate was referred, for informational purposes, to excerpts of the Mollen Commission Report, released on July 7, that discuss the role John Jay can play, and especially the CUNY/NYPD Cadet Program, in the education of NYPD recruits and officers [Attachment F].

The Mollen Commission Report recommends that the minimum education requirement for hiring eligibility be raised from a high school diploma to a two-year associate degree. It also recommends that the NYPD "should support the CUNY/NYPD Cadet Corps Program and the New York City Police Cadet Corps Program as a primary means to satisfy that requirement and raise the education level for recruits. This will require expanding the Cadet programs for police recruits. Cadet Corps and Police Cadet graduates who have received their Bachelor or Associate Degree before reaching the age of 22 should be eligible for immediate entry to the Police Academy" (p. 116). (The CUNY/NYPD Cadet Program leads to an associate degree; the NYPD Police Cadet Corps Program leads to a baccalaureate degree.)

Also distributed were two resolutions unanimously approved by the College's Academic Planning Committee on June 8, one drafted by Senator Tom Litwack [Attachment G] and one by Professor Ned Benton [Attachment E]. Three of the Senate's five representatives to the Committee attended the June 8 meeting: Karen Kaplowitz, Richard Koehler, and Tom Litwack.

The Committee met in response to President Lynch's request for direction from the faculty as to what role the faculty would support in terms of the role that John Jay should and perhaps should not play in terms of providing education/training for NYPD recruits and officers. The two resolutions say, in effect, that the Committee on Academic Planning recommends the expansion of the CUNY Police Cadet Program. The June 8 Committee meeting preceded the release of the Mollen Commission Report by four weeks: the Mollen Commission Report was issued on July 7.

Senator Gitter praised as especially important the third paragraph of Senator Litwack's resolution [Attachment G] and she

asked for an explanation of the differences between the Committee's two resolutions.

President Kaplowitz explained that the two resolutions together express the position of the Academic Planning Committee and that one is in the language of a resolution and is basically a statement of principles, succinctly expressed, and the second is a position paper which could be the basis of a press statement or which could be quoted in a press statement as the position of the faculty of John Jay. President Lynch, to whom both are addressed, could quote from either statement, depending on the occasion and audience, since both were approved by the Committee.

Senator Koehler agreed and explained that the two resolutions complement each other and that the last paragraph of the second resolution [Attachment H] is important in that it expresses the principle that a college degree should be a requirement for promotions within the NYPD. Furthermore, the second resolution is an expansion, really, of the third paragraph of the first resolution, which states that whatever education happens, it should happen in a college atmosphere separated completely from the Police Department.

Senator Gitter moved that the Senate endorse and adopt both statements as the Senate's position. The motion was seconded.

Senator Shaughnessy said that although these documents address specifically the NYPD, we may want to take up the issue in a more general way at a later time since there are other police academies that are interested in this issue.

Senator Bloomgarden asked for a clarification of the educational levels recommended in the last paragraph of the second document. Senator Koehler explained that the Committee wants to see advanced degrees, perhaps a master's degree, required for ranks above captain and a baccalaureate required for captains. The NYPD is currently moving toward requiring a baccalaureate for the rank of captain but does not now do so.

Senator Bloomgarden asked about the language of the document since the word "degree" is not actually used but rather the phrase "baccalaureate and graduate level preparation." President Kaplowitz explained that the NYPD says that to be a sergeant one needs 60 college credits: they do not say that an associate degree is needed. In general, the NYPD does not specify the degree required but rather the number of credits because a person might have all or even more than the credits ordinarily required for a degree but not have a degree because of some requirement that has not been met according to the educational institution and the NYPD does not want to disqualify a person because of that. She said that is why the language was framed in the way it appears. Senator Koehler agreed that that is the practice of the NYPD and he said that the Committee very consciously chose this particular language for this reason.

The motion to adopt the two resolutions as the Senate's position was approved with no negative votes and with one abstention.

10. Issues of academic standards and retention [Attachments I, J, K]

The Senate was directed to three documents about retention and graduation rates and academic standards. The first document appears as an appendix in John Jay's Middle States self-study and shows the

relationship between high school average and success rate in terms of persistence and graduation [Attachment I]. It demonstrates that the better a student's high school average, the better the student's chance for success in terms of persistence and graduation; although this is what one would expect, President Kaplowitz said, it is relevant in light of John Jay's admissions policy and in light of the question of whether we are adhering to the decision of the College to change from a 50%/50% associate degree/baccalaureate degree admission mix to a 25%/75% associate degree/baccalaureate degree admission mix in terms of students admitted to the associate degree program and students admitted to the baccalaureate program.

The chart, which was developed by John Jay's Office of Institutional Research, shows that of students who entered John Jay as freshman during the 1983-85 period, 11% of students with a high school average below 71 achieved 90 credits at the time of the Middle States study, which was between 7 to 9 years later, whereas 46% of the students who had a high school average of 80 or above achieved 90 credits during the same period. As for getting the baccalaureate degree, 7% of students below a 71 high school average graduated during that period and 38% of students with a high school average of at least 80 graduated in that same period.

The second document is distributed every semester by the Dean for Registration and Admissions showing what percent of all grades are A, A-, B+, etc. [Attachment J]. 48% of all grades given in Fall 1993 were a B- or higher. 22% of all grades are between C+ and D-. The remaining 30% of the grades are F, P, R, Inc, W, WU. It was recalled that at the last Senate meeting, Senator Malone said that students have no reason to work to improve their skills and their knowledge since they are already getting A's and B's: he had said we are not giving students an accurate assessment of their knowledge or of their skills if we give grades that are not meaningful.

The third document [Attachment K] was developed by the English Department based on information provided by Vice Chancellor Nunez-Wormack about developmental courses and the number of credits a student may accrue for such courses and the number of credits that can be counted toward a degree. This was presented last semester by the English Department to the Curriculum Committee which subsequently decided to refrain from taking action or from asking departments to review their policy about credits for these courses because there is no single policy in effect at CUNY and, therefore, John Jay need not take up this issue.

The first four colleges on the list give no credits for remedial or developmental courses. The last group limits the number of such credits that can count toward a degree: in other words, a student can earn credits for financial aid purposes, for example, but those credits are not included in the 64 or 128 needed for a degree. John Jay is characterized by the largest number of credits of remedial or developmental courses that can be counted toward a degree: 33 credits. In other words, the least academically well prepared students need the fewest non-remedial and non-developmental courses in order to receive their degree.

Senator Brugnola said that if these data are accurate, and she is not suggesting that they are not, then the persistence and graduation rates are low and this is despite what seem to be inflated grades and despite many degree credits for remedial and developmental work. Senator Bloomgarden suggested that grade inflation is equally bad at most other colleges, including Stanford, as at John Jay. The question was raised whether more vigorous academic standards would

improve the retention and graduation rates or further reduce them and it was agreed that we do not have sufficient information at this time. President Kaplowitz noted that Institutional Research Director Gail Hauss will do studies that the Senate, or other official bodies, asks for but that we need to be better informed in order to know what studies to ask for.

President Kaplowitz noted that an external review of the Computer Information systems major was conducted last semester (the Board of Trustees has mandated that each major now has to undergo periodical external review) and the external reviewers wrote in their report that this is a unique major in the city and possibly in the country (the major is computer information systems in terms of criminal justice and public administration) and yet this major has not been sufficiently advertised. Their point is that if we advertised the major more extensively we would most probably get better prepared students and this would increase the retention rate. President Kaplowitz noted that it has been years since the faculty were asked to visit high schools on college night or college fairs or community colleges.

Senator Gitter explained that the CUNY Admissions Office allocates students through a central admissions procedure. It was explained that students choose John Jay for many excellent reasons but that many academically well prepared students may not know enough about the College and its programs to select John Jay.

Senator Gitter suggested that we invite Dean Frank McHugh, if he is still in charge of recruitment, and Dean of Admissions Frank Marousek, and Registrar Donald Gray to the Senate to ask some of these questions so we can be better informed and so we can learn how we can help them in their efforts. This was agreed to.

Senator Brugnola said it is important to involve students in this discussion and suggested we invite student government leaders to take a look at the information we are able to put together and to discuss possible strategies with them. President Kaplowitz noted that at the last Town Meeting, which Senator Holder facilitated, several students expressed their dismay: they asked why they aren't getting into law schools, why they aren't doing better on the LSAT, why their writing skills are not better, why they aren't given more writing assignments in their courses. The Student Council president, Terrence Harris, was at the Town Meeting. She noted that these are not anti-student issues but rather pro-student issues although some may distort them into calling them anti-student and it is important to know that the students are concerned about these issues.

Upon a motion made and seconded, the meeting was adjourned at 4:45 PM.

Respectfully submitted,

Edward Davenport
Recording Secretary

Announcements from the chair

At-large representatives to the 1994-95 Faculty Senate

The following are at-large representatives of the full-time faculty:

Michael Blitz (English)
 Carmen Solis (SEEK)
 Jane Davenport (Library)
 Peter DeForest (Science)
 Robert DeLucia (Counseling & Student Life)
 Lou Guinta (Communication Skills)
 Zelma Henriques (Law, Police Science, & CJ Administration)
 Laurence Holder (SEEK)
 Karen Kaplowitz (English)
 Tom Litwack (Psychology)
 Jill Norgren (Government)
 Edward Shaughnessy (Sociology)
 Bessie Wright (SEEK)

The following are at-large representatives of the adjunct faculty:

Orlanda Brugnola (Art, Music, Philosophy)
 Arlene Geiger (Public Management)

Department representatives to the Collecre Council and Faculty Senate

African-American Studies: Yahya Affinnih
 Anthropology: Betsy Hegeman
 Art, Music, Philosophy: Peter Manuel
 Counseling and Student Life: James Malone
 English: Ira Bloomgarden
 English: P. J. Gibson
 Foreign Languages & Literature: Barry Luby
 Government: Dan Pinello
 History: Gavin Lewis
 Law, Police Science, CJ Adm: Richard Koehler
 Law, Police Science, CJ Adm: Henry Morse
 Library: Robert Grappone
 Mathematics: Agnes Wieschenberg
 Mathematics: Maurice Vodounon
 Physical Education & Athletics: Davidson Umeh
 Psychology: Charles Reid
 Public Management: Diane Hartmus
 Puerto Rican Studies: Hecsa Costa
 Science: Arvind Agarwal
 SEEK: Edward Davenport
 Sociology: Leona Lee
 Speech & Theater: Pat Gary
 Thematic Studies: Elisabeth Gitter

Deaths of colleasues

Billie Kotlowitz, the executive director of the Thematic Studies Department since its creation 20 years ago, died June 17. At the request of Billie's family, Betsy Gitter (TSP/English) eulogized Billie, especially her work at John Jay. A memorial service is planned for November.

Milton Loewenthal, a founding member of the College and a member of the Law & Police Science Department, died on August 6. At his funeral, Eli Silverman (Law & Police Science) eulogized his friend and colleague. Robert McCrie (Law & Police Science) is compiling a book of reminiscences.

Leo Loughrey, a founding faculty member and a past chair of the Law & Police Science Department, died in the spring.

Zao Maliwa, who joined the faculty as a member of the Department of African-American Studies in 1971, died in Africa in August. Zao was a long-time member of the Faculty Senate. A memorial service is planned for October 3.

6 CUNY trustees approved by New York State Senate

During the summer, six CUNY trustees were confirmed by the New York State-Senate:

- Chairman James Murphy: reappointed: term ends June 30, 1999.
- Vice Chair Edith Everett: reappointed: term ends June 30, 1999.
- Herman Badillo: reappointed: term ends June 30, 2000.
- Harold Jacobs: reappointed: term ends June 30, 1996.
- Jerome S. Berg: appointed: term ends June 30, 1996.
Replaces Louis C. Cenci as the mayoral appointee for the borough of Staten Island. Mr. Berg, a Staten Island real estate executive, is a member of the board of directors of the College of Staten Island Foundation, Inc. He received his baccalaureate degree from CCNY.
- Herbert Berman: appointed: term ends June 30, 1995.
Replaces Sylvia Bloom (gubernatorial appointee). Mr. Berman, a Queens attorney, is a member of the CUNY Law School's Board of Visitors and sits as a chairperson and advisor on several CUNY campuses. He graduated from New York University and Harvard Law School.

All the appointees were nominated by Governor Cuomo with the exception of Mr. Berg, who was nominated by Mayor Giuliani.

May 31 Board of Trustees meeting

Chancellor Reynolds reported that no erosions in CUNY's budget is expected when the legislature acts on the State budget: \$3 million is in the Governor's budget for new faculty lines in recognition of CUNY's academic program planning. She also reported that 32 community college non-instructional personnel have chosen the City's severance option and that the CUNY Police Cadet Program is in jeopardy because of lack of funding.

The Board of Trustees approved various capital projects at BCC, Lehman, and Hunter, and approved a master plan program for the Graduate School and University Center as the first step for implementing a future capital development plan.

The BOT approved Baruch's reorganization plan which centers around the creation of a School of Public Affairs. As a result, the three schools that had existed (School of Business and Public Administration; the School of Liberal Arts and Sciences; and the School of Education and Educational Services) are changed to the School of Business; the School of Liberal Arts and Sciences; and the School of Public Affairs.

The creation of a B.A. in Social Work was approved for the College of Staten Island; an A.S. in Mathematics was established at BMCC; an advanced certificate in education was approved for Queens.

University-wide Guidelines for formal, periodic academic program review were approved.

The Board established a distinguished professorship at Baruch named for an alumnus who has given a \$1.1 million gift to endow a visiting distinguished professorship in accountancy.

Amendments to the charters of Queens College and of the Law School were approved as were interim governance guidelines for Baruch College to permit the reorganization of Baruch College.

A \$10 increase in the student activity fee at Medgar Evers was approved and a resolution calling for a restoration of the federal Pell grant award was passed.

The following honorary degrees were approved: Baruch: Henry Cisneros; Brooklyn: Bela Kiraly; CCNY: Robert Hamilton Blackburn, James Bruce Llewellyn, Albert Wohlstetter; CUNY Law School: Carmen Beauchamp Ciparick, George William Crockett, Jr., Andrea Gibbs; Hunter: Leona Chanin, Marcy Chanin, Hugh Downs, Lani Guinier, Wei Jingsheng; Lehman: Cesar Perales, Mario Salvadori; Queens: Frank Lopardo, Samuel J. Lefrak.

June 27 Board of Trustees meeting

Chairman Murphy praised the restoration of Medgar Evers to senior college status. In announcing faculty honors, he reported that Professor Ed Shaughnessy (John Jay/Sociology) was elected president of the Dutchess County Historical Society.

Chancellor Reynolds reported that CUNY made significant gains in both the NYS and NYC budgets. She also reported that CUNY is the only public institution that is a finalist in the National Science Institute competition.

Vice Chancellor Rothbard reported on the budget. \$3 million for new faculty lines has been allocated to the senior colleges. TAP for graduate students has been restored and APTS (aid for part-time students) was increased by \$2.5 million. \$132 million for new capital spending was allocated. The City budget includes an increase of \$111 per FTE. He reported that CUNY will have in excess of 208,000 students in the fall, which means CUNY is well on its way to the Board's Master Plan goal of 246,000 students by 2001.

The Board approved capital projects for BCC, Hostos, QCC, CCNY, Hunter, LaGCC, Baruch, CSI, BMCC, KCC, and approved an amendment to a resolution to replace, rehabilitate, and install new fire doors and hardware at John Jay's North Hall. This project, which had earlier been approved, was stopped in 1991 due to a budget freeze. The new funding of \$331,000 was approved.

The transfer at Brooklyn College of its ESL program from the Department of Educational Services to the Department of English was approved.

A new divisional structure for Lehman College was approved: the proposed reorganization is for the purpose of providing a structure conducive to the growth anticipated in two program areas: Education, and Health Sciences.

Lehman College's graduate nursing program leading to the M.S. degree was discontinued and instead three new programs in Parent-Child Nursing, Adult Health Nursing, and Nursing of Older Adults, each leading to the M.S. degree, were established. Also, Lehman's Dance Program (which includes two degree programs) was transferred from the Department of Physical Education, Recreation and Dance to the Department of Speech and Theater. (The Department of Physical Education, Recreation and Dance has changed its name to the Department of Exercise, Sport and Leisure Sciences.) A B.S. in Environment Science was established at Medgar Evers College.

Distinguished Professors were named: Morris Dickstein (Queens College/English); Azriel Genack (Queens College/Physics).

The policy regarding stipends for student leaders at the Graduate School was changed and the BOT policy on scheduling student government elections and the election of delegates and alternates to the USS was amended.

The Guidelines for the structure and operation of both the SEEK Program and of the College Discovery Program were revised.

An electrical technology teaching laboratory at CSI was named The Michael J. Petrides Laboratory. (Professor Petrides, a member of the faculty of CSI since 1965, is a member of the Board of Education.) [Professor Petrides, who had long been ill, died a week after the Board meeting.]

Trustee Sandi Cooper (Chair, UFS) raised the issue of loss of faculty seniority with reference to both the transfer of the Dance Program at Lehman from one department to another and the transfer of the ESL program at Brooklyn College from one department to another. She noted that all the faculty in these programs lose all their seniority: their appointments are now effective June 1994 rather than the date they actually came to CUNY as full-time faculty (in one faculty member's case that date was 1964). [When two (or more) departments merge, the original date of appointment holds. But when a program is transferred into a different department, the date of

June 27 Board of Trustees meeting (cont)

appointment is the date of that transfer.] Vice Chancellor for Faculty, Staff, and Administrative Relations Brenda Malone said that 6212 NYS Education Law requires that transfers follow the principle of last in, least senior. Chancellor Reynolds said this is the past practice of CUNY and that she has long worked to ensure that tenured faculty will not be retrenched.

Vice Chancellor Richard Freeland gave a report on the year's activities regarding academic program planning and program review. Trustee William Howard asked for a report on student retention and the Chancellor agreed to provide a report to the Board next year on retention strategies at the colleges.

Vice Chancellor Malone gave a report on tobacco smoking at the colleges, as had been requested by the Chancellor in response to Vice Chair Edith Everett's questions. Vice Chancellor Malone reported that five campuses are now smoke-free: Hunter; BMCC; LaGCC; the Central Administration at 80th Street; and the CUNY Computer Center at 57th Street. The others will either be smoke-free within a year or will improve their physical plants to protect people.

Board of Trustees appoints Dresidents, acting presidents, & deans
On June 27, in executive session following the Board meeting, the Board of Trustees made the following appointments:

CUNY Law School: Actins Dean: Merrick T. Rossein. [Dean Hayward Burns resigned to take a position at Yale Law School.] Acting Dean Rossein is a Professor of Law at the Law School and has been with the Bureau of Labor Services, the National Employment Law Project, and is a Commissioner of the NYC Equal Employment Practices Commission and of the Governor's Sexual Harassment Task Force.

Queens Collese: Actins President: Dr. Stephen M. Curtis.
[President Shirley Strum Kenny resigned effective September 1 to become President of SUNY Stonybrook.] Dr. Curtis has been Acting President of BMCC and before that was Dean of Academic Affairs.

Borough of Manhattan Community Collese: Actins President: Marcia V. Keizs. [The current Acting President, Dr. Stephen Curtis, has been appointed Acting President of Queens College.] Dr. Keizs served as vice president for student affairs at QCC and as acting vice chancellor for student affairs at the CUNY Central Office.

Collese of Staten Island: President: Dr. Marlene Springer. Dr. Springer holds a doctorate in English Literature and at the time of her appointment was Vice Chancellor for Academic Affairs at East Carolina University.

Collese of Staten Island: Actins President: Dr. Elsa Nunez-Wormack. The appointment as Acting President is from July 1 to August 31, 1994, during which time Dr. Nunez-Wormack is taking a leave from her position as Vice Chancellor for Student Affairs and University Dean for Academic Affairs. The current Acting President, Felix Cardegna, had announced his plan to retire July 1.

Hunter Collese: President: No appointment. The search is being reopened. Dr. Joyce Ladner, one of the two finalists, withdrew her candidacy on the afternoon of June 27 and because that left only one finalist, the Board did not act on the matter. Acting President Blanche Blank will continue in that position.

Center for Puerto Rican Studies (Centro de Estudios Puertoriquenos) at Hunter Collese: Director: Professor Juan Flores of CCNY was appointed.

Central Office: University Assistant Dean for Student Affairs: Sheila Thomas appointed.

York Collese: Vice President for Administration: The Board did not act on the appointment of a candidate for the vice presidency, who had been nominated by York President Davis: York faculty had opposed the appointment and testimony protesting the appointment had been presented at the June public hearing of the Board of Trustees.

Better Teaching Seminars scheduled

The Faculty Senate's 14th semester of Better Teaching Seminars begins on September 27. All Better Teaching Seminars are from 3:15 until 4:45 PM and are held in Room 630 T.

The first Better Teaching Seminar, on Tuesday, September 27, is on "The Personnel Process: Reappointment, Tenure, and Promotion." A panel of faculty who are current or recent members of the College Personnel and Budget Committee (the College P&B) will explain the personnel process and will answer questions. The Personnel Committee's recent compilation of personnel procedures will be reviewed and copies of the document (which had been sent to faculty last year) will be distributed. Some of the additional topics that will be addressed are how the P&B process works; what faculty should know when preparing the Form C (the self-evaluation form); what faculty should know about the classroom observation process; the role of teaching, service, research, and publishing in the 'P' process; the part played by the student evaluation of faculty; the role and responsibilities of the department chairperson; and the rights of faculty members involved in the personnel process. The panelists include: Professors Jannette Domingo (African-American Studies), Eli Faber (History), Serena Nanda (Anthropology), and Harold Sullivan (Government and Chair of the Council of Chairs). Also participating will be Professor Jane Bowers (English) who is a recent successful candidate for tenure and promotion, who will discuss her experience and answer questions from that perspective.

On October 6, a Better Teaching Seminar on "When Issues of Sexual Violence Emerge in the Classroom" will be co-sponsored by the Women's Center, by the Women's Studies Committee, and by members of the Counseling Department who have established a working group on gender issues and counseling to address issues of sexual violence, especially domestic violence and rape, as these issues emerge in the classroom. This Better Teaching Seminar is being presented as part of Domestic Violence Education Month. Some of the themes that will be explored at the Better Teaching Seminar are: how as faculty do we feel when students make statements during class about personal experiences of sexual violence and what is the impact on and the response of other students; how can faculty members best respond to this situation when students raise these issues during class and when students reveal these experiences in their writing assignments; what resources are available at John Jay College (such as counseling services, educational materials, films/videos); what have been effective strategies for classroom intervention and/or counseling referrals. The Better Teaching Seminar panelists are: Professors Gerrie Casey (Counseling & Student Life and Director of the Women's Center), Suzanne Iasenza (Counseling and Student Life), James Levine (Government and Executive Officer of the Ph.D. Program), and P.J. Gibson (English).

On October 18, a Better Teaching Seminar will be presented on "Disability, the Law, and the College Community: What the Americans with Disabilities Act (ADA) Means to the Students, Faculty, and Staff of John Jay College." This Better Teaching Seminar will include a slide presentation showing the ways John Jay College has successfully altered its buildings and facilities to bring the campus into ADA compliance. Also featured will be a presentation by Dr. Emil Pascarelli, M.D., a leading national authority on repetitive strain injury (RSI), who will explain how people who use computers can prevent RSI injuries, which include a wide range of conditions from carpal tunnel syndrome to tenosynovitis. Over time, this "epidemic of the 1990s" damages the muscles, nerves, and tendons of the hands, wrists, and arms. Dr. Pascarelli is the director of ambulatory care at St. Luke's Roosevelt Hospital, founder and medical director of the Miller Institute for Performing Artists, and professor of clinical medicine at the College of

Better Teaching Seminars scheduled (cont)

Physicians and Surgeons of Columbia University and associate professor of clinical public health at New York Hospital Cornell Medical Center. This Better Teaching Seminar will also address the following topics: what are the provisions of the ADA; what rights does the ADA confer on our students and what obligations and responsibilities does the ADA confer on us as faculty and on the College; what are the rights of faculty and staff under ADA: what changes in interviewing prospective employees are mandated by ADA: what does the "reasonable accommodations" clause of ADA mean: how is the ADA different from and similar to previous Federal legislation; what services and adaptive devices are available at John Jay. This Better Teaching Seminar will be presented by Professor Karen Kaplowitz (President of the Faculty Senate). Also participating, in addition to Dr. Pascarelli, are Professor Ruth O'Brien (Government) and ADA/504 Officer Farris Forsythe.

On November 3, a Better Teaching Seminar will be presented on **"Mentoring Students Who Are Applying to Law School and Graduate School."** The topics that will be addressed are: advising students about preparing for law boards and GRE exams; writing letters of recommendations; providing guidance to students about the autobiographical statement they are required to write; giving advice about admissions interviews; mentoring students about courses to take. Professors Jane Bowers (English), Patricia Johnson (Law & Police Science), Barry Latzer (Government), and Victor Williams (Law & Police Science) will be the panelists.

Later in November, a Better Teaching Seminar on **"Plagiarism"** will be presented. The topics will include students' attitudes toward plagiarism; John Jay's policy about plagiarism (with a discussion of the College Council's May 1994 revision of the College policy); how to prevent plagiarism; what faculty can/should do when a student submits a paper that may have been plagiarized; and what a faculty can/should do when a student submits a demonstrably plagiarized paper. Professor Andrew Golub (Public Management) will present this Better Teaching Seminar at which he will report the results of a survey of his spring 1994 semester students on this issue. Other panelists include Professors Lotte Feinberg (Public Management), and Pat Licklider (English), who will report their methods of preventing and of responding to plagiarism.

On December 8, a Better Teaching Seminar will be presented on **"Grading Our Students."** The topics discussed will include: what grades mean; are our grades inflated; how do students perceive grades; what is the relationship between grades and education. Participants will be announced.

Outstanding teaching award conferred at commencement

Professor Charles Lindner (Law & Police Science) was awarded the Outstanding Teaching Award on June 2 at Carnegie Hall. The Committee members appointed by Provost Wilson who chose Professor Lindner from among the many faculty who were nominated were Professors Betsy Gitter (chair), Lou Guinta, Zelma Henriques, James Malone, Jerry Markowitz, and Maria Rodriguez.

P.J.Gibson play part of Domestic Violence Awareness Month

As part of Domestic Violence Awareness Month, **"Masks,"** the play by Professor P. J. Gibson (English) will be again presented by the Women's Center and the Women's Studies Committee on October 25 at 3:15 and on October 28 at 7:30 PM, in the T Building Theater.

JJ to establish a center on dispute resolution

A proposal by Professor Maria Volpe (Sociology) for funding to establish a Center on Dispute Resolution at John Jay received \$42,000 from the Office of Academic Affairs at 80th Street.

10 new faculty hired on tenure-track lines

David Brotherton - Assistant Professor: Sociology
 Glenn Corbett - Lecturer: Public Management
 Diane Hartmus - Associate Professor: Public Management
 Maryann McClure - Asst. Prof.: Art, Music, Philosophy [Philosophy]
 Daniel Pinello - Assistant Professor: Government
 Maqsood-Uddin Kadir - Asst. Professor: African-American Studies
 Mangai Natarajan - Assistant Professor: Sociology
 Xin Edward Qi - Assistant Professor: English
 Austin Reller - Assistant Professor: Mathematics
 Daniel Yalisove - Associate Professor: Psychology

12 faculty hired on substitute lines

Warren Burdine - Sub. Asst. Professor: Speech & Theater
 Geraldine Casey - Sub. Instructor: Counseling & Student Life
 Hecca Costa - Sub. Instructor: Puerto Rican Studies
 Thomas Flanagan - Sub. Asst. Professor: Law & Police Science
 Marlene Gabriel - Sub. Instructor: English
 Patricia Johnson - Sub. Assistant Professor: Law & Police Science
 Cesar Mieses - Sub. Instructor: Puerto Rican Studies
 Emerson Miller - Sub. Lecturer: Mathematics
 Christopher Morse - Sub. Lecturer: Law & Police Science
 Lydia Segal - Sub. Assistant Professor: Law & Police Science
 Chrisita Woods - Sub. Assistant Professor: Speech & Theater
 Linda Young - Sub. Instructor: Counseling & Student Life

14 faculty are returning from leave

Martha Dugan: Counseling & Student Life
 Eli Faber: History
 Lotte Feinberg: Public Management
 David Goddard: Sociology
 Ansley Hamid: Anthropology
 Elizabeth Hegeman: Anthropology
 Daniel Juda: Psychology
 John Kleinig: Law & Police Science
 Marilyn Lutzker: Library
 James Noboa: Mathematics/SEEK
 Altagracia Ortiz: History/Puerto Rican Studies
 Barbara Price: Dean of Graduate Studies
 Mary Regan: English
 Chuck Stickney: English

9 faculty are beginning fellowship leave (sabbatical)

David Brandt: Psychology
 James Cohen: Public Management
 Richard Lovely: Sociology
 T. Kenneth Moran: Law & Police Science
 Bruce Pierce: Law & Police Science
 Robert Rothchild: Science
 Isidore Silver: History
 Chris Suggs: English
 Howard Umansky: History

6 faculty are on medical leave

Joseph Balkin: Psychology
 Robert Rieber: Psychology
 Ray Rizzo: Speech & Theater
 Laurie Schneider: Art, Music, Philosophy
 David Schulman: Public Management
 Natalie Sokoloff: Sociology

1 faculty on leave for special purposes

James Deem: Communication Skills

Calendar of Board of Trustees meetings

The meetings of the CUNY Board of Trustees, which are held every month (except December and April, unless necessary) are open to the public and are held at the CUNY Central Office at 535 East 80th Street at 4:30 PM. A week prior to each meeting, at 4 PM, the Trustees hold a public hearing, at the Central Office, to enable the public to comment about any item that is on the agenda of the forthcoming meeting. Any member of the public may speak at a public hearing but to do so one must sign up by telephoning the Secretary of the Board of Trustees no later than 4 PM the Friday preceding the public hearing and stating that one intends to speak. Oral comments are limited to three minutes but written statements may also be submitted.

<u>Board meeting</u>	<u>Public Hearing</u>
Thu. September 29	Thu. September 22
Mon. October 31	Mon. October 24
Mon. November 28	Mon. November 21
Mon. January 30	Mon. January 23
Mon. February 27	Tue. February 21
Mon. March 20	Mon. March 27
Tue. May 22	Mon. May 15
Mon. June 26	Mon. June 19

The agenda items on the agenda of each Board of Trustees meeting come out of the Board of Trustees' standing committees on fiscal affairs; academic policy; student affairs; public affairs; faculty and staff relations. These committee meetings are open to the public. For the schedule of BOT committees, call ext. 8724.

Phase-in of prerequisite enforcement complete

At August registration, 200-level courses were added to the list of courses for which prerequisites are checked and enforced. As a result prerequisites for all courses are now being checked and enforced at registration. The Faculty Senate and the Council of Chairs each adopted a resolution stating that computerized registration must be accompanied by enforcement of prerequisites.

Fax machines at John Jay

Faculty may send or receive a fax at John Jay:

13 North Hall: Mail Room (first floor, behind B&N): 237-8742
2] T Building: Mail Room (5th floor): 237-8901

Faculty (and others) may send a fax to:

President's Office: 237-8607
Vice President for Student Development: 237-8282
Student Council: 237-8730
Criminal Justice Center: 237-8637
Office of Special Programs: 237-8661
President of the Faculty Senate [home fax]: 472-8506

Provost lecture series announced

The theme of the Provost's Fall 1994 Lecture Series is "Children in the Age of Incarceration": NYS Assemblyman Roger Green will lecture on "Children First," on Thursday, October 13, 6:30-8 PM. Greg Donaldson, author of The Villa: Cops and Kids in Urban America, will speak on Monday, November 14, 6:30-8 PM.

UFS conference on education and technology December 2

The University Faculty Senate's Fall 1994 all-day conference for CUNY faculty will be on education, technology, and distance learning and will be at Baruch College on Friday, December 2. For additional information, call Karen Kaplowitz at ext. 8724.

The City University of New York

Vice Chancellor for Budget, Finance, and Information Services
535 East 80th Street, New York, N.Y. 10021
(212) 794-5403 Fax: (212) 794-5720

MEMORANDUM

July 7, 1994

TO: Senior College Presidents
Professional School ~~Deans~~

FROM: Richard Rothbard 

SUBJECT: Initial Allocation of the 1994-95 Operating Budget

I write to provide your 1994-95 operating budget allocation and to highlight some of the significant factors that impact on its content, format, and methodology. The details of your college's allocation and the specifics of the methodology used in calculating and distributing resources are included in attachments to this memorandum.

Academic Priorities

Consistent with the structure and focus of the **1994-95** Budget Request, the initial allocation seeks to ensure that the University continues its commitment to strengthening academic programs. Hence, this allocation incorporates the Office of Academic Affairs' recommendations for new allocations of **\$4** million in support of college Academic Program Planning priorities. Of this amount, \$3 million is from the Adopted Budget appropriation for Strengthening Instruction. Another \$1 million has been added from elsewhere in the budget chiefly for equipment acquisition. The annualized costs of recurring items from the **1993-94** mid-year allocation for Academic Program Planning (**\$3.1** million) have also been included, making the total **1994-95** allocation **\$7.1** million. Under separate cover, the Office of Academic Affairs will provide the details concerning the determination of these allocations. Since the new APP allocations are being made for specific purposes and, in some cases, on a contingent basis, commitments against these dollars should not be made pending receipt of the follow-up letter from Vice Chancellor Freeland.

The initial allocation does not include funds to cover commitments for joint appointments and **1994-95** start-up costs that have been made by the Office of Academic Affairs. Funds to cover these commitments will be transferred to your college at a later date.

Full-time Faculty Positions-- Base Level Equity

At 1994-95 funding levels, the instructional cost model has sufficient resources to support an average full-time faculty level of 62.4%. On a college-by-college basis, however, the actual levels that exist range from a low of 46.2% to a high of 76.4%. Not surprisingly, those colleges that have been in the forefront of strong enrollment growth are also the same colleges struggling with lower percentages of full-time faculty. To address this historic and continuing disparity between resource distribution and enrollment patterns, this allocation implements the first year of a planned five-year program to achieve base level equity through a reallocation of full-time faculty positions.

To achieve base level equity in a single year would require the reallocation of more than 200 positions. Recognizing the dislocations this would cause, we have instead developed a multi-year plan that phases in the program, gives colleges an opportunity to avoid out-year position impacts if enrollment patterns shift, and allows for the use of new resources in future years to advance the objectives of this program. Furthermore, as we move forward in our efforts to more closely link budgeting and academic program planning, additional elements will be considered for introduction into this base level equity model. These elements may include standardized measures of faculty participation in doctoral instruction, sponsored research, and other scholarly activity, as well as measures of educational outcomes. Our goal will be to establish a method of determining collegiate contributions to overall University productivity for budget purposes that gives full weight to the importance of enrollment growth while also recognizing other forms of academic accomplishment, both educational and scholarly. We expect this revised model to be in place for 1995-94. Whatever its ultimate form, the model will continue to realign full-time faculty positions over time in accordance with appropriate measures.

The Allocation Methodology (attached) includes a discussion of the process for achieving base level equity. In all cases but one, colleges possess substantially more vacancies than the number of faculty lines affected. There is a minimal dollar impact on colleges losing positions since a shift in the adjunct allocation essentially "backfills" the full-time faculty line funding. Likewise, colleges receiving additional full-time faculty lines and funding through this program receive an offsetting reduction in adjunct funding.

Tuition Reimbursements (Waivers)

Over the past five years, the University's expenditures for non-mandated tuition reimbursements (waivers) have grown dramatically, without any increased funding from the State. As a consequence, the University has had to use its budgetary flexibility to supplement an appropriation of \$2.5 million to cover expenditures up to \$6.0 million in 1993-94. Because of growing concern about the budgetary impact of these expenditures, tuition reimbursement allocations are reduced from 1993-94 expenditure levels for 1994-95. Further reductions are planned for successive years unless additional State support is forthcoming. The Allocation Methodology provides more information about reductions in this program.

Academic Priorities

As discussed in the cover letter, the annualized costs of **1993-94 Academic Program Planning (APP)** allocations and new allocations for **1994-95** are included, based on recommendations of the Office of Academic Affairs. In all cases, allocations are in response to college-determined priorities as articulated in APP documents. The Office of Academic Affairs will provide additional details about the basis for these allocations. In cases where funds **are** provided for faculty or support positions, colleges will be required to use existing vacancies. Funds for the actual cash costs of these positions will be transferred on **certificate** after the college notifies the University Budget Office (UBO) that the individual has been hired. In addition, a process for **monitoring** the expenditure of these funds will be established to ensure their use, consistent with College plans.

Additional support for other Academic Priorities (joint appointments and start-up funds) will be provided at a later date, based on the recommendations of the Office of Academic Affairs.

Full-time Faculty Positions – Base Level Equity

As described in the cover memo, with the **1994-95** allocations the University has taken steps to establish base level equity across the campuses with regard to full-time faculty lines. To achieve equity in a single **year**, within the limitations of existing resources, would require the reallocation of more **than** 200 positions. In order to ensure a more orderly and prudent implementation process, the University has proposed a phase-in that shifts **25** positions a year over five years, on average. The following is a description of the steps taken in this reallocation:

Step 1: A University-wide percentage of full-time faculty lines was calculated. This calculation took into consideration current enrollment levels, the number of faculty required to teach this enrollment, as projected using the Instructional Staffing Model, and the number of budgeted full-time faculty positions at all the colleges.

Step 2: A pool of **50** positions was created for **the** first year by taxing all colleges proportionately.

Step 3: The number of full-time positions needed for **those** colleges **currently** below the University average percentage to meet that average percentage was calculated.

Step 4: The **50** pool lines were then redistributed to **those** colleges furthest **from** the average University-wide full-time percentage **on a pro rata** basis, and a net change in positions **was** calculated. In the distribution of the **50** lines, colleges **currently** below the University average of **62.4%** full-time faculty lines were protected **from taking** a net loss in lines.

Base Level Equity -- Net Impact of Year 1 Position Reallocation

	FTE Impact of Year 1 Position Reallocation	Net \$ Impact of Year 1 Position Reallocation (000)*	Faculty Vacancies As of PP#3
Baruch	0	0.0	18
Brooklyn	(7)	(44.7)	51
City (Excl. CWE)	(7)	(44.7)	27
Hunter	0	0.0	18
John Jay	10	63.9	1
Lehman	(4)	(25.5)	2
Queens	(7)	(44.7)	32
York	7	44.7	7
CSI	7	44.7	3
NYCTC	1	6.3	7
TOTAL	0	0.0	166

* After adjunct reallocation is taken into account.

** If unaltered by future enrollment patterns, additional resources, or new model elements.

ATTACHMENT D

Level Equity -- Year 1

Distribution of Year 1 Pool Positions:
1994-95 projected enrollments).

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Enrollments	Model Tchg. FTEs	Budgeted F/T Faculty	F/T Faculty as% of Mod. Before Pool	Pool	Budgeted F/T Faculty After Pool	F/T Faculty @ 62.4% of Model	Addl. FTEs to bring to 62.4% of Model	Redistrib. of Pool	F/T Faculty After Pool Distribution	F/T Faculty as% of Mod. After Pool Distribution	Impact of Pool (FTE)
1994-95											
Enrollments	658	396	60.2%	5	391	410	19	5	396	60.2%	0
11,241	702	536	76.4%	7	529	438			529	75.4%	-7
10,752	693	474	68.4%	7	467	432	30	7	467	67.4%	-7
10,026	844	503	59.6%	7	496	526	67	13	503	59.6%	0
12,645	398	184	46.2%	3	181	248			194	48.7%	10
6,856	439	294	67.0%	4	290	274			290	66.1%	-4
6,889	741	523	70.6%	7	516	462	45	9	516	69.6%	-7
12,130	292	139	47.6%	2	137	182	56	11	146	49.9%	7
5,215	497	258	51.9%	4	254	310	28	5	265	53.3%	1
8,140	476	273	57.4%	4	269	297	246	50	274	57.6%	-0
8,053	5,740	3,580	62.4%	50	3,530	3,580			3,580	62.4%	
91,947											

After colleges' adjustments for chairpersons on position certificate #11, processed 4/21/94.

Includes:

- Column (4) = Column (3) / Column (2)
- Column (5) = (Column (3) / Column (3) Total) x Pool Total
- Column (6) = Column (3) - Column (5)
- Column (7) = 62.4% x Column (6)
- Column (8) = Column (7) - Column (6). Only if Column (7) is larger than Column (6)
- Column (9) = (Column (8) / Column (8) Total excluding Baruch & Hunter) x Pool Total excluding Baruch & Hunter.
- Column (10) = Column (6) + Column (9)
- Column (11) = Column (10) / Column (2)
- Column (12) = Column (9) - Column (5)



ATTACHMENT E

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
445 West 59th Street, New York, N.Y. 10019
212 237-8000 / a724

July 21, 1994

Vice Chancellor Richard F. Rothbard
City University of New York
535 East 80th Street
New York, NY 10021

Dear Vice Chancellor Rothbard,

Because it is summer and the Faculty Senate is, therefore, not in session, I cannot officially speak for the Faculty Senate of John Jay College. However, I have read your budget allocation memorandum of July 7 and, of course, note that the budget allocation for John Jay College and the section of the narrative entitled "Full-time Faculty Positions - Base Level Equity" indicate great responsiveness on the part of you and your Office and on the part of the Chancellory to the concerns and issues that I and my colleagues raised during our meeting with you this year and in our correspondence to you.

I'd like to personally thank you very much for the obvious consideration that you gave to our concerns. I have no doubt that I will be writing to you again in an official capacity at the direction of the Faculty Senate once the academic year begins but I did not want to wait until then to convey my appreciation.

I hope you are having a splendid summer. And I very much look forward to continuing working with you.

Sincerely,

Karen Kaplowitz
President, Faculty Senate

P.S. I would like to thank you for your very kind letter congratulating me on my reelection to the Executive Committee of the University Faculty Senate. Your letter was very appreciated.

ATTACHMENT F

approximately **40** percent of all **dismissals** and suspensions over the past five years were drug-related, **26** percent for failing a drug test. Given the drug-related temptations and opportunities that regularly confront officers, thorough screening efforts for drug abuse are especially critical.

Although effective screening of applicants is a critical component of anti-corruption efforts, we found that applicant investigators were more committed to processing paperwork **than** conducting thorough background investigations. The Department blames these delays and oversights on the heavy workload of applicant investigators. This may be so, especially since in the last two years alone, 4,000 new officers have graduated from the Police Academy — and Over 2,000 more will graduate in August **1994**. But larger classes and heavy workloads do not **justify** sacrificing thorough screening and background investigations of Department applicants. No applicant should ~~take~~ the oath of a police officer before **a** thorough background investigation is completed by the Department. If **this** is not feasible, then the Department should consider contracting a portion of its background investigations to private investigative companies, **as** do other law enforcement agencies such **as** the United States Drug Enforcement Administration and the United States Customs Service.

Background investigations and admission criteria must focus more on the applicant's likelihood to be an honest officer, not merely on the **minimum** qualifications necessary to do the job of policing. While the evidence suggests no typical profile of a corruption-prone officer, it does suggest that certain factors sometimes indicate an officer's ability to better withstand the temptations of corruption.

For example, our study revealed that officers with a prior felony arrest record are three times more likely to become corrupt **than** those without such records. **Six** percent of the dismissed or suspended officers in our study had prior felony arrest records, **as** compared **with 2** percent **from** the general Department population. This is a significant **finding**. It shows the need to subject these candidates to a heightened level of scrutiny in their background investigations before admitting them to **the** Department.

Moreover, **numerous** supervisors told us that older **recruits** and recruits **with a college** education or **military** experience are often less susceptible to **corruption**, have fewer **absences**, and achieve more rapid advancement. **Many** have suggested that **this is** because these factors often **reflect** a more mature, experienced and disciplined applicant. Since the **minimum** age requirement for New York **City** police officers is twenty years of age, some officers have never held a job before joining the Department. They therefore often lack the maturity, confidence and experience needed to resist peer and other pressures leading to **corruption**. Education and military experience also are often **linked** to fewer corruption incidents, not **only** because of **what** educational or military experience **provides**, but because the successful completion of these endeavors itself reflects **a** discipline, character, and level **of ability**.

N.B. The title of the document known as the Mollen Commission Report is "Commission to Investigate Allegations of Police Corruption and the Anti-Corruption Procedures of the Police Department: Commission Report," Milton Mollen, Chair. July 7, 1994

To keep the Department's applicant pool **as** diverse **as** possible, however, minimum educational requirements ideally should be raised concomitantly with expanded opportunities to **satisfy** those requirements. Such opportunities already exist. The **City** University of New York - N.Y.P.D. Cadet **Corps** ("Cadet *Corps*") and the Police Department's *own* Police Cadet *Corps* ("Police Cadets") currently provide promising programs that integrate a college education and police-related training for police applicants. The *CUNY* Cadet *Corps* is sponsored by the **City** University of New York and is administered by the John Jay College of **Criminal** Justice in cooperation with the Police Department. It is a two-year program that allows applicants to earn their Associate of **Arts** degree, while participating in special supplemental classes and internships related to police work and community service. The Police Cadet program is administered by the Department and offers a similar program for those applicants who have completed *two* years of college toward earning their Bachelor's Degrees.

In our view, these programs produce not only better educated officers, but officers more aware of community needs and problems related to police work. When the Cadets complete their education, those who **pass** the **final** Cadet examination are admitted into the Police Academy with their degrees already in hand. These programs **also** provide other advantages. **First**, they offer the Department a two-year period of evaluation to screen out individuals poorly suited for police work.

These programs **have** also been **highly** successful in **recruiting minority** police recruits. Currently 59 percent **of** the Cadet *Corps* are African-American or Hispanic and more **than** 37 percent are women. The Police Cadet Corps has been similarly successful in recruiting **minority** candidates. These **programs** therefore offer a mechanism already in place **to** raise both the educational standards and **opportunities** of police recruits from a diversity-of **backgrounds**.

The Commission believes that raising certain hiring standards and improving applicant screening will have a considerable impact on reducing corruption and enhancing pride in the Department. We therefore make the following recommendations:

- Raise the **minimum** entry age requirement from the current 20 years **of** age to 22 years of age.
- Raise the **minimum** education requirement **from** a **high** school diploma to a two-year college Associate Degree. The Department should support **the** CUNY/NYPD Cadet Corps Program and the New York **City** Police Cadet Corps Program **as a primary** means to satisfy that requirement and raise the education level for recruits. **This** will require **expanding** the Cadet programs for police recruits. Cadet **Corps** and Police Cadet graduates who have received their Bachelor or Associate Degree before reaching the age **of** 22 should be eligible for immediate **entry** to the Police Academy.

will be respected and taken seriously by their audience. Integrity **training**, however, should not be exclusively conducted by IAB.

- The Department should use civilian faculty to conduct segments of the police training currently **provided** at the Police Academy, in subjects such **as** Law Social Science, and **Ethics**. This would expose recruits to non-police viewpoints, help **civilianize** the learning process, and **minimize** in-bred group acculturation,
- The Department should seek to **avail itself** more **fully of** the excellent resources and facilities available at John Jay College **of** Criminal Justice.
- The Department should institutionalize regular focus **group** discussions with officers and supervisors to keep abreast of attitudes and perceptions regarding corruption and brutality. These **findings** should be incorporated into Academy and In-Service integrity training.
- A recruit mentor program should be established to **allow** and encourage recruits and new officers to have access to experienced, honest and respected officers selected for this program. The program should be structured to encourage participation on a confidential basis by *any* officer with integrity concerns.
- The Field Training Program for probationary officers should be strengthened and integrity should be made an **important** component of that training.
- The Police Commissioner should **take** a personal role in addressing recruits and veteran officers on matters of integrity and the Department's commitment to fighting corruption, including personally addressing recruits and newly promoted supervisors, and periodically sending videotaped messages to field commands.

Police Personnel Management

Over the course of the Commission's inquiries a number of issues of police personnel management have stood out **as** conditions that either promote corrupt behavior or fail to properly **acknowledge** officers for their integrity. One of these issues is the steady tour/steady partner policy; another is the perception **among** certain officers that a number of police commands are used by the Department **as** "dumping grounds" for incompetent and undisciplined officers.

Resolution of the Faculty Senate
to endorse the following

Resolution #1 of June 8, 1994, of the Academic Planning Committee
Concerning College Education and Law Enforcement
Professional Development

I. Police recruits should have a relevant college degree before entering, or at least before completing, recruit training. Such a degree will enable police officers to carry out their functions more knowledgeably and intelligently, and with greater awareness of -- and sensitivity to -- the moral and ethical issues that they must constantly confront.

11. John Jay College strongly supports the current CUNY Police Cadet

Program, under which potential police recruits participate in a program of both general college education and specialized courses for potential police officers leading to an Associate degree and entrance into the Police Academy.

111. A substantial proportion of required college courses taken by potential (or active) police officers should be taken in an academic setting and in classes that are integrated with other college students. Such integration will broaden the perspective of potential and active police officers and will foster sensitivity to cultural differences and to the needs and sensibilities of various populations that police officers serve.

Approved by the Faculty Senate Without Dissent

August 30, 1994

Resolution of the Faculty Senate
to endorse the following

Resolution #2 of June 8, 1994, of the Academic Planning Committee
Concerning College Education and Law Enforcement
Professional Development

John Jay College of Criminal Justice of the City University of New York is a liberal arts college dedicated to education, research, and service in the fields of criminal justice, fire science, and related areas of public safety and public service. It seeks to inspire students to the highest ideals of citizenship and public service, and serves society by developing graduates who have the intellectual acuity, moral commitment, and professional competence to confront the challenges of crime, justice, and public safety in a free society.

Consistent with its mission, the College encourages initiatives to enhance the professionalization of the law enforcement field. Greater integration of law enforcement recruiting and training with college education will benefit society, law enforcement agencies, and current and future law enforcement professionals by developing in the police the skills of critical thinking and effective communication; the perspective and moral judgment that develops from liberal studies; the capacity for personal growth and creative problem-solving that results from the ability to acquire and evaluate information; and the awareness and appreciation for the diverse cultural, historical, and political forces that shape our society.

Professional preparation for law enforcement should be grounded in a college-level course of study that balances the arts, sciences, and humanities with professional study, training, and supervised field experience. Such a program can only be achieved through a collaboration between academic institutions and law enforcement agencies, whereby potential law enforcement officers engage in their collegiate studies in a comprehensive academic setting, in an atmosphere that promotes independent intellectual inquiry in the company of students and faculty with diverse cultural and intellectual perspectives. By necessity, such a collaboration must preserve the independence of academic institutions and law enforcement agencies.

The CUNY Police Cadet Program illustrates how these concepts can be implemented in a practical and cost-effective manner. We therefore encourage continued funding and further expansion of this program. We also encourage initiatives to enhance the integration and articulation of Police Academy training with college coursework. Such initiatives might include the substitution of appropriate college courses for Academy courses, and might also include the delivery of a limited number of specialized courses and training programs by College faculty, when appropriate, at the Training Academy.

Any initiative to enhance the professional development of law enforcement personnel must reach beyond candidates and trainees, and also extend to current police officers, to address the challenges of line service as well as development of future supervisors and leaders. We therefore encourage the integration of college study and in-service training, as well as the expanded implementation of requirements for baccalaureate and graduate level preparation for advancement to supervisory and leadership positions.

Approved by the Faculty Senate Without Dissent
August 30, 1994

FROM: JOHN JAY'S MIDDLE STATES SELF STUDY

APIENDIX E

ADMISSIONS AND RETENTION - SELECTED TABLES

Table 15

**Students Who Entered from Fall 1983-Spring 1985
Whose High School Averages Are Known
And Who Enrolled in Typical Freshman Courses
in Their First Semester**

No. Students	< 71	554
	71-74	486
	75-79	481
	80+	243
	ALL	1764
% who earned 30 credits	< 71	32
	71-74	47
	75-79	57
	80+	67
% who earned 60 credits	< 71	16
	71-74	27
	75-79	37
	80+	54
% who earned 90 credits	< 71	11
	71-74	19
	75-79	26
	80+	46
% who earned Bac. Degree (128 credits)	< 71	7
	71-74	14
	75-79	19
	80+	38
	ALL	17

Source: OIR

UNDERGRADUATE GRADE DISTRIBUTION

	FALL 1990	SPRING 1991	FALL 1991	SPRING 1992	FALL 1992	FALL 1993
A	11*	11*	11*	11*	11*	12*
A-	7	7	8	8	8	8
B+	8	8	8	8	8	9
B	10	10	11	11	11	11
B-	7	7	7	8	8	8
C+	6	6	6	6	6	6
C	6	7	6	8	7	7
C-	4	4	4	4	4	4
D+	1	2	2	2	2	2
D	3	3	3	3	2	3
D-	1	1	1	1	1	1
F	5	5	4	4	4	4
WU	6	7	5	6	5	5
P	8	5	7	5	7	7
R	3	2	3	2	2	2
W	10	8	8	8	7	7
IN	7	7	7	6	6	5

Francis M. McHugh
Dean for Admissions & Registration
3/1/94

Status of Developmental Courses at Other CUNY Colleges

None Offered (4 Colleges)

Baruch	
NYCTC	all remedial, not credit bearing
Bronx CC	
QCC	

No Limit on Number Taken (3 Colleges)

*John Jay	14 courses/24 credits, plus a possible 9 extra credits for a total of 33 credits , all are degree credits
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Brooklyn	18 courses/21.5 degree credits
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York	13 courses/19 degree credits
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*We at John Jay give more credits per course and more credits overall than any other college.

No Limit on Credits Toward Degree (2 Colleges)

Queens	20 courses/35 credits, but of these 11 courses (21 credits) are specifically SEEK; therefore, for non-SEEK students 9 courses/14 credits
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**Hostos CC	14 courses/22 credits
-------------	-----------------------

**Hostos is the only college that comes close to John Jay in number of degree credits allowed for non-SEEK developmental course work.

Limit Credits Toward Degree (8 Colleges)

Medgar Evers	0 credits
BMCC	3 credits
KCC	4 credits (ESL only)
CSI	5 credits
City	8 credits for BA, BS, BFA, BsEd 0 credits for Engineering, Computer Science, Architecture, & Nursing
Hunter	10 credits
Lehmann	12 credits
LaGuardia CC	unspecified, but limited. Number depends on curriculum.

Submitted by the John Jay English Department based on information provided by Vice Chancellor Elsa Nunez-Wormack.