

Faculty Senate Minutes #146

John Jay College of Criminal Justice

November 6, 1996

3:15 PM

Room 630T

Present (31): Michael Blitz, Dorothy Brace, Effie Papatzikou Cochran, Elizabeth Crespo, Edward Davenport, Jane Davenport, John Donaruma, Janice Dunham, Arlene Geiger, P.J. Gibson, Elisabeth Gitter, Andrew Golub, Amy Green, Edward Green, Lou Guinta, Karen Kaplowitz, Andrew Karmen, Kwando Kinshasa, Sondra Lanzzone, Tom Litwack, Barry Luby, James Malone, Ellen Marson, Mary Ann McClure, Jill Norgren, Daniel Pinello, Frederik Rusch, Carmen Solis, Maurice Vodounon, Agnes Wieschenberg, Daniel Yalisove

Absent (7): Yahya Affinnih, Kojo Dei, Gavin Lewis, Robert McCrie, Adina Schwartz, William Stahl, Davidson Umeh

Guest: Delores Jones (Law, Police Science, CJ Administration)

Agenda

1. Announcements from the chair
2. Approval of Minutes #145 of the October 22 meeting
3. Presentation of Resolution of Appreciation to Professor O'Hara
4. Proposed resolution: Request that the Director of Computer Information Systems conduct a second audit, that of prerequisite enforcement of courses taken by those students not in the previous audit (i.e., readmits, late admits, entering freshmen, and transfers)
5. Proposed resolution: Proposal that the Provost institute two Teacher of the Year Awards, one for adjunct faculty: Senator Edward Green
6. Report on the November College Council meeting
7. Discussion of the November 18 College Council agenda
8. Report about the Academic Certification (aka "rising junior") Exam (ACE)

1. Announcements from the chair [Attachment A]

Assemblyman Herman (Denny) Farrell, Jr., the Chair of the Assembly Ways and Means Committee, and Assemblyman Scott Stringer, who represents the district John Jay is in, will be guests at our December 13 Faculty Senate meeting. Assemblyman Farrell was the pivotal legislative person in making Phase I (the 899 Tenth Avenue building) a reality 10 years ago.

Also, a newly appointed member of the CUNY Board of Trustees,

George J. Rios, has accepted the Senate's invitation and will meet with us on December 13. Trustee Rios is a graduate of John Jay (MPA '74) and was honored by the John Jay Alumni Society as the Alumnus of the Year in 1993.

The 10th anniversary of the Faculty Senate will be celebrated at our December 13 meeting.

Senator Jane Davenport reported that the annual Library Book Sale from noon until 7 PM on November 11 and 12 in the Theater Lobby welcomes and needs volunteers to help with the work,

Senator P.J. Gibson announced a grant source for faculty development seminars: she is John Jay's representative on the University-wide grant committee and reported that this year there have been no applications from John Jay faculty as yet. Senator Betsy Gitter said that the FDS grant procedure involves a great deal of work for relatively little payoff. She said faculty may get more support at other campuses for developing such grant proposals and suggested approaching the Provost to see if more support should be available at John Jay. Senator Gibson said that it looks reflects very poorly on John Jay that it is absent from the list of campuses proposing these seminars. She agreed to speak to the Provost and also to poll the representatives of the other colleges to ascertain how much support they receive,

Senator Jill Norgren asked about responses to the Senate's letters. President Kaplowitz said that Professor James Levine has expressed his appreciation for the Senate's support of the doctoral program in criminal justice education and that she has also received a written acknowledgment of the Senate's letter from Vice Chancellor Anne Martin and has heard that President Frances Degen Horowitz was appreciative of the Senate's letter supporting the criminal justice doctoral program.

She said she was told by several chairs that the Personnel Committee plans to consider the Faculty Senate's request for a reconsideration of its appeals rule after it completes its personnel actions. She said she has not yet received a response regarding the scheduling of student evaluations this fall nor about the scheduling of day/night classes. She said that the Senate's Executive Committee will be meeting with President Lynch and also with Provost Wilson and will raise the issues directly.

2. Approval of Minutes #145 of the October 22 meeting

By a motion duly made and carried, Minutes #145 of the October 22, 1996, meeting were adopted.

3. Presentation of the Resolution of Appreciation to Professor Patrick O'Hara

The Resolution of Appreciation, approved by the Senate last month in recognition of Professor Patrick O'Hara's success as coordinator of the Criminal Justice Education Conference, which the Senate co-sponsored, was presented to Professor Patrick O'Hara, whom the Senate applauded.

Professor O'Hara expressed his appreciation and introduced

several John Jay students whom he said he wanted to publicly thank for helping him make the conference a reality and a success. He distributed copies of the conference program and a report: 360 individuals attended the conference, which was from October 4-6. 88 John Jay faculty, administrators and staff participated, as did 57 John Jay students, of whom 8 were presenters. 293 academicians and professional practitioners participated, including the John Jay contingent. A total of 210 individuals were presenters or discussants. The Senate applauded Professor O'Hara.

4. Proposed resolution: Resolved. That the Faculty Senate requests that the Director of Computer Information Systems conduct a second audit, that of prerequisite enforcement of courses taken by those students not in the Previous audit (i.e., readmits, late admits, entering freshmen, and transfers)

President Kaplowitz reported on the Senate's request for an audit of waiver of prerequisite permission forms. Dean Gray has responded to the Senate's request by explaining that the permission slips are discarded a few weeks after each registration and so no audit can be conducted with reference to this semester's permission waivers. He has offered to conduct the audit next semester. President Kaplowitz then proposed that the Senate also request that the Director of Computer Information systems conduct a second audit, that of prerequisite enforcement of courses taken by those students not in the previous audit (i.e., readmits, late admits, entering freshmen, and transfer students). This is an audit that Dr. Peter Barnett offered to conduct when he met with the Senate the previous month. A motion to request this audit carried by unanimous vote.

5. Proposed resolution: Resolved. That the Faculty Senate recommends to the Provost that he institute two Teacher of the Year Awards: one for adjunct faculty members and the other for full-time faculty members and that adjunct members of the faculty serve on the screening committee for both awards: Senator Ed Green

Senator Edward Green explained that the proposal is to have a separate Teacher of the Year Award for adjunct faculty. Senator Green said that under the current arrangements both adjunct faculty and full-time faculty are nominated for the one Outstanding Teacher of the Year Award given each year and that, therefore, adjunct faculty have little chance of winning. Indeed, since the award was established by the Provost, there have been four recipients, all full-time faculty.

Senator James Malone, the Chair of the Outstanding Teaching Award Selection Committee, explained that the Committee has asked him to speak with Provost Wilson about several issues the Committee has raised with regard to the award and he suggested that this item be tabled until he has this discussion because, he said, some of the issues are connected, though some tangentially, to this proposal. Senator Green agreed to this suggestion.

6. Report on the October Collese Council meeting

In response to the College Council agenda item submitted by

the Senate on the issue of enrollment growth and the concomitant issues of lack of space, health and safety issues, and the impact on teaching and learning, President Lynch announced at the College Council the formation of a Quality of Life Committee. He has appointed two faculty, Professors Glen Corbett (Public Management/Fire Sciences) and Karen Kaplowitz (English/Faculty Senate); two administrators, Vice President John Smith and Dean Hank Smit; and one student, Terence DeGrenier.

Senator Jill Norgren raised the issue of a weekend college that was recommended by President Lynch at the College Council [Attachment A - p.6]. She said this is an academic issue and suggested that the academic officers of the College should be on the Quality of Life Committee. Senator Betsy Gitter agreed, saying there seems to be a mixture of issues being considered by the Quality of Life Committee and suggested that its charge be clarified. President Kaplowitz said she would convey these suggestions.

7. Discussion of the November 18 College Council agenda [Attachment B & C]

President Kaplowitz reported there is one item on the agenda for the November 18 College Council meeting: a discussion on the continuation of the branch campus in Gurabo, Puerto Rico, which the Senate's Executive Committee submitted [Attachment B]. She explained that when in 1994 the College Council approved the establishment of a branch campus it included a sunset clause requiring the College Council to take affirmative action by voting to continue the operation of the branch campus by December 31, 1996, or else John Jay must cease operating the branch campus.

Senator Kwando Kinshasa asked Senator Tom Litwack what he means by the phrase "**all** the costs" in the last paragraph of his College Council agenda memo [Attachment C] with regard to whether Puerto Rico reimburses us for "all the costs of the program." Senator Litwack said that he has not seen a budget for the branch campus since the branch campus was first proposed and that there is the possibility that funds or personnel are being provided to the branch campus without full reimbursement.

There are two possible kinds of costs of the program, Senator Tom Litwack explained: one is the possibility that the College is spending money, actual money, that is not being reimbursed. It is conceivable, he noted, that we are paying for the trips for College personnel to travel to and from Puerto Rico. But what is more likely, he said, is that the College is putting a lot of time into the program for which the College is not being reimbursed. He noted that Dean Frank McHugh is spending all of his time in Puerto Rico and said his recollection of the original budget for the branch campus called for \$30,000 for a person from the Registrar's Office to work on the branch campus. But, he said, a dean to replace Frank McHugh cannot be hired for \$30,000. Similarly, people from the Financial Aid Office, from the Registrar's Office, from the Business Office, as well as several of the Chairs, have to put time into the program: does Puerto Rico pay us to hire additional personnel to handle the additional work generated by the branch campus, he asked.

Senator Litwack noted that the President, the Provost, and the Associate Provost are often in Puerto Rico, adding that he is

not suggesting that they are not doing important work but, rather, that these high-level administrators are spending a lot of time on the branch campus that they could otherwise be spending on issues at the main campus: is Puerto Rico paying us to replace their time, he asked. He said Puerto Rico should have given us money to hire an additional Associate Provost either to deal entirely with the branch campus or to replace the efforts that the Provost and the Associate Provost devote to the program.

Senator Litwack said he expects that the administrators will say that they and the College are still getting done what needs to be done: but what, he asked, about all the things we might be able to do but we are not doing because the administrators and others have to spend so much time on the branch campus: what about all the times we try to contact the administrators but they are not here because they are in Puerto Rico, and so a great deal of time and effort of John Jay's administrators are spent on the branch campus and if the program is not reimbursing the College for that time and effort that is an issue even if the College is not expending any money, per se. He said that although he does not know about any expenditures of money by the College because he has not seen a budget, what is clear to him is that the branch campus does not pay for all the time that John Jay puts into the program and, he said, he thinks that is wrong.

The program should not be hurting the main campus, Senator Litwack explained, adding that he thinks that it is, in fact, hurting the main campus. He added that he is not against the Gurabo program, per se. He noted that he argued initially against the financial arrangements because he felt that the arrangements were unfair to our main campus and unless the financial arrangements have been changed they are, therefore, still unfair.

Senator James Malone said that as long as the Gurabo campus is John Jay's campus, then whenever the administrators are in Puerto Rico they are on John Jay's campus. Senator Litwack said that he does not question whether it is legitimate for our administrators to devote time to Gurabo or to be in Gurabo, but rather whether we should continue the program as a John Jay program if the main campus is suffering as a result.

Senator Lou Guinta noted that the Governor of Puerto Rico was just reelected and that he ran on his criminal justice record, including the Gurabo program, and that, therefore, this is a very timely issue for us because it is likely that the Governor will want to expand the branch campus program even further. He agreed with Senator Litwack that John Jay should be receiving more compensation from Puerto Rico than it is.

Senator Amy Green asked whether a vote by the College Council to continue the program is a vote to renegotiate the contract with Puerto Rico or whether it is a vote to continue the financial arrangement that currently exists. President Kaplowitz said that is a question we should ask at the College Council meeting this month. The agenda item is entitled: "**Discussion** about contract renegotiation of the branch **campus**," which implies a renegotiation but in what ways or of which aspects is not yet known.

Senator Kinshasa asked whether Senator Litwack is suggesting that the branch campus is a liability for the main campus. Senator Litwack said that he suspects and believes that the branch campus has become a liability but that the branch campus does not necessarily have to be a liability: the liability can be easily

remedied by having a better financial arrangement with Puerto Rico so that Puerto Rico will adequately support the program. He said he is not saying the branch campus has to be a liability but that it is a liability because we have not entered into a satisfactory contract with Puerto Rico.

President Kaplowitz said the vote on this issue will not take place until December's College Council meeting because the November College Council item is a request for reports and for information, which are needed for the College Council members to understand the issue in preparation for the December meeting. Therefore, the Senate will have the opportunity to further discuss the branch campus at our November 19 meeting and again in December. She suggested that, therefore, we turn to the next agenda item, the "rising junior" exam, which she characterized as a very important and immediate issue.

8. Report on the Academic Certification (aka "rising junior") Exam (ACE) [Attachment A, D, E, & F]

President Kaplowitz explained that 20 years ago, the Board of Trustees mandated certification of students to certify whether students had achieved a sufficiently advanced level of skills. But the placement exams in reading, writing, and mathematics, which are used to determine the levels of courses students should be placed in, became exams used not for one purpose but rather for three purposes: as placement exams, as exit exams from remediation courses, and as certification exams certifying that students are ready for upper level (junior and senior level) studies. But the same instrument should not and cannot properly be used for both placement and certification. Vice Chancellor Richard Freeland created a Taskforce that created a certification exam called the Academic Certification Exam (ACE), which is colloquially known as the "rising junior" exam, since a student will have to pass it to rise from the sophomore level to junior level. An alternate colloquial name is the "sinking sophomore" exam, which is what some CUNY faculty are worried about.

The report on the ACE was distributed two years ago and Vice Chancellor Freeland and Vice Chancellor Elsa Nunez visited each college to conduct a hearing to which all faculty were invited. The hearing at John Jay was co-sponsored by the Faculty Senate and by the Provost.

Last year the ACE was pilot tested at six colleges and this year, next semester, it is being pilot tested at all the CUNY colleges. Students who have achieved between 45 and 90 credits are being asked to participate in the pilot test. President Kaplowitz said 80th Street is working at full speed to implement this test. She said our faculty have to know what their students are going to be faced with so we can better prepare our students so they can do well on the test. Also, each college will be getting a kind of report card because each student's score on this test will be compared with the student's GPA and a profile of each college and each college's programs (majors) will be developed showing whether colleges and their programs prepare students for upper-level study.

Two weeks prior to the exam, each student eligible to take the exam is mailed a text to read. Last year they were sent a 13-page chapter on efficiency from Jeremy Rifkin's Time Wars: The

Primary Conflict in Human History. The students are informed that they should read the text during the next two weeks. They may study the text in groups, look up the meaning of every word, research the subject if they wish, and really grapple with the text and know it. Two weeks later, at the beginning of the three-hour exam, to which they may not bring any notes or documents of any kind, they are given a bound test book. Included in this bound test book is the text that they had two weeks to prepare as well as three other short texts, including graphs, that they have never seen. Also bound in this book are 22 lined blank sheets to write their essays on. The exam consists of two **"tasks"** about each of the three short readings (for each of which two lined sheets are provided, and for which the students have two hours), and one task about the long text (the Rifkin chapter last year) for which they have 10 blank, lined sheets and one hour in which they are to write a "clear, coherent, well-developed essay" and in which they are to make "an effort to keep errors in spelling, punctuation, vocabulary, and sentence construction to a **minimum"** [Attachment D].

The test assumes no knowledge. It is designed to test critical thinking skills [see Attachment A - p. 1].

President Kaplowitz reported that several of her students who are doing poorly in her literature classes told her they are doing well in their other classes because they **"do not have to read."** Senator Michael Blitz asked what the consequences would be if John Jay students do poorly on the ACE. President Kaplowitz directed the Senate's attention to newly appointed Trustee Ann Paolucci's letter to the Chancellor decrying the proposal to permit students who fail the ACE to retake the exam and have remedial courses [Attachment E]. She reported that Trustee Paolucci's letter was praised by the Chair of the Academic Policy Committee of the Board of Trustees. Senator Frederik Rusch noted the enormous funding required to carry out this CUNY-wide plan. He reiterated Senator Blitz's prior question. Senator Arlene Geiger said this initiative reminds her of the overall University plan to shift priorities.

Senator Lou Guinta said he finds the rising junior exam to be an exciting opportunity to redevelop our curricula and that we could now go to the administration and ask for support to make the requisite teaching changes. Senator Jill Norgren said the John Jay faculty already give 125% as teachers, that John Jay teachers do assign reading and writing, but that the system demands that we staff our courses with transient teachers whose quality of instruction is more difficult to manage. What we need is support to do the work we are prepared to do. Senator Michael Blitz noted that the students we are accepting -- to make and exceed our enrollment target -- result in larger classes of less academically prepared students.

President Kaplowitz referred the Senators to Tables 6A, 13, and 15A, all of which are from the "1995 CUNY Student Data Book" that Chancellor Reynolds has sent to all Faculty Senate chairs [Attachment F]. The tables show that only 19.8 % of John Jay's first-time freshmen had high school averages of **80** or above while 15.2% had averages below 70. The comparable numbers at Hunter are 81.3% above 80 and 0.6% below 70. Another chart shows that 19.5 % of John Jay's full-time students work full time while only 6.2% of full-time students at Hunter work full time. Nevertheless all the colleges will be held to the same standard.

Senator Lou Guinta said he believes this is a good opportunity for us to make certain our students learn the skills that college students should have. Senator John Donaruma said research shows that the Communication Skills courses are effective in teaching the skills that the ACE exam demands. President Kaplowitz agreed, but noted that only a very small percent of our students can enroll in the Communication Skills courses because we have so many students needing those courses and so few faculty to teach them. Senator Kwando Kinshasa said that we need to consider how to teach our students why they should want to read at all and that by reading they will become better readers.

Senator Arlene Geiger said that now that she has 45 students in a class, the disparity between the good students and the failing ones is growing. She said many of her students have to work full time and do not have the time to read their assignments. Senator John Donaruma said if students do not have the time to read then they are not going to do well and so they should not pass the course.

President Kaplowitz suggested that preparing our students for the "rising junior" exam and concomitant issues might be the topic for a faculty retreat in the Spring such as the one we had in September. She said she thinks the ACE exam is an issue we should bring to the Standards Committee, to the Curriculum Committee, and to all other relevant bodies. She also said it is not clear that our administrators yet comprehend the gravity of the situation presented by this test. One, for example, just last week said that because John Jay's core is so large and comprehensive, John Jay students will be prepared for the ACE exam. But, she added, the ACE does not test knowledge but rather critical thinking skills, reading, and writing, and assumes no knowledge because all the texts are provided and are chosen so that no knowledge is needed to write about them. Senator Elizabeth Crespo asked whether the students are being informed about this test. President Kaplowitz said she thinks that telling the students about the test now might only serve to make them unduly anxious since the test has not yet been implemented, the faculty are not yet informed, and the College does not yet have a plan for preparing our students. She said she thinks that it is much more important to first tell the faculty.

The Senate agreed to continue discussion about the rising junior exam at future meetings and to authorize President Kaplowitz to bring this issue and information about the test to the Standards Committee, to the Curriculum Committee, and to other appropriate bodies. It was noted that the Senate minutes, with the attachments, will be an effective way to inform the faculty about the rising junior exam and its implications for students and for the College.

By a motion duly made and seconded, the meeting was adjourned at 5:00 PM.

Respectfully submitted,

Edward Davenport
Amy Green

Recording Secretaries

Attachment A

Announcements from the chair

Academic Certification (aka "rising junior") Exam being pilot tested

The ACE (Academic Certification Exam), also known as the "rising junior exam" that students will have to take to move from sophomore to junior status is being pilot tested at all CUNY colleges this year, having been tested at 6 colleges last year.

The test involves a series of readings, one of which is distributed to the students two weeks in advance (last year it was a chapter devoted to the issue of efficiency in a book by Rifkin), a copy of which is made available to the test takers at the time of the exam.

The 3-hour test, which comprises a series of essay answers, is designed so that no knowledge is needed. What is being tested are the skills that an upper-level college student is being expected to have: critical thinking, reading comprehension, and writing proficiency.

The critical thinking portion of the ACE will test 6 skills:
drawing inferences
interpreting numerical and graphical information
understanding perspectives (of an author)
comparing and contrasting
supporting an opinion
problem solving

The writing proficiency will average the scores of 3 skills:
intelligibility/clarity
coherence
correctness

The reading comprehension will test:
understanding the text

Each skill will be graded by two different readers and so a total of 16 readers will grade each students' exam.

This exam will not only play a crucial role in the educational progress of CUNY students, but will provide a "report card" about each college and about each college's academic programs (majors).

New College Council calendar

The College Council approved two changes in its calendar: the November meeting of the College Council is November 18 and the April meeting is on Thursday, April 17.

Two additional faculty newly hired

- Rick Curtis (Substitute Associate Professor: Anthropology)
- Holly Clark (Substitute Instructor: Public Management)

Assemblymen Denny Farrell and Scott Stringer to be Senate guests

Assemblyman Herman (Denny) Farrell, chair of the Ways and Means Committee, and Assemblyman Scott Stringer (who represents the district John Jay is in and is a John Jay alumnus) will together be guests of the Faculty Senate at its December 13 meeting.

John Jay picked as Inspector General Center

John Jay was selected last week to be the center for all Inspector General programs in the country. John Jay's Inspector General Master's Program is directed by Professor Ned Benton (Public Management Department).

Vice Chancellor Martin to meet with JJ faculty and others

Vice Chancellor for Academic Affairs Anne L. Martin will come to John Jay to meet with the faculty members of the Academic Program Planning Committee to discuss John Jay's academic program planning. She will also have separate meetings with College administrators and with students. Vice Chancellor Martin is conducting similar visits at all CUNY campuses.

Maria Volpe installed as president of SPIDR

Professor Maria Volpe (Sociology) was installed on October 26 as the president of the national Society of Professionals in Dispute Resolution.

Faculty Senate to mark 10th anniversary

The Faculty Senate's 10th anniversary is this month. The Senate will mark the occasion at its December 13 meeting.

December 4 Manhattan Public Hearing of the Board of Trustees

The CUNY Board of Trustees is required by State law to hold a public hearing once a year in each borough: the Manhattan hearing is Wednesday, December 4, from 5-8 PM in City Hall. Any member of the public (including CUNY faculty) may speak about any issue related to CUNY or to any CUNY college or program or policy. Speakers are limited to 3 minutes but may submit written testimony that is of any length. A number of Trustees attend as does the Borough President of the borough in which the meeting is being held. To speak, one must sign up in advance by telephoning the Office of the Secretary of the Board of Trustees, at 794-5450, by 4 PM on Wednesday, November 27.

Quality of Life Issues Committee appointed

In response to the Senate's agenda item about enrollment, space, safety, and disruptions to learning and teaching, President Lynch announced at the October College Council meeting that he is creating a Quality of Life Issues Committee comprising faculty, students, and administrators. The Committee members are: Professors Glen Corbett (Public Management) and Karen Kaplowitz (English/Faculty Senate); Vice President John Smith and Dean Hank Smit; and Terrence DeGrenier, Vice President of the Student Council. The first meeting is November 12.

Student Scholarship Symposium & Dean's List Receptions November 8

Approximately 250 students have accepted the invitation to the Dean's List reception at 2 PM on the afternoon of Friday, November 8, and another 250 students have accepted the invitation to the second Dean's List reception at 5 PM that same evening. Earlier in the morning, a series of workshops and panel discussions on scholarship opportunities is being presented by John Jay faculty and staff and guests. The event is cosponsored by the Office of the Vice President for Student Development and the Faculty Senate and has been organized by Dr. Patricia Sinatra. Faculty are urged to attend, most especially the Dean's List receptions.

Commencement scheduled for June 4

One commencement will be held, on June 4, at the Paramount Theater, which is part of Madison Square Garden. To date, no reception for the graduates is being planned. The decision about the commencement exercises was made by the Ceremonial Occasions Committee on October 24. The preliminary decision about a reception was made by the Student Council: the funding source would have been the mandatory Student Activity Fee.

Nominations for Honorary Degree recipients invited

The Committee on Honorary Degrees elected Professor Daniel Gasman (History) as its chair. The other members are: Professors Jane Bowers, Jannette Domingo, Lotte Feinberg, Betsy Hegeman, Eli Silverman, and Antony Simpson. Nominations for honorary degree candidates are due by November 10 and are to be sent, with supporting information, to Professor Gasman. Those not eligible to receive an honorary degree include: anyone employed by CUNY within the past three years; elected officials of New York City or New York State; previous recipients of an honorary degree from a CUNY college.

University Student Senate elections held

On October 13, the University Student Senate (USS) held its annual elections, which were certified on October 23. The chair of the USS is a voting member of the CUNY Board of Trustees. Elected for one-year terms were:

- USS Chair: Ifeachor Potts (BMCC)
- Vice Chair for Legislative Affairs: Joseph Canale (CSI)
- Vice Chair for Fiscal Affairs: Jose Peralta (Queens)
- Vice Chair for Senior College Affairs: Benjamin Allen (Lehman)
- Vice Chair for Community College Affairs: German Flores (BCC)
- Vice Chair for Evening/Part-Time Affairs: Belinda Crichlow (Medgar Evers)
- Vice Chair for Graduate Affairs: Tatek Ewart (Brooklyn)
- Vice Chair for Disabled Student Affairs: Darryl Salley (CUNY Law School)
- Vice Chair for International Student Affairs: Anthony Andrews (KCC)

September 30 meeting of the Board of Trustees

Board Chair James Murphy announced that Trustee Jerome Berg is chairing the search committee for the NYC Tech president; Trustee Edith Everett is chairing the search committee for the QCC president; the Fisk Guide to Colleges has given 4 stars for academic quality to Brooklyn and to City.

Chancellor W. Ann Reynolds said the most important thing for CUNY is enrollment, which is at 204,685 this year, down by 1,000 from 205,835 last year. But, she added, the average student is taking more credits. The PELL maximum award is up \$200 to \$2600. The Higher Education Reauthorization discussions are coming up shortly.

The Board approved: the right of the University Student Senate to collect \$0.85 from each summer session and intersession student activities fee (as the USS already does from fall and spring semester fees); expenditures for child care services at Medgar Evers; purchase of an integrated network connectivity system at BCC; an amendment of the Master Plan for York; design for a new facility for the Graduate School; upgrade of bathroom facilities at four senior colleges (City, Hunter, NYC Tech, and York).

The amendment of the Master Plan for York, to plan for a student center and child care center at York, proved contentious. Trustee Marino spoke against raising expectations of students, faculty, and community if the amendment were approved, saying that these are expectations that the Board might not, in fact, be willing to meet.

Trustee Price agreed, and said furthermore he thinks CUNY has too many colleges and that "we should reduce them to perhaps 14 colleges." He added that his reason for serving on CUNY's Board of Trustees is to downsize CUNY.

October 28 meeting of the Board of Trustees

The new student trustee, Ms. Ifeachor Potts (BMCC) was introduced. The deaths of the mother of Vice Chancellor Emma Macari and of President Edison Jackson (Medgar Evers) were reported. The winner of the Carnegie Teacher of the Year Award, Sondra Perls (English, Lehman), was introduced.

The Board approved the 1996-97 Budget Request for submission to Albany. The budget request features:

- The University is asking for a total of \$1.3 billion, an increase of \$60 million. This amount represents mandatory cost increases of \$32.8 million (2.6%) and critical program improvements of \$27.2 million (2.2%).
- This requested increase is the smallest, in percentage terms, since the State assumption of the financing of the University's senior colleges in 1983-84.
- Enrollment is stabilizing and revenue is projected at current levels.
- The senior college request totals \$966.2 million. Of this amount, \$17.3 million, an increase of 1.9%, is sought to fund important program initiatives.
- Programmatic request highlights include:
 - : Hiring of full-time faculty in support of Board-mandated Academic Program Planning (\$4 m);
 - : Increase support of CUNY's Doctoral Consortium (\$2.3 m)
 - : Graduate Student Financial Assistance (\$2 m)
 - : Support for Teacher Education Initiative in Collaboration with the Board of Education, including new Ph.D. program in Education (\$1.8 m)
 - : Library Book Acquisitions (\$2.5 m)
 - : Computer Ownership Matching Program (\$2 m)
 - : Assistive Technology Initiative in Support of Students with Disabilities (\$0.3 m)
- The community college request totals \$347.3 million.

Of this amount, \$9.9 million, an increase of 3%, is sought to fund important programmatic initiatives. [N.B. For a list of these initiatives, please call the Senate office.]

Vice Chancellor Martin explained that the budget request, if funded, would provide for the hiring of 120 new faculty.

Trustee Ann Paolucci voted to approve the asking budget on the condition that her written statement [Attachment E] is included intact in the minutes of the Board meeting. She explained that her written statement is an expression about her concern about the "open-ended" fiscal implications of students being given three chances, along with remediation, etc., to pass the Academic Certification Exam (ACE) also known as the "rising junior" exam. The Chancellor said she is preparing a written response which she, too, wants to be included in the minutes.

The Board also approved: contracting for the purchase of shelf-ready library books and for the construction of student club offices (BCC); the creation of a M.S. in Finance at Baruch; the creation of an Institute for Biomedical Engineering at CCNY; and honorary degrees to be given to William Newman (doctor of laws: Baruch), Mercedes Lopez Deiz (doctor of laws: Hunter), Kurt Masur (doctor of music: Hunter); and Joseph Machlis (doctor of humane letters: Queens).

BoT November 4 Academic Affairs Committee

Trustee Jerome Berg, chair, praised Trustee Paolucci's written statement [Attachment E] and urged her to continue her work on this issue.

The trustees discussed the fact that the CUNY Bylaws state that the responsibility for curriculum resides with the faculty.

BoT November 4 Academic Affairs Committee (cont)

Some trustees stated that the trustees can change the Bylaws and others agreed. The question was raised whether trustees can initiate curriculum proposals. The consensus was that anyone can propose curricular ideas.

A proposal by Queens College to create a branch campus at 25 West 43 Street in Manhattan and to create a B.S. in Applied Social Science to be given at that campus was temporarily withdrawn.

The Committee approved (for action by the full Board) a M.S. in Adult Nurse Practitioner (Hunter).

A report was given on the impact of the Federal Welfare Bill on CUNY students: support is needed for the Marchi-Ramirez bill that would designate CUNY campuses and nearby locations as worksites for those receiving benefits. A report was given on the Institute on World Television at Brooklyn.

BoT November 4 Fiscal Affairs Committee

The Committee approved (for action by the full Board in November) the purchase of 110 desktop workstations at BMCC (VC Rothbard explained that this is "part of CUNY's plan to provide desktop workstations to all faculty"); biomedical lab equipment and furniture for Lehman; Xerox copiers at CSI; and expenditures for amending the master plans of Lehman and of Queens.

Vice Chancellor Rothbard reported that contrary to expectations, the Governor's Executive Budget is now not expected in mid-December but rather in mid-January or late January because the State's ongoing debate about implementing the Federal Welfare Reform bill. SUNY has sought and obtained a one-month delay for its submission of its budget request: CUNY's budget request was submitted on time.

October 1 University Faculty Senate meeting

Former UFS Chair David Valinsky (Baruch) was memorialized by Professors Picken, Wasser, and Berenson.

Chancellor Reynolds reported that enrollment levels at SUNY are seriously down and so CUNY's enrollment achievement is even more "miraculous." She handed out flash enrollment figures, noting by name colleges that are "seriously down." She noted that John Jay is ahead of target and ahead of last year's enrollment. NYS has thus far sent only 45% of CUNY's budget instead of 50%.

Dr. Sandi Cooper, UFS Chair, reported that the SUNY Faculty Senate is running an enormous conference this month in response to the fact that a number of the SUNY trustees have begun to push a core curriculum across the SUNY colleges based on values, a curriculum prepared by the National Association of Scholars. She also reported that Change New York and others have been pressuring SUNY to measure the effectiveness of the education they provide (i.e., how much SUNY graduates know).

October 7 BoT Fiscal Affairs Committee

Vice Chancellor Rothbard reported on the 1997-98 budget request presented for approval by the Committee, which features the smallest budget increase that CUNY has asked for since the senior colleges were taken over by the State (10 years ago):

Senior college funding:

	<u>State Aid</u>	<u>City Aid</u>	<u>Tuition</u>	<u>Total \$</u>
1989-90:	647.4 (78%)	19.3 (2%)	160.9 (19%)	827.6 m
1995-96:	514.0 (55%)	32.3 (3%)	395.2 (42%)	941.5 m
1996-97:	496.4 (56%)	32.3 (3%)	395.2 (43%)	923.9 m
Request: 1997-98:	539.1 (56%)	31.9 (3%)	395.2 (41%)	966.2 m

October 23 Collecre Council meeting

The College Council took up the Faculty Senate's request for a report and discussion about enrollment growth, space, safety, health, and the impact on teaching and learning. President Lynch said that our increase in enrollment has enabled us to avoid retrenchment. He said we don't want to stop growing but said perhaps we should not grow as much as we did this year and that he would like growth to be in the Master's programs and among law enforcement officers (in-service students). He reported that he is speaking to Vice Chancellor Rothbard and to the Chancellor about renting space and also reported that all bathrooms will be redone in the Fall.

President Lynch announced that he is appointing a Quality of Life Issues Committee to consider these issues and to make recommendations. He said he particularly recommends that the committee consider the following questions:

- to what use should the 3rd floor of the former library in North Hall be put: should it be made into student offices, faculty offices, etc.
- should we permanently open the North Hall door to 60th Street?
- day/night schedule and Friday schedule: John Jay on paper does not look as busy as we are because on Friday, Saturday, and Sunday we don't use the buildings
- should we have a weekend college: Friday and Saturday college or a Friday, Saturday, Sunday college?

Dean Gray reported to the College Council that Fall 1996 enrollment is up by **7%** over last Fall and that our Fall 1997 enrollment goal is to increase by **2%** (which means an enrollment increase of 160 FTEs). He urged the creation of a weekend college.

Vice President John Smith reported that the hardware on doors will be repaired between November and January: bathrooms will be renovated to bring them into ADA compliance and also so there will be parity of toilets for women and men; in North Hall, the second floor Women's Room will be extended so as to double the number of stalls (this will begin in a few months and end in the summer): we have to work on traffic flow: signs are posted in classrooms with color coding **so** people know which stairways to use.

Faculty reported on various quality of life issues and conditions, including the following:

- rodent infestation and the fact that all North Hall department chairs report rodents and rodent droppings in their areas:
- insufficient numbers of faculty offices: 12 Government adjuncts share one office and **80** English adjuncts share a few offices, for example:
- space now needed by faculty and students continues to be given (without charge) to the NYPD: this space includes 16 offices and a conference room in North Hall and a conference room converted into a classroom in T Building as well as other space in T Building
- lack of sufficient number of toilets cause students to arrive late to class and to leave during class both of which are very disruptive
- dangerous conditions on the stairways: people need to direct students to the five stairways to change behavior
- forced evacuation of personnel from North Hall on October 11 and emergency room treatment of personnel
- cessation of music in cafeteria was praised; it was then revealed that the cessation is because the radio club was not functioning but **is** about to begin operations again
- signs in classrooms are needed about not eating in classrooms



ATTACHMENT B

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

445 West 59th Street, New York, N.Y. 10019

212 237-8000

To: The College Council

From: The Faculty Senate Executive Committee

October 31, 1996

On February 24, 1994, the College Council approved a recommendation from the Curriculum Committee that John Jay College of Criminal Justice establish a branch campus in Gurabo, Puerto Rico, and grant an Associate Degree in Police Science at the campus. The proposal, agreed upon by the officials of CUNY, New York State, and of Puerto Rico was that at some future time the campus would exist as a college separate and independent from John Jay.

In approving the Curriculum Committee's recommendation, the College Council approved an amendment requiring that "the program be approved for a period of two years from the date of its inception subject to extension upon a subsequent affirmative vote of the College Council, acting in accordance with the academic governance provisions of John Jay College, during the 1995-1996 academic year. Should such affirmative vote not be obtained, the program shall be fully terminated by December 31, 1996."

Attached is a copy of the relevant page of the Minutes of the February 24, 1994, College Council meeting.

Because of the College Council's establishment of this sunset clause and because of our very close proximity to the final date for action by the College Council if the program is to be continued, the Executive Committee of the Faculty Senate, on behalf of the Senate, is requesting that the issue of the future of the Gurabo, Puerto Rico, branch campus be placed on the agenda of the November 18, 1996, meeting of the College Council.

Certainly John Jay should be proud of our College's contributions to the education and professionalization of the police in Puerto Rico. Anecdotal reports have been very favorable, indeed. And those of us who have met police cadets at various functions have been impressed by them and by their pride in their educational accomplishments. And some of us have seen the favorable evaluation of the program by the police cadets themselves. But we have not received other materials that would help us in our ability to determine the future of the branch campus and of John Jay's relationship to the program offered at the Police Academy in Gurabo.

To assist the College Council's deliberations and to enable the College Council to make an informed decision about the continuation of the branch campus, the Senate's Executive Committee requests that

prior to the November 18 meeting, the College Council be provided with copies of internal and external reports and evaluations of the branch campus. Additional oral reports that supplement those written reports can be made at the November 18 meeting at which the issue can be discussed.

In addition to reports that already exist, the Senate's Executive Committee requests that the College Council be provided with information about the following issues as they relate to the branch campus because these are issues that were raised by the College Council members and by others when the branch campus proposal was first discussed and approved almost three years ago:

- the impact of the branch campus on the budget of John Jay
- the impact of the branch campus on the staffing of John Jay's main campus programs and activities
- evaluations of the branch campus
- any additional reports that may assist the Council

Thank you.

October 30, 1996

To: The Executive Committee of the College Council

From: Tom Litwack
Dept. of Psychology
Faculty Senate Ex-Officio Delegate to the College Council

Re: Proposed Agenda Item for the next (November 18th?) meeting of the College **Council**

Dear Colleagues:

Please place the following item on the agenda of the next meeting of the College Council:
"Preliminary Discussion of Whether or Not to Continue the Branch Campus in Puerto Rico
Beyond December 31, 1996."

Rationale: **As** can be seen from the College Council minutes of February 24, 1994 (the relevant page of which is attached) when the College Council approved the adoption of the branch campus in Puerto Rico on that date it did so subject to the following amendment: "That the program be approved for a period of two years from the date of its inception, subject to extension upon the subsequent affirmative vote of the College Council, acting in accordance with the Academic Governance provisions of John Jay College during the 1995 to 1996 academic year. *Should such an affirmative vote not be obtained, the program shall be fully terminated by December 31, 1996.*" (Italics added.)

To the best of my knowledge, an affirmative vote by the College Council to extend the operation of the branch campus beyond December 31, 1996 was not obtained during the past academic year. Therefore, according to a strict reading of the above provision, the program should terminate as of December 31, 1996 without further discussion. However, I (as the mover of the amendment) am willing to construe the provision liberally to mean that the branch campus program **must** be approved by an affirmative vote of the College Council *by December 31, 1996* if the branch campus program **is** to continue beyond that date. (Clearly, the branch campus program must be re-approved by an *affirmative vote* of the College Council by December 31, 1996 for the branch campus to continue beyond that date.)

It is extremely important that the issue of whether or not to extend the operation of the branch campus be discussed (if not necessarily decided) at the *next* (rather than just the December) meeting of the College Council. This is because, in my **view**, a major consideration should be whether or not Puerto Rico reimburses us for *all* the costs of the program -- including the time and expertise of John Jay personnel spent on the program -- or whether the College is subsidizing the branch campus program to a significant degree (at a time of severe financial hardship at our main campus); and to answer this question the Council **will** probably have to request and obtain various sorts of information before making a **final** decision prior to December 31, 1996. (I note again that unless the program is affirmatively extended by the College Council by December 31, 1996 it must "be fully terminated" immediately thereafter.)



Notes on the Academic Certification Exam (ACE)
First pilot version of the ACE

N.B.: Two lined blank pages are given for answering each of the following six tasks; 10 lined blank pages are given for task #7.

Text #1 and Figure #1: From Jane Brody's Nutrition Book.

Task #1: Examine Figure 1. Describe all patterns or trends that you see in the data and explain their significance.

Task #2: Consider both Text #1 and Figure #1. Use information from both to explain the reasons for the changes in diet and the consequences of these changes.

Text #2: From Life on the Mississippi by Mark Twain.

Task #3: Identify the similarities and differences the author presents between the two ways of seeing a river.

Task #4: In presenting these similarities and differences, what point of view does the author express? What alternatives to this point of view can you propose?

Text #3: From Worlds of Pain: Life in the Working-Class Family by Lillian Breslow Rubin,

Task #5: In Text #3, the author discusses the problem of "dehumanization and alienation in the work world." What do you think the author is saying about this problem? Do you see the problem in the same way? **Explain and support your ideas.**

Task #6: Consider Text #3 again. Put yourself in the position of someone able to do something about the problem of "dehumanization and alienation in the work world." **Propose a solution to the problem and explain how you would achieve that solution.**

Part II: Text #4: A 13-page chapter of Time Wars: The Primary Conflict in Human History by Jeremy Rifkin. The chapter was received by the students two weeks before the test. The entire text is included in the test booklet.

Task #7: Based on your reading of Text #4, consider these questions:

What are the author's main ideas and purpose in writing about Americans' interest in efficiency?

AND

How does the author's discussion of concepts of time in Chinese and Japanese culture relate to and perhaps extend what you see as the author's purpose?

Respond to these questions in one clear, coherent, well-developed essay. Make an effort to keep errors in spelling, punctuation, vocabulary, and sentence construction to a minimum.

[N.B. The words in **bold** appear in bold in the exam instructions.]

GENERAL INSTRUCTIONS

- You will have 3 hours to complete this examination which consists of 7 tasks--
6 short tasks in PART ONE
and
1 extended task in PART TWO.
- The times suggested for each part will allow you to complete all the tasks. However, if you finish one task more quickly, you can proceed to the next. **If** you have extra time after completing the examination, you may go back to any task.

PART ONE

- In PART ONE, you are given 3 readings. There are 2 tasks for each reading.
- We suggest you spend about 10 minutes reading a text and a *total* of 30 minutes completing both tasks associated with it.
- **Write your response to each task on the lined page provided in the booklet.**

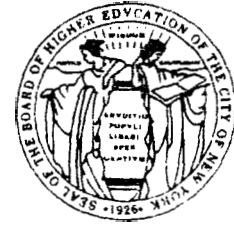
PART TWO

- In PART TWO, you are asked to write one long essay based on the reading you received in advance. (If you wish to review it or refer to it, this text is provided in the booklet.)
- We suggest you spend about 60 minutes on this task.
- Write your long essay on the lined pages provided in the booklet.
- **You may use any blank pages for notes.**

ATTACHMENT E

**COPY FOR YOUR
INFORMATION**

THE CITY UNIVERSITY OF NEW YORK



Board of Trustees

Member of the Board

535 East 80 Street, New York, N.Y. 10021

(212) 794-5450

Comm. Anne Paolucci, Ph.D., Trustee
October 28, 1996

In voting "Yes" to the 1997-1998 Operating Budget Request submitted to the Board of Trustees by the Chancellor, on Monday, October 28, 1996, I wish to add the following explanation and the addenda provided:

Since I was not involved in the issues which were explored, discussed, and resolved by the Board of Trustees prior to my appointment to the Board in July 1996, I cannot cast an informed vote with respect to the 1997-1998 CUNY Budget submitted by the Chancellor. The particular issue that concerns me, "Assessments," was first introduced in April, 1976 (when the Board of Trustees approved and accepted the idea) and is reflected in the present Budget as an ongoing project. My concern is primarily with what I consider to be the "open-ended" fiscal commitment connected with "Assessment": to help disadvantaged students make the grade, "whatever it takes" - including the administering of up to three Academic Certification Examinations (ACEs), constant monitoring, tutorials, and special remediation to prepare for these exams (which can be taken a second and third time with a minimum of one semester's work in-between), and, if the student fails the ACE a third time, the possibility of an Appeal process.

I will continue to address this issue as it comes up. At this time, however, I will limit myself to the above statement and Addenda, which include 1) a copy of my letter to Chancellor Reynolds (with copy to Board Chairman James Murphy), dated October 21, 1996, and 2) a summary of some recent comments by leading educators and writers on the subject of remediation and related matters.

Anne Paolucci

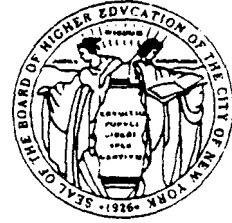
THE CITY UNIVERSITY OF NEW YORK

Board of Trustees

Member of the Board

535 East 80 Street, New York, N. Y. 10021

(212) 794-5450



October 21, 1996

The Hon. W. Ann Reynolds, Chancellor
 The City University of New York
 535 East 80th Street
 New York, NY 10019

Dear Chancellor Reynolds:

When I ~~was~~ interviewed in Albany by members of the NYS Senate Committee on Higher Education this past Summer, in connection with my nomination to serve on the CUNY Board of Trustees, I explained that my concerns and focus ~~as~~ an educator have been and will continue to be a commitment to "academic excellence and fiscal responsibility." ~~As~~ a Trustee, I intend to adhere to that commitment; and in that spirit, I'd like to express my concern about an issue which you addressed in your "Oral Report" (Board of Trustees Minutes of Proceedings, June 26, 1996, pp. 86-92): the "Academic Certification Examination" (ACE) and other tools for measuring and monitoring student performance.

As you described it in your "Oral Report," the challenge for the Board of Trustees is to *guarantee the baccalaureate, that when people come out of CUNY with the degree we are guaranteeing, so to speak, their level of knowledge and their level of experiences and their level of achievement.* [top, p. 91]

In other words, all of us involved in the process want to be absolutely sure that *we can commit to the public at large that a CUNY degree is a first-rate degree, and that we can promise you that if you choose to hire this CUNY student or you admit the student to law school or to medical school, they have the critical thinking skills and the achievement Level that makes us very, very proud of CUNY graduates.* (bottom, p. 91]

As you went on to explain: in strictly practical terms, counting earned credits, we want to see the University "devise a procedure that has credible validation ~~impact~~ in terms of what our students ultimately get when they finish the one hundred and twenty credits."

No one can seriously take issue with that sharply focused definition of what we mean by "educational excellence," or "academic literacy." The real challenge lies in how we structure the means to effect those worthy goals. Toward clarifying and ultimately improving our approach to this important aspect of CUNY's educational mandate, I would like to make the following comments:

- 1. Your Report stresses that the means prescribed for attaining and maintaining "educational excellence" across the system must never constitute an absolute barrier to our students, in coming into the system or continuing through it. We are committed, you remind us, by the "open admissions mission of the University" to do all that it takes for each student, for all students, to get through to the goal. In your words: the "single most attractive thing about CUNY has always been bringing students in and saying we'll work with you and see where we go from here." (top, p. 90)

- 2. The challenge indeed lies in monitoring student progress and facilitating that progress. As described, the challenge is "open-ended" and fiscally troublesome, to say the least. In your Report you suggest that monitoring must avoid, ~~as~~ much as possible, weeding out students who seem to fail, that testing must not take on the appearance of "harriers" which inevitably come to be confronted "as denials of access to degree credit and to the financial aid that goes with it, now more than ever before, so that increasingly most of the students never get to that crucial certification period." [top, p. 90]

(over)

ATTACHMENT E (cont)

• 3. In this context, therefore, “open admissions” seems to mean the elimination of any absolute barriers to students “progrewing” through the system. and (most serious), it means, administratively, that we must do “all that it takes” to get each and every student through to the baccalaureate goal promised.

• 4. One must seriously ask: A) Will “open admissions” always mean that no level of effective pre-collegiate schooling will ever be an entrance requirement? B) Will monitoring of student progress never serve to weed out those who manifestly fall short at the outset or along the way? C) Will expenses (teaching staffs, classroom facilities, special equipment, etc.) for remedial education, special programs and ESL always increase, so long as students fall behind? (It would be difficult for example, to predict how many years a student may need to achieve the baccalaureate goal and be truly competitive in the marketplace. Are we ready to provide an open-ended budget for that?)

• 5. Put bluntly: such a program is an open invitation to the kind of bankruptcy we courted back around 1989-1990. The capital budget increases projected for the next few years are alarming, especially since the expense of open admissions, special language training, the entire monitoring program as you describe it, cannot really be estimated clearly, for the reasons I have given.

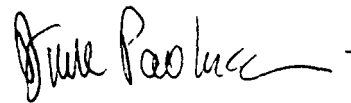
• 6. The Trustees have two distinct challenges: to maintain the high educational goals that make us proud of CUNY graduates; but, at the same time, equally compelling if we are honest about it, to respect the budgetary limits established by national and state governments and municipal and regional administrators. Let me add, for myself, that even with fewer fiscal problems plaguing us, I would be very hesitant to accept a budget for programs that are “open-ended,” threatening to drain other projects and programs that are part of the CUNY mission to achieve educational excellence.

• 7. I would suggest, by way of conclusion, that we look into the possibility of outside funding to facilitate total restructuring of educational priorities within our rich ethnic population, both in NYC and elsewhere. Dr. Vartan Gregorian, (President of Brown University), who was appointed about 2 years ago to oversee the distribution of the Annenberg \$500,000,000 grant for improving our schools, might be useful as a contact. As an educational leader, he might have put teeth into the reforms you advanced back in 1991!

Our university-level public education must not be forced to take on the tasks of our grammar, junior-high, and senior-high schools as part of its own broad and demanding agenda.

Please feel free to share this letter with other members of the Board, as well as those members of your staff who are connected with this project.

Sincerely,

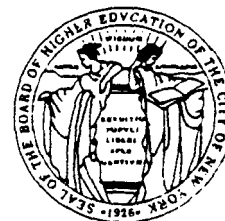


Anne Paolucci

cc: The Hon. James Murphy, Chairman, Board of Trustees

ATTACHMENT E (cont)

THE CITY UNIVERSITY OF NEW YORK



Board of Trustees

Member of the Board

535 East 80 Street, New York, N. Y. 10021

(212)794-5450

Comm. Anne Paolucci, Ph.D., Trustee

October 28, 1996

SOME RECENT STATEMENTS ON REMEDIATION AND OTHER RELATED ISSUES

(The national debate on the subject and its impact on our colleges and universities should be of vital interest to all of us connected with CUNY. What follows is a small sampling of recent statements on this issue.)

- “The remedial condition [at colleges] has gotten out of line and become almost unacceptable.” Richard Riley, US Secretary of Education, in “‘Colleges Should Change Course,’” *USA Weekend (Daily News)* Sept. 20-22, 1996, p. 6.
- “Critics of such courses say that colleges should not be in the business of helping unprepared students or of making up for the deficiencies of the public schools. But others say that colleges are not doing enough to provide such courses for their students.” “Remedial Courses Are Widespread at American Colleges, Report Says.” Lisa Guernsey in “Go to Today’s Headlines,” *Academe Today, The Chronicle of Higher Education*, Thursday, October 24, 1996.
- “The growth in the cost of remedial education at state colleges and universities is alarming. State spending for remedial instruction in mathematics, reading and writing has increased from \$38.6 million in 1988-89 to \$153.4 million for 1996-97.” “Remedial, Paying twice for the job the public schools didn’t do.” in *Houston Chronicle*, Tuesday, July 23, 1996.
- In 1976 City labor unions did not press for salary increases, because of the fiscal crisis. (P. 18). “In 1980, the unions led by the TWU accepted 8% and 9% raises. Again, the inflation rate was close to 18%, so that the city workers were not keeping up with the cost of living.” (P. 18) “It is projected by the Comptroller’s Office of the City of New York that the City can expect a surplus of approximately 80 million dollars this year. This is living proof that sound financial methods can help cities and communities operate during times of scarcity.
“But the public has to pay a price. That price is less police officers, fire personnel and fewer garbage pickups. Libraries closing earlier, museums closed some days during the week and fewer trains running in our subways. More crowded buses and less after school activities for our children and tuition for the City College.” (Pp. 18-19). “Budgeting the Big Apple, Washington, Albany and the Fiscal Management at the City of New York,” Herbert R. Ryan, Esq. [First Deputy City Clerk, City of New York], paper read at a professional meeting (1983?). Traces the “economic decline of New York City leading to the fiscal crisis of 1974-1976 and the steps leading her back to economic recovery.” (P. 1)
- “In 1970 a new policy called ‘open admissions’ was introduced at the City University of New York (CUNY). The policy, which guaranteed a place in the CUNY system to any graduate of a New York City high school, was controversial from the start. The most frequent criticism was that open admissions would drastically lower the university’s high academic standards, erode the quality of education provided, and diminish the value of a CUNY degree.

(over)

SOME RECENT STATEMENTS ON REMEDIATION AND OTHER RELATED ISSUES
(continued, p. 2)

“In *Changing the Odds: Open Admissions and the Life Chances of the Disadvantaged* (Yale University Press, 1996), a study funded by the Foundation, David E. Lavin and David Hyllegard counter these criticisms, which have persisted for a quarter of a century, and conclude that open admissions at CUNY has been a success. In the long run, they note, the shift to open admissions at CUNY produced thousands of graduates — many of them minorities — who otherwise might never have earned a college degree.” (P. 32) “Open Admissions in New York,” in “Briefly Noted,” in “Making the Grade: Reforming America’s Schools, in *The Ford Foundation Report*, Summer/Fall 1996, p. 32.

- “From the City University of New York to the California State University System, authorities have begun reducing the number of remedial courses available to postsecondary students. Some legislatures have made it clear that they do not want to pay colleges to teach what public high schools already receive tax dollars to teach: other legislatures want community colleges to handle all remediation, to eliminate duplication of such programs at four-year institutions

“The first lesson that one learns from . . . transcripts is that the bulk of remediation is a traditional role of community colleges

“The second lesson is that the extent of a student’s need for remediation is inversely related to his or her eventual completion of a degree. Of the students in the study who had earned more than a semester of college credits by 1993, 55 per cent of those who took no remedial courses, and 47 per cent of those who took only one remedial course had earned a bachelor’s. However, only 24 per cent of those who took three or more remedial courses had earned a bachelor’s.

“If a student requires remediation only in writing (or needs to repeat an intermediate algebra course), four-year colleges can handle the problem quickly. They are not very efficient with more daunting cases, and we defraud students if we pretend otherwise” “The Truth About Remedial Work: It’s More Complex Than Windy Rhetoric and Simple Solutions Suggest.” Clifford Adelman in “Point of View,” *The Chronicle of Higher Education*, October 4, 1996.

- “America’s new Information Age economy has closed the door to high-paying jobs for the ill-educated.

“Clinton’s proposal to spend \$2.75 billion on a nationwide effort to see that every child learns to read by third grade is a worthy endeavor. But it’s also an indictment of the public schools. That 40 percent of 8-year-olds cannot read as well as they should is a travesty. If a million volunteers are recruited to tutor students in reading, their efforts must be focused where they’re needed most — in the troubled inner cities.” “Bill’s ABCs,” *Newsday* Editorial, *Newsday*, Thursday, September 5, 1996.

- “A faculty panel has recommended that students entering the City University of New York complete a set of college preparatory courses as tough as those New York State requires for its best high-school graduates.

“University officials say they want to put pressure on the city’s public school system to prepare students better for college work. In approving their broad plan, the trustees did not specify the high-school course requirements to be met by freshmen but gave the chancellor until January 1992 to draw up a list.

“In anticipation of this, Dr. Reynolds several months ago charged the University Faculty Senate with preparing a preliminary set of ‘expectations’ to be met by university freshmen. A Copy of the proposals of the Senate’s Advisory Committee on the College Preparatory Curriculum was obtained by The New York Times

(over)

ATTACHMENT E [cont]

Comm. Anne Paolucci, Ph.D., Trustee
October 28, 1996

SOME RECENT STATEMENTS ON REMEDIATION AND OTHER RELATED ISSUES
(continued, p. 3)

“(University Requirements) The committee calls for students entering the university to have taken four years of college-preparatory English, four years of social studies, three years of mathematics, two years of laboratory sciences, two years of a foreign language and one of visual and performing arts.

“New York State high-school students now earning a Regents’ endorsed diploma must complete four years of college-preparatory English, four years of social studies, three years of foreign language, two years of sciences, two years of mathematics and one year of art and music.

“(Admission is Guaranteed) According to the New York City Board of Education, only about 20 percent of its high-school graduates now earn such a diploma” “Panel Asks Stiffer Preparation for CUNY Students.” Samuel Weiss in *The New York Times* Metropolitan, Sunday, March 10, 1991.

- “Hundreds of parents of learning disabled children in New York City are placing them in private schools and successfully applying to have the public school system pay the annual cost of \$20,000 to \$60,000 a child.” p. 35. “Public Pays for the Learning-Disabled to Attend Private Schools,” in “Metro Report,” *NY Times*, Sun. October 27, 1996, p. 35. p. 40.

ALSO:

“The Answer is National Standards,” Sara Mosle. in *NY Times Magazine*, October 27, 1996, pp. 44-47 p. 56, p. 68.

“City University of New York Report on Languages,” in “News Notes,” *ADFL Bulletin* (MLA), Vol. 28, No. 1, Fall 1995, pp. 73-74.

**Table 6A. Undergraduate Degree Credit Enrollment,
by Class Level, Full-time/Part-time Attendance and College ***

	Freshmen		Sophomores		Juniors		Seniors		Total **
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
	Total	Total	Total	Total	Total	Total	Total	Total	
Baruch	3,127	552	1,653	573	2,081	1,304	2,081	1,780	12,808
Brooklyn	3,110	672	1,746	509	1,741	838	1,741	1,305	10,882
City	2,120	406	1,441	528	1,700	848	1,700	1,901	10,242
Hunter	2,514	566	1,900	887	2,021	1,330	2,021	1,585	12,488
John Jay	3,148	465	1,495	549	1,346	569	1,346	856	9,134
Lehman	1,443	561	881	545	1,171	849	1,171	959	7,475
Medgar Evers	1,749	597	655	459	411	315	411	203	4,643
NYC Technical	4,641	1,743	1,584	898	468	557	468	112	10,133
Queens	3,188	1,052	1,946	849	1,987	1,087	1,987	1,711	13,258
Staten Island	3,152	1,340	1,391	1,141	1,054	638	1,054	812	10,323
York	1,344	449	713	471	894	871	894	678	6,111
Total Senior Colleges	29,536	8,403	15,405	7,409	14,874	9,206	14,874	11,902	107,497
BMCC	7,101	2,959	2,588	3,095	.....	.....	.....	.....	15,743
Bronx	4,577	906	1,551	998	.....	.....	.....	.....	8,032
Hostos	2,621	307	1,384	469	.....	.....	.....	.....	4,781
Kingsborough	4,450	1,276	2,582	1,149	.....	.....	.....	.....	9,457
LaGuardia	4,914	1,324	2,525	1,117	.....	.....	.....	.....	9,880
Queensborough	3,694	2,465	1,654	1,901	.....	.....	.....	.....	9,714
Total Community Colleges	27,357	9,237	12,284	8,729	.....	.....	.....	.....	57,607
TOTAL UNIVERSITY	56,893	17,640	27,689	16,138	14,874	9,206	14,874	11,902	165,104

* Class Level is defined in terms of the number of credits completed: freshmen = 0-27.5 credits, sophomores = 28-60.5, juniors = 61-93.5 and seniors = over 94.

Table 13. College Admissions Average of First-time Freshmen, by College

	80% & Above		75 - 79.9%		70 - 74%		Below 70%		Total	Number with valid CAA	Number Inapplicable*	Number Missing**	Number GEDs	Total First-time Freshmen
	%	%	%	%	%	%	%	%						
Baruch	77.9	16.4	4.5	1.2	100.0	1,468	7	0	17	1,492				
Brooklyn City	72.8	17.2	6.6	3.4	100.0	1,181	12	42	41	1,276				
Hunter	70.9	19.0	7.2	3.0	100.1	879	18	6	36	939				
John Jay	81.3	14.9	3.2	0.6	100.0	1,167	2	5	12	1,186				
Lehman	19.8	38.4	26.6	15.2	100.0	1,483	46	0	94	1,623				
Medgar Evers	55.8	22.8	14.4	7.0	100.0	473	17	11	84	585				
NYC Technical	6.5	21.7	38.1	33.6	99.9	443	97	0	221	761				
Queens	14.9	26.0	33.7	25.4	100.0	1,598	123	31	301	2,053				
Staten Island	68.4	17.0	8.3	6.3	100.0	1,582	11	18	44	1,655				
York	21.7	29.2	30.0	19.1	100.0	1,437	119	4	142	1,702				
Total Senior Colleges	27.1	57.6	6.6	8.7	100.0	439	24	0	79	542				
	48.7	24.0	16.5	10.8	100	12,150	476	117	1,071	13,814				
BMCC	12.8	24.5	32.9	29.7	99.9	1,989	298	84	638	3,009				
Bronx	14.7	26.4	30.8	28.0	99.9	938	162	27	457	1,584				
Hastos	30.2	31.4	16.2	22.2	100.0	487	51	0	337	875				
Kingsborough	16.1	26.5	33.0	24.4	100.0	1,538	158	28	462	2,186				
LaGuardia	21.3	24.9	29.2	24.5	99.9	1,395	167	2	514	2,078				
Queensborough	13.1	25.1	37.8	24.0	100.0	1,609	145	0	347	2,101				
Total Community Colleges	16.3	25.7	32.0	26.0	100.0	7,956	981	141	2,755	11,833				
TOTAL UNIVERSITY	35.9	24.7	22.6	16.8	100.0	20,106	1,457	258	3,826	25,647				

* Includes students who completed fewer than 5 high school credits and students graded on GPA grade scale.

** Includes students whose college admissions average is missing either because their school transcripts are not available or for other reasons.

Table 15A. Outcomes of First-time Freshmen on the CUNY Skills Tests, by College

	Passed		Writing Only		Reading Only		Math & Writing		Math & Reading		Writing & Reading		Passed All	
	%	None	%	Math Only	%	Only	%	Writing	%	Reading	%	Reading	%	Writing
Baruch	8.2	18.9	0.6	4.2	1.2	25.8	3.7	37.2	99.8					
Brooklyn City	10.7	8.3	0.9	5.2	1.8	15.6	4.6	52.9	100.0					
Hunter	15.0	11.7	2.3	3.6	2.9	15.6	5.8	43.1	100.0					
John Jay	9.5	11.0	1.4	2.8	3.2	16.4	6.5	49.3	100.1					
Lehman	17.3	7.2	2.1	20.4	0.9	19.2	11.8	21.1	100.0					
Medgar Evers	26.0	7.3	0.9	17.1	0.9	21.0	8.9	17.8	99.9					
NYC Technical	38.9	7.8	2.0	19.7	1.4	8.6	11.2	10.5	100.1					
Queens	33.5	12.9	3.7	10.9	2.1	10.7	13.7	12.5	100.0					
Staten Island	8.6	8.9	2.0	3.2	2.5	12.4	7.6	54.9	100.1					
York	12.5	7.1	1.1	17.4	1.0	30.6	8.4	21.9	100.0					
Total Senior Colleges	31.3	16.0	0.2	13.7	0.6	24.1	3.3	10.8	100.0					
BMCC	17.6	10.7	1.7	10.1	1.8	18.1	8.2	31.8	100.0					
Bronx	33.2	8.5	3.3	11.5	1.4	11.4	13.9	16.7	99.9					
Hostos	39.0	5.7	6.4	27.8	0.5	10.8	5.5	4.5	100.2					
Kingsborough	43.8	7.6	4.9	13.0	0.3	8.9	12.2	9.5	100.2					
LaGuardia	33.7	8.8	3.7	11.8	1.6	8.4	16.0	15.9	99.9					
Queensborough	38.0	11.9	4.5	9.6	1.2	10.2	14.1	10.6	100.1					
Total Community Colleges	33.5	10.0	5.5	9.3	1.8	8.1	15.6	16.2	100.0					
TOTAL UNIVERSITY	35.4	9.0	4.5	13.1	1.3	9.8	13.4	13.4	99.9					
	25.9	9.9	3.0	11.5	1.5	14.3	10.6	23.2	99.9					

IN THE 1999, COLLEGE ADMINISTRATION TWO VERSIONS OF THE READING TEST: THE DESCRIPTIVE TESTS OF LANGUAGE SKILLS (DLS) OF THE COLLEGE BOARD, RC '78, AND THE REVISED RC '89. A minimum passing score of 12 was used on RC '78 and 10 on RC '89.