

Faculty Senate Minutes #149

John Jay College of Criminal Justice

February 6, 1997

3:15 PM

Room 630T

Present (30): Yahya Affinnih, Dorothy Bracey, Effie Papatzikou Cochran, Edward Davenport, Jane Davenport, Kojo Dei, John Donaruma, Janice Dunham, Arlene Geiger, P.J. Gibson, Amy Green, Edward Green, Karen Kaplowitz, Andrew Karmen, Kwando Kinshasa, Sondra Lanzone, Gavin Lewis, Tom Litwack, Barry Luby, Ellen Marson, Robert McCrie, Jill Norgren, Daniel Pinello, Marilyn Rubin, Frederik Rusch, Adina Schwartz, William Stahl, Davidson Umeh, Maurice Vodounon, Agnes Wieschenberg

Absent (8): Michael Blitz, Elisabeth Gitter, Elizabeth Crespo, Lou Guinta, James Malone, Mary Ann McClure, Carmen Solis, Daniel Yalisove

Agenda

1. Announcements
2. Approval of Minutes #148
3. Report on the letter to Chancellor Reynolds written at the request of the Faculty Senate
4. Academic Certification Exam (aka "rising junior exam"): report on scoring methodology and the skills being assessed: Senator John Donaruma
5. Governor's Executive Budget proposals for CUNY

1. Announcements [Attachment A, B, C]

CUNY Trustee Jerome Berg has accepted the Senate's invitation to attend our Thursday, April 3, meeting. Trustee Berg chairs the Board of Trustees' Committee on Academic Programs, Planning, and Review (CAPPR) and is also a member of the Board Committee on Fiscal Affairs.

The death of Trustee Charles Inness was noted with sadness. He was a devoted and energetic supporter of CUNY's mission and students. As chair of the Fiscal Committee he played a key role in the Board's actions. Because he was a gubernatorial appointee, Governor Pataki will now be appointing another trustee and because the seat of Susan Mouner is about to expire, the person holding that seat will also be appointed by the Governor.

The Budget impact request from Vice Chancellor Rothbard was distributed [Attachment B]: the College Budget meeting, which was to be the following day has been rescheduled for February 24 because members of the P&B have called to report they will not be attending tomorrow's meeting and thus there will not be a quorum.

The Personnel component of the P&B is rescheduled for March 7.

The previous week, the faculty members on John Jay's Academic Program Planning Committee met with Acting Vice Chancellor for Academic Affairs Anne Martin at her request (following her meeting with President Lynch and Provost Wilson and other administrators). Vice Chancellor Martin spoke about the changing climate not only of the CUNY Board but in the State Department of Education. The Vice Chancellor reported about a meeting that she had had that morning with NYS Department of Education officials: NYS Commissioner of Education Richard Mills has issued "report cards" about all colleges located in New York State. Not only has he issued report cards, without narrative explanations of differences between colleges, but he has put the ranking of the NYS colleges on the Internet. The first "performance indicator" being used for report cards is the graduation rate but only first-time full-time freshmen are being counted in the graduation rate.

This means that in determining John Jay's graduation rate, none of our transfer students count, none of our in-service students count (because they receive credits for their academy studies and thus are also considered transfer students), and none of our part-time students count. When asked John Jay's rating, Vice Chancellor Martin indicated it was not good and that Provost Wilson has a copy of the report and that it is he who should be asked for a copy. Vice Chancellor Martin explained that John Jay's graduation rate looks particularly bad because our associate degree students who transfer into the baccalaureate program without receiving an associate degree are negatively calculated in the graduation rate of associate degree students.

President Kaplowitz reported that in response to a question she had posed about the students attending our branch campus in Gurabo, Puerto Rico, who have a 95% graduation rate, Vice Chancellor Martin replied that those associate degree students are not included in John Jay's graduation records by either the NYS Department of Education nor by 80th Street. President Kaplowitz said that she noted that three department chairs, whom we need on our campus, will be missing classes and meetings to observe faculty and to hire additional faculty in Gurabo and yet we don't receive credit for those students, although we had been told that we would.

Vice Chancellor Martin responded that it is very difficult to convince the State Education Department that colleges cannot be compared with other colleges, that there are inequities and differences. Vice Chancellor Martin expressed her frustration at the fact that colleges, such as private dormitory colleges and CUNY colleges, are included in the same ranked list, without even a narrative explanation of the differences of the colleges. President Kaplowitz reported that Professor Harold Sullivan told the Vice Chancellor that her description about 80th Street's difficulties in convincing the State about the differences that exist between colleges is what we at John Jay experience in trying to explain to 80th Street about the differences and inequities between John Jay and other senior colleges, especially in terms of funding and resources and mission. She said that Vice Chancellor Martin acknowledged the fairness of the analogy but said the difference is that John Jay has more of an opportunity to explain this to 80th Street than 80th Street has to explain to the State but Vice Chancellor Martin was then told that our frustration is that our explanations have not translated into sufficient action.

Vice Chancellor Martin also reported that she was told that future performance indicators will be included in the report cards of the NYS colleges, such as retention rates.

President Kaplowitz said that we have to repeat and repeat and repeat the facts about the differences and inequities between CUNY colleges and educate all who will listen. That is why, she said, it is so important that Trustee Berg is coming to the Senate. After that, the executive committee will be inviting other trustees, particularly those who are also on the Academic Affairs or Fiscal Affairs committees of the CUNY Board.

The outside evaluators of our Fire Science and Fire Service Administration programs just last month issued their report, which is extremely positive about the programs. The evaluators, who are the chief of training of the New York City Fire Academy and a professor of fire protection engineering at Worcester Polytechnic Institute in Massachusetts, include a negative critique of what they consider to be the dangerous conditions of North Hall:

"Classes and faculty/staff offices for the fire programs, and apparently for many other academic programs, are located in North Hall, a former shoe factory at 445 West 59th Street. This building is too small, ill equipped, and too dangerous to conduct an academic operation of the size currently situated there. During our visit, traffic congestion on the stairways and in the corridors, and the extended distances to emergency exits made it apparent that a rapid evacuation would be very difficult if not impossible. Furthermore, there are apparently no sprinkler systems in most areas of the building. It is incongruous, if not downright hypocritical, to deliver a firesafety education in such surroundings (p.3).

The evaluators recommendations include recommendation #7:

"We recommend the Administration commit to a new building for the fire programs and for most other academic programs. The new building should have adequate emergency egress and other fire protection features that are sorely lacking in the North Hall, and which may generate the potential for skepticism about the Administration's commitment in supporting fire protection at John Jay College. The new building should create an educational environment that is dramatically better than the dilapidated physical plant in which most classes are now held, and in which most faculty have to work" (p. 5).

Senator Dorothy Bracey said her department, Anthropology, has charged her to report that some members of her department are prepared to undertake an OSHA suit if conditions in North Hall are not improved. She cited rodents as a major and continuing problem. She said her department is also concerned about the extreme heat in the classrooms: she reported that several faculty cancelled classes last semester because of the extreme heat. Senator Norgren said that here we are at the beginning of the semester after a four-week intersession when there could have been repairs of the physical plant and yet bathroom facilities are missing entire sections of apparatus and banks of lights are out. Senator Janice Dunham reported that B&G might counter that they were occupied by the three floods in the Library and the flood in

the theater which occurred during intersession.

President Kaplowitz recommended that all reports, whether in the form of B&G work orders or written memos, be sent directly to Vice President John Smith, because VP Smith said, when questioned last semester about the horrific conditions, that he had not been told about these conditions and that he had not received any written reports about them, and had, therefore, not known about them. Vice President Smith had said that whenever he is aware of a problem, he must make sure it is taken care of because he is responsible as the Vice President for Administration. She suggested that, in addition, a copy of work orders or memos be sent to her, as president of the Senate.

Senator Robert McCrie agreed, saying that managers respond to paper and he has found that when he files a work order, the problem will be taken care of although it will take awhile. Both Senator Jill Norgren and Senator Agnes Wieschenberg said that there should be regular inspections by B&G or by their supervisors and that management should be on top of these things without having to be told by the faculty. Senator William Stahl reported that laboratories in the Science Department had had leaky faucets for over a year after having been reported, so he had done the repair himself only to receive a negative reaction because he was supposedly operating in union jurisdiction. The only practical solution, he said, is to do the repairs oneself and not tell anyone about it. President Kaplowitz noted that after years of being told that it was not possible to reduce the 95 degree and higher heat in the Foreign Language Department on the first floor of North Hall (immediately above the boiler room) the heat was reduced when the members of that department signed a statement saying they would no longer hold office hours because of the intolerable heat: suddenly an "unfixable" problem was ameliorated to a significant degree.

Senator Edward Green suggested a massive letter-writing campaign to the managers responsible. He said we should make sure that all faculty have the forms necessary to make complaints about problems in their classrooms.

Senator Kwando Kinshasa said last year he travelled to universities in so-called third-world countries where there is virtually no money, but the colleges are spotless and the staffs make sure that everything functions. Here we are in a so-called first-world country where we are facing rodents, toilets that are filthy, lights that aren't replaced. It is ironic, he said.

President Kaplowitz said she would talk with Vice President Smith and with Professor Haig Bohigian, since these are terms and conditions of employment issues and, therefore, are union issues, and if not resolved the executive committee will bring this back to the College Council. [See Attachment C -- a list of issues presented to the Quality of Life Committee appointed by President Lynch when the Faculty Senate's raised this at the College Council.]

2. Approval of Minutes #148 of the December 13, 1996, meeting

Minutes #148 of the December 13, 1996, meeting were adopted.

3. Report on the letter to Chancellor Reynolds written at the request of the Faculty Senate [Attachment D]

As requested by the Faculty Senate at its previous meeting on December 13, 1996, Karen Kaplowitz, as President of the Senate, Senator Tom Litwack, as chair of the Senate's budget committee, and Professor Ned Benton, as Chair of the College Budget Planning Committee, wrote to Chancellor Reynolds about John Jay's underfunding [Attachment D].

4. Academic Certification Exam (aka "rising junior exam"): report on scoring methodology and the skills being assessed: Senator John Donaruma [Attachment E]

Senator John Donaruma provided copies of the three-page scoring sheets that he has in his capacity as an official scorer of the ACE, for which he received training by 80th Street [Attachment E]. Senator Donaruma distributed copies of the 13-page chapter from Rifkin's book, Time Wars, that were given to students two weeks in advance of the prototype pilot last year and that was then printed in the test book. Senator Donaruma also distributed a 54-point by point analysis of the Rifkin reading which was provided during the process of the training.

Senator Donaruma reviewed the four texts and the tasks required to do each task that the scorers evaluated. He reviewed the three-page rater sheet [Attachment F] which shows six scales for each task. The final score sheet the four unifying scales.

Senator Donaruma explained that the ACE or "rising junior" certification exam consists of two parts: in the first part the student is provided with three texts that they have never seen before and for each reading the students are asked to do two tasks. The scores on these six tasks are graded on a scale from 1 to 6, with 6 being the highest score. In part two, students are required to complete one task with two questions on an extended reading of 13 pages: this reading is provided to all students two weeks in advance. However, students do not know what questions will be asked prior to the exam but they are free to study the extended reading individually or in groups. The first pilot included an excerpt and pie chart from Jane Brody's Nutrition Book: the skills being tested are, in the first task, to interpret numerical and graphical information, and in the second task to draw inferences. Although the claim of the testers is that the test does not tap into prior knowledge, to some extent some of the questions do require background information, Senator Donaruma said. For example, when students are asked to give alternate views, they need to draw on prior knowledge. Indeed, it is impossible to understand anything without prior knowledge and information, Senator Donaruma noted.

The second text is from Mark Twain's Life on the Mississippi: the task is to identify similarities and differences between two ways of seeing the river and this tests the ability to compare and contrast. The next task for this reading asks the point of view that the author expresses and alternatives that the test taker can propose and this tests the ability to understand perspective.

The third reading is from Lillian Breslow Rubin's Life in the Working-Class Family. The tasks require the student to identify what the author is saying about dehumanization and alienation in

the work world, and to state and support whether the student agrees or disagrees with the author's claim; and further asks the student to propose a solution to the problem and to explain means of achieving that solution. The skills being tested are the ability to support an opinion and the ability to solve a problem.

The fourth text, the 13-page Rifkin chapter, tests reading comprehension and writing ability.

Students are advised to spend two hours on the first part, in other words, 30 minutes on each of the first six tasks, and then an hour on the second part, in other words, an hour to answer the questions about the 13-page Rifkin chapter.

Senator Marilyn Rubin asked if the students know what they will be asked prior to the test. Senator Donaruma explained that the students do not know the questions in advance.

Senator Donaruma said one problem or one potential problem is that no consideration seems to be given to the different student populations at each college.

Senator Kinshasa asked whether all the scores are weighted equally. Senator Donaruma said he believes they are but what is not clear to him is how the writing portion, the final essay, will be weighted. He noted it is important to note that no one reader scores an entire exam. Two scorers read each section for a particular skill and so 16 scorers rate each student's exam. The purpose is so that critical thinking skills in the first six tasks can be scored without consideration of a student's writing ability, because of concern about students for whom English is not their first language. Coherence of thought, intelligibility, clarity, spelling, grammar, etc., is a separate score. He said there are many problems regarding the scoring that still have to be worked out.

President Kaplowitz said a difficult issue is going to confront us all: our students and all CUNY students who have completed between 40 and 90 credits will soon receive a letter telling them to prepare a lengthy reading and to take a six hour test in April, at the very time that the semester is ending and that they are working on their term papers and exams, as well as their job and family responsibilities. It is a 6-hour test because the 3-hour CUNY ACE is being tested against two controls: the 3-hour ETS exam, which half the students will take, and the 3-hour ACT, which the other half of the students will take. Last year's pilot and this year's pilot are designed to test the test.

The scores of the CUNY test will be compared to students' scores on the ETS and ACT, which are both nationally established tests but both the ETS and ACT are multiple choice exams, which the ACE taskforce recommended against. The letter sent to the students is accompanied by lengthy reading which the students are to prepare in time for the test. Although the pilot is being administered to students who have achieved between 45 and 90 credits, when the ACE is implemented it will be taken by students who have completed between 45 and 60 credits (although passing the ACE will not be required to receive an associate degree).

The administrators of all the CUNY colleges have been directed by 80th Street to produce an 80% student show rate even though there is no penalty to the students who do not show up to take the test. But there will, presumably, be a penalty to the

colleges if they do not develop ways to motivate students to take the test. She asked what is it that we should tell our students when they ask us what they should do, which they undoubtedly will when they receive the letter about the test.

She said last year, in the small pilot, students were told they would receive \$100 for taking the test. 1300 students from five colleges took the test. This pilot is designed for 12,000 students and so the University does not feel it can afford to pay such a large group of students. Thus each college has been told to develop ways to ensure that students show up.

Senator Donaruma questioned the reliability of such a pilot because the students' motivation is not bona fide. President Kaplowitz agreed, since the students can't be harmed if they do poorly and so if they show up and don't make their fullest effort, they will receive whatever reward is offered but the college will look as if the students are less capable than they are. She said the issue is not only how well the students prepare the long reading but how much time and effort they put into taking the test. Senator Rusch said the rumor will get out quickly and students will not take the test seriously. Asked whether it is the students or the college that is being tested, the answer was that it is the test that is being tested but that, of course, there can be collateral affects. It was explained that in three years passing the test will be mandatory for students who wish to move from sophomore to junior status (with opportunities for retesting) and then it will be the students and the colleges they attend that will be tested.

Senator Marilyn Rubin asked what the results of the pilot test of the ACE have been. Senator Donaruma stated that according to the University Dean of Testing, Eduardo Cascallar, the first pilot indicated that the test is acceptably valid. President Kaplowitz said that Dean Cascallar, who is a cognitive psychologist, reported to the Board that the test had an 8.6 validity score, which he called very respectable for a first prototype. Senator Rubin asked how many students passed the test. President Kaplowitz explained that no passing score has been chosen yet: after the test is tested and validated, a passing score will be chosen. In the meantime, the scores are being correlated to the control test, either the ETS or the ACT test: the ACE is 3 hours and the control test is 3 hours and thus the students are being asked to take a 6-hour test on a single day.

Senator Donaruma said there is a political reality: the threshold of passing can't be such that most of the students don't pass. President Kaplowitz said she heard that some students at the community colleges did better than some students at the senior colleges and this was thought to be in part because one of the senior colleges in the pilot has a very large ESL population although many of those students are excellent in mathematics and in computer information systems and the ACE does not test mathematics skills.

President Kaplowitz said Dean Cascallar reported to the Board that the scores of the second pilot will be compared to the students' GPA's, and to their scores on the reading, writing, and mathematics placement tests, their high school averages, the colleges they attend, the majors they are enrolled in, their gender, race and ethnicity, and to several other factors to see if there are correlations.

Asked about the incentives being considered at John Jay, Senator Donaruma mentioned that one involves being exempted from the placement tests. President Kaplowitz said that Provost Wilson is thinking about a \$25 gift certificate at John Jay's bookstore.

Senator P.J. Gibson asked what are we to say to our students who, upon receiving the letter about the test, say to us that they don't have the time to prepare for it. And, she said, it is true that they do not have the time: they have papers to do, exams to study for, homework to do, as well as families to take care of, and jobs to work at.

Senator Donaruma said that there are three issues: the impracticality and worthiness with regard to obtaining an accurate picture, given the way this is organized but, he said, that is really not our problem -- it affects us but it is 80th Street's problem; the second is that in the year 2000, passing the ACE will be required of CUNY students and what that means for us as a college and as a faculty is impossible to know. Senator Litwack suggested that this is our bridge to the 21st century. Senator Donaruma said this does not have to be a negative. Senator P.J. Gibson said we should want our students to really and fully participate in the pilot. Senator Donaruma agreed, saying faculty, at least some faculty, and, it is hoped most faculty, would want to review what and how they teach in light of what is being tested here. Critical thinking is much broader than what is being tested by the ACE but the ACE is a yardstick not only for our students but for our faculty in terms of what and how we teach, he added.

President Kaplowitz said that another consideration is that if our students at John Jay don't take the test, the denial that is a constant at our College will continue, the denial on the part of those who say that it is just a few dissatisfied faculty who say both that our students are having academic difficulty and that our students are not always held to sufficiently high standards. If our students don't participate in sufficient numbers, we won't have the data to motivate faculty and administrators to really grapple with these issues which many of us feel we have to do to better ensure that within three years we have better prepared our students to take the test. At that point it will be a test that the students will have to pass. Until now, some high-level administrators have said prerequisite enforcement doesn't matter, that waivers are in the students' best interests, and so forth.

The reason Vice Chancellor Freeland had created the ACE taskforce a few years ago was his belief that faculty will not grapple with these issues without external pressure to do so: he had asserted that some students receive passing grades in courses despite not having demonstrated the level of skills that they should have achieved and they then earn a degree and go for job interviews where they reveal a lack of skills. The result is that a blanket condemnation develops about all the students of that college or of that university.

Senator Adina Schwartz said that her suspicion based on the scores of our students on the LSAT's is that the LSAT, and the GRE's and other ETS exams, to a great extent test a person's test taking skills and, to the extent this test correlates well to other ETS exams, our students will not perform well on the ACE. She noted that our students do abysmally on the LSAT: their scores are way, way below the national mean.



President Kaplowitz said that ETS tests are multiple choice and the ACE is not. This makes the ACE much more expensive to score, but it is presumably better suited for CUNY students. However, the colleges are forbidden to offer workshops to help prepare students for the pilot exam, including any workshops on the long reading that they will receive in advance. Once the test is implemented, that is, once passing the ACE is required of students, colleges will be permitted to provide workshops.

Senator Geiger said this test is unrealistic given the academic preparedness of the students we are admitting at John Jay and the result will be that we have to shrink our enrollment. Senator Kinshasa said that if the academic preparedness of CUNY students is such that they will not do well on the exam then the type of student attending CUNY will eventually be changed: he said he thinks that is part of the agenda. Senator Donaruma said that doesn't mean we can't look at what we do in our courses and improve upon it. Senator Geiger asked if we are going to be able to create miracles. Senator Donaruma acknowledged that if one is unable to get students to read literally, it is impossible to get them to read critically.

President Kaplowitz said that when Trustee Berg comes to the Senate, we need to educate him about John Jay's special mission, special programs, and so forth, in part to counterbalance the impression that the initial scores may give about the college.

Senator Rubin said one problem is that we have no control over which students actually take this test, whether our better students or our poorer students take the pilot: it will not be a truly random sample of students who take the pilot. Senator Donaruma said that after determining the eligible pool, we have to provide students with appropriate incentives to take the exam under the appropriate conditions. Senator Rubin said that the problem is that a random sample may not show up. The only way a true sample will take the test is if it is universally required with consequences for not showing up. Senator Schwartz said she has subsets of students who do poorly on the LSAT and who do poorly on a component of her own exams that involve tricky short answers because they have not been trained to take that kind of test and many have very basic exam anxieties. She said that some of this problem could be allayed by having courses on test taking and on overcoming test anxiety. Senator Donaruma said such workshops are offered by the Communication Skills Department.

Senator Kinshasa asked what is the rationale behind forbidding colleges to provide workshops for the ACE. President Kaplowitz explained that the test designers want to test the test without having the variable of some students having workshops and others not. Senator Donaruma said the test designers want the data to be pure or as pure as they can get it to be. President Kaplowitz noted that Provost Wilson had set up workshops for this semester until he received the directive from 80th Street prohibiting preparatory workshops. Senator Kinshasa said that three years down the line there will be Kaplan courses for the ACE. Senator Donaruma said Kaplan is already positioning itself.

Senator Litwack said that even though he supports the general idea of the ACE there are so many things wrong with this pretesting idea that he wonders if we should not take a position against it. He said, for example even if we can develop incentives for the students to show up for the pilot, that does not mean they will necessarily read and study the long text they

will receive in advance. He said he can't imagine we have the resources at John Jay to provide the incentives and other colleges may have more resources to enable them to provide better incentives than we because they have more money than we do. If the Chancellor tells the President that he must do this the President really can't say anything, but we can. And maybe as a faculty, as a Faculty Senate, we should be writing to the Chancellor not necessarily pointing out that we are against the idea behind the ACE, which he said he is not, but pointing out that this procedure is unauthentic, it is absurd, and that if CUNY really wants this pilot, it is up to CUNY to provide the resources to both motivate students to take the pilot and to do that reading. We need to make the point that other colleges have a lot more resources than we do with which to provide incentives. Senator Gibson asked what the other colleges are planning because they may be motivating their best students, which would distort the results.

Senator Donaruma noted that if, when the ACE is implemented, students do not pass the test, since they are to be permitted to have an additional semester before taking the test again, elective courses could be created that are designed to help prepare the students for the test.

Asked to explain the tasks required of the fourth text, Senator Donaruma pointed to the length of the reading, 13 pages, and explained that when the students arrived for the pilot last year, they were asked to consider the author's main ideas which, as one can see from the 54-point analysis prepared by the scorers, could take an answer of 54 paragraphs, also to consider the author's purpose in writing about America's interest in efficiency and how the author's discussion of the concepts of time in Chinese and Japanese culture relate to and perhaps extend what the student sees as the author's purpose. That is a complicated question which can not be answered by a student who has not thoroughly analyzed the article prior to the test. The students are urged to respond to the questions in one clear, coherent, well-developed essay, at the same time keeping errors in spelling, punctuation, vocabulary, and sentence construction to a minimum. This essay, he explained, is read and scored based on the student's understanding of reading and on the student's writing proficiency and has three subscores: intelligibility, clarity/coherence, and correctness, and that yields the final writing proficiency score.

Senator Donaruma suggested that it is instructive to review the delineations between scores 1 through 6 on Attachment E. Senator Lanzone said that she is concerned about incentives because incentives are no guarantee that students who 'show up to take the test will make the effort that is necessary to do well. She said we may want to tell the students the serious implications of the test and how the reputation of John Jay is at stake and that if they do take the test they must prepare and do their best because their score will have an impact on our college and on what their degree means when they graduate. President Kaplowitz said that she has heard that the way the incentive is to work is that those students who score in the top percentile of the test takers will receive a monetary reward so that the incentive will be to prepare and to put in the effort during the exam and not to just show up but that she is not certain about this. Senator Geiger said then only our best students will take the exam and that will distort the results for the entire pool of students when they are required to pass the exam. President Kaplowitz said that her experience is that students do not necessarily have an accurate

sense of their own academic abilities. A study a few years ago by 80th Street of students' attitudes and opinions showed that John Jay students had a higher opinion of their academic ability than students from many other senior colleges. And many do have very high GPA's which verifies their self-image or creates it. Senator Rubin said that the high grade point averages are in part because the courses that are known as being very demanding are courses that many of the students choose to not take. Senator Schwartz said our students are successes given the obstacles they have overcome, including the inadequacy of the Public schools so many of them attended: they are here, they are in college, against incredible odds.

Senator Schwartz said she doesn't understand why the University doesn't just give our students the SAT if they plan to evaluate the ACE by comparing its results with those on the SAT. Senator Donaruma said that the University wants to own its own test just as it is now developing computerized placement tests whereby students would go to various locations throughout the five boroughs and spend 20 or 30 minutes at a terminal taking a reading test which '80th Street believes will be more accurate and have more predictive power for success. In fact there is an all-day workshop on this on February 21, which Professor Mavis Aldridge will be attending as Senator Donaruma's representative. Part of the rationale is that it is more economical, more secure than a paper and pencil test, and more accurate because the items appear in response to the student's correct or incorrect responses. And 80th Street does not want to use a multiple-choice test for certification, which is what the SAT's are: they want the students' responses consistently to be in written form.

Senator Donaruma said another problem is that taking two tests in one day means that students will not be as alert and as fresh when taking the second 3-hour test as they were when taking the first 3-hour test. He said undoubtedly the order of the test will be reversed for half the population of test takers.

President Kaplowitz suggested we discuss with the Provost the issues of incentives and all our other concerns: she said the Provost should not be making decisions without consulting with the faculty. Senator Litwack disagreed, saying that we should be saying to CUNY that this test is ridiculous for all the reasons we've enumerated. He said we should not be participating even though he does think the test has face validity and that he would not even test the test because he thinks it is a good test. But he said he thinks the 6-hour day of a pilot test is nonsense: there is no way that it can work. There is no way to motivate students to read the text the way they would if they actually had to. Even if we gave each student \$200, how can one test the seriousness of preparation unless the test has real consequences for the student? And so we should not be participating in what is a fraudulent enterprise. Senator Amy Green agreed, saying our participation means we will have some responsibility for our students' level of participation and preparation. President Kaplowitz suggested that we report our concerns to the University Faculty Senate.

Senator Litwack suggested we assume that there is a simple way to ensure students prepare and take the exam with seriousness. He said if so, let CUNY explain in a rational way how this could work. President Kaplowitz said that Vice Chancellor Nunez and Testing Director Cascallar met at each campus with the provost and explained this but no faculty were at the meeting. And so we need to know what the Provost learned at that meeting, she said.

Senator P.J. Gibson agreed that we have to know because our students are going to receive the letter, and they are going to come to us for advice as to what they should do. Our students are not going to be able to find 6 hours to take the test. Senator Bracey said that if she were a student she would not show up were she to receive such a letter. Senator Donaruma said our students cannot afford to take 6 hours out of their busy schedule on the chance of being in the top percentile and earning perhaps \$100.

Senator Schwartz said she can anticipate our students are going to ask us whether they should spend time on reading the text and preparing it or whether they should spend time on the work for our courses because they will not have time for both. She said that she cannot imagine any faculty telling students that the work for their course, for which students will receive a grade and credits, is less important.

President Kaplowitz agreed and said if the pilot is given, it should be given during intersession or during the part of the summer when summer school is not in session. The pilot should not compete with students' final exams and term papers. Senator P.J. Gibson said that no good student will jeopardize the work they are doing for their courses.

President Kaplowitz said that John Jay's faculty cannot stop this from going forward as planned: that is why she suggested our reporting our concerns to the University Faculty Senate because there has to be a University-wide response. Senator Dei agreed. Senator Litwack agreed it would be helpful to know what the other college faculties think about the issues we have discussed today. But, he said, he frankly does not ultimately care what the other colleges think: it is our job to say what we think and if they want to go ahead, let them. He said one doesn't always do things just because it is going to get results: sometimes one does things because it is the right thing to do. He said it has been pointed out that this pilot is going to interfere with students' work in their courses this semester: this is not nebulous, it has to do with our students' well-being in their own courses. Should we not be saying something about that to 80th Street, he asked. Senator P. J. Gibson asked why 80th Street has not thought of these issues. President Kaplowitz said if they have not, it may be because the people at 80th Street are not in the classroom, they are not teaching, and so the facts of our students' lives and academic studies is not the reality for them that it is for us.

Senator Litwack said we can raise these as questions: we can say we are not necessarily against the goal of the test nor against the test, but we have the following questions. Senator Dei suggested we raise these questions to the Provost as a first step and then based on what we learn we can decide whether to go to 80th Street or to the University Faculty Senate because the Provost may have responses we should know. President Kaplowitz agreed, noting that the Provost may have information that we should have, especially since he regularly attends the Council of Provosts, which is chaired by the Vice Chancellor for Academic Affairs. We can ask the Provost without indicating our intent to help or to not help but simply to obtain information.

Senator Bracey said that unless 80th Street has some answers to our questions which we cannot imagine, then she is in agreement with Senator Litwack that we should object to this test not because we think we can have any effect on it but because this is

the right thing to do. She said some day in the far future, someone looking at the University's archives could then say that at least the faculty of one college raised these important questions and objections. Senator Litwack said he does agree, however, that we would be in a stronger position with 80th Street if we first asked these questions of our Provost who may either say he does not have answers or will provide answers which we may then deem to be unsatisfactory: at least then we would be acting on our best information. President Kaplowitz agreed, saying that if we write to 80th Street without consulting first with the Provost, 80th Street's response could be that the Provost has the necessary information and why didn't we speak with him first.

Senator Donaruma asked whether our objections would not be true on a University-wide basis and, therefore, would effect the scores of all the test takers. Senator Litwack noted that most of our students have to work and that is not necessarily true of students at other colleges. It was pointed out also that students at other colleges may not be taking as many courses, because financially they are not under-pressure to do so. And so our students may have less time to prepare for and to devote time for the 6-hour exam. Senator Donaruma concurred.

Asked when the graders will score the tests since the exam will be given at the end of the semester, Senator Donaruma explained that the scoring is done on weekends and that the scorers are paid \$200 a day for an 8-hour day. He explained he did not do this for the money but to learn, as head of Communication Skills, what is involved.

The Senate decided to invite the Provost to the next Senate meeting but then realized that the conference in Puerto Rico is at that time and, therefore, the Provost will not be at the College on February 19. The Senate, therefore, directed the Senate's Executive Committee to meet with Provost Wilson to ask for information with regard to the questions raised at today's meeting and other information he may have about the pilot and about the ACE and then report back to the Senate at our next meeting. Senator Bracey said that if the Senate finds the information satisfactory, then we can decide to take no further action. If not, we can then discuss at our next Senate meeting what further action, if any, we should take.

5. Governor's Executive Budget proposals for CUNY [Attachment F]

A summary of the Governor's proposed budget for CUNY was distributed [Attachment F]. An analysis of the Governor's proposals and their implications for John Jay and for CUNY will be on the agenda of the next Senate meeting.

By a motion duly made and seconded, the meeting adjourned at 4:50 PM.

Respectfully submitted,

Edward Davenport  
Amy Green

Recording Secretaries

## **ATTACHMENT A**

### **Announcements from the ahrir**

#### **Second faculty retreat set for March 21**

The second faculty retreat at John Jay will be on Friday, March 21, 1997. The Chairs are being urged by the Council of Chairs to schedule a department meeting for that morning. The retreat, which will be at the College, will be on "Teaching Critical Thinking Skills: A Faculty Dialogue."

#### **Malcolm/King Breakfast set for February 14**

The annual Malcolm/King Breakfast is scheduled for Friday, February 14, at 9:30 AM. The keynote speaker is William Thompson, president of the New York City Board of Education. The honoree is Una G. Mulzac, founder of Liberation Bookstore.

#### **UJA Breakfast set for Mar 16**

The annual UJA Breakfast is scheduled for the morning of Friday, May 16, at 9:30 AM. The honorees are NYC Comptroller Alan Hevesi and Farris Forsythe, John Jay's Disabled Students & Faculty Officer and Affirmative Action Officer.

#### **Candidates for Associate Provost to be interviewed**

On Wednesday, February 5, Dr. Barbara Tischler, of Columbia University, will meet with faculty from 2:30 to 3:30 in Room 1212 North. On Monday, February 10, Dr. Gregg Barak of Michigan State University will meet with faculty, and on Tuesday, February 11, Dr. Lawrence Kobilinsky of John Jay will meet with faculty, from 2:30 to 3:30.

#### **Vice Chancellor Anne Martin to meet with JJ faculty and staff**

On Wednesday, February 5, Acting Vice Chancellor for Academic Affairs Anne Martin will hold meetings at John Jay about the College's Academic Program Planning activities. After meeting with administrators, she will meet with the faculty members of the Academic Program Planning Committee and then with student leaders. VC Martin is holding meetings at all CUNY colleges.

#### **Lloyd Sealy Lecture to be given by Bronx DA Robert Johnson**

On Thursday, February 13, the 11th annual Lloyd G. Sealy Lecture, sponsored by John Jay College, the Guardian's Society, and the National Organization of Black Law Enforcement Executives, will be given by Robert Johnson, the Bronx District Attorney, who will speak on "Long Term Solutions for Criminal Justice." The lecture is at 5:00 PM in the theater and will be followed by a reception.

#### **Trustee Charles Inness died on January 30**

CUNY Board of Trustee member Charles Inness died on January 30 at the age of 61, after a long fight against cancer. The chair of the Board's Fiscal Committee and the Chair of the CUNY Construction Fund, Trustee Inness was the epitome of civility, professionalism, and commitment to CUNY's mission and to CUNY's students and faculty. A memorial service will be held on February 28 at 10 AM at Medgar Evers College, 1650 Bedford Avenue, Brooklyn. Those wishing to make donations in his memory are asked to contribute to the Studio Museum in Harlem or to the Children's Museum in Brooklyn.

#### **A concert in support of CUNY scheduled for February 26**

To demonstrate CUNY students' talents, a concert by CUNY music students is being held at Hunter's Lang Theater on Wednesday, February 26, from 7-8:30 PM. Admission is free.

**Women's History Month to start with an art show opening**

On Tuesday, March 4, at 5:30, the opening of the North Hall lobby art show will mark the beginning of Women's History Month.

**Women's History Month play and literary speaker set**

Women's History Month's annual literary talk will be given on Tuesday, March 25, at 3:15, in the theater, by Judith Ortiz Cofer, author of novels, short stories, and poetry, including The Line of the Sug, a novel, and The Latin Deli, stories and poems.

Women in Power, by Aristophanes, depicts the takeover of the Athenian Senate by the women of Athens. Acted by John Jay students and directed by Professor Amy Green (Speech & Theater), a member of the Faculty Senate, the play will be presented on April 2, at 6:30 PM; April 3, at 3:30 PM; April 4, at 7:30 PM; April 7, at 3:30 PM; and April 8, at 5:00 PM.

A workshop for students will be held in relation to the play and the theme of the empowerment of women on April 3. A symposium on "Women in Power" will be April 8 at 3:30.

**JJ Alumnus McCann to be honored April 7**

James McCann (B.A. '74), the owner and CEO of 1-800-FLOWERS, will be honored by the Alumni Association at the Tavern on the Green on April 7 at 5 PM. The event inaugurates the John Jay Foundation.

**The Alumni of the Year Dinner set for April 25**

Two graduates. Randy Washington. NYC Deputy Mayor for Community Affairs, and Kevin Gallagher, President of the Firefighter's Union, will be honored as alumni of the year by the Alumni Association. The event on April 25, at 7 PM, is at Anton's, in Queens.

**Appeals Court ruling favors CUNY Trustees and Administration**

On December 19, 1996, the Appeals Court overturned Judge Alice Schlesinger's ruling of May 1996 which was favorable to the faculty plaintiffs. The Appeal Court upheld CUNY Trustees' right and procedure in declaring financial exigency, and their decision and procedure in retrenching faculty and staff, in terminating academic programs, in closing academic departments, and in making policy changes in June 1995. The only claim of the faculty plaintiffs in Irwin Polishook et al v. CUNY Board of Trustees that the Appeals Court upheld was the claim opposing the Board's right to reduce the number of credits needed to graduate to 120/60 credits. One judge recused himself and the other four judges (Kupferman, Mardelli, Tom, and Mazzarelli) were unanimous in their decision. A copy of the Appeals Court decision is available from the Faculty Senate executive committee.

**Both CUNY Board and the faculty plaintiffs appeal court ruling**

In January 1997, the CUNY Board filed a request to reargue at the Appeals Court its ruling on the 120/60 credit graduation requirement. The CUNY Board also filed a motion of intent to appeal to the Appellate Court. As a result of these actions, the number of credits required for a CUNY degree remain 120/60.

Also in January, the faculty plaintiffs filed a request to appeal to the Appellate Court the lower court rulings (with the exception of the 120/60 ruling).

**120/60 credits required for a degree**

As a result of the CUNY Board of Trustees' actions (see above), the number of credits currently required for a degree are 120/60.

**Enrollment data for Fall 1996 provided by 80th Street****Total Headcount Enrollment\***

Enrollment	<u>Percentage Change</u>				
	Fall 1996 Preliminary**		Fall 1995 <u>Actual</u>	Fall 1996 Preliminary Compared with Fall 1995	
<u>Colleges</u>	<u>Preliminary**</u>	<u>Budgeted***</u>		<u>Budgeted</u>	<u>Actual</u>
Baruch	15,557	15,806	15,433	-1.6	0.8
Bklyn city	15,701	16,280	16,282	-3.6	-3.6
Hunter	12,717	15,497	14,157	-17.9	-10.2
John Jay	18,787	18,494	18,250	1.6	2.9
Lehman	10,560	10,025	10,029	5.3	5.3
Medgar	9,747	10,494	9,599	-7.1	1.5
NYCTech	5,238	5,573	5,192	-6.0	0.9
Queens	11,016	10,999	10,156	0.2	8.5
Stat Isl	16,348	17,263	17,522	-2.5	-3.9
York	12,348	12,845	12,196	-3.9	1.2
	6,325	7,006	6,490	-9.7	-2.5

**Undergraduate Headcount Enrollment\***

Enrollment:	<u>Percentage Change</u>				
	Fall 1996 Preliminary**		Fall 1995 <u>Actual</u>	Fall 1996 Preliminary Compared with Fall 1995	
<u>colleges</u>	<u>Preliminary**</u>	<u>Budgeted***</u>		<u>Budgeted</u>	<u>Actual</u>
Baruch				-2.1	0.5
Bklyn city	9,836	12,960	10,686	-24.1	-8.0
Hunter				5.4	5.5
John Jay	9,671	9,262	9,266	4.4	4.4
Lehman	7,759	8,793	8,022	-11.8	-3.3
Medgar				-6.0	0.9
NYCTech				0.2	8.5
Queens				-4.8	-6.9
Stat Isl				-3.8	1.9
York				-9.7	-2.5

**Total Full-time Equivalent (FTE) Student Enrollment\***

Enrollment	<u>Percentage Change</u>				
	Fall 1996 Preliminary**		Fall 1995 <u>Actual</u>	Fall 1996 Preliminary Compared with Fall 1995	
<u>colleges</u>	<u>Preliminary**</u>	<u>Budgeted***</u>		<u>Budgeted</u>	<u>Actual</u>
Baruch				-1.5	-2.3
Bklyn city	8,649	10,794	9,940	-19.9	-13.0
Hunter				-0.2	5.8
John Jay	8,292	7,668	7,670	8.1	8.1
Lehman	6,418	6,864	6,358	-6.5	0.9
Medgar				-7.8	1.6
NYCTech				1.6	8.7
Queens				-5.1	-4.6
Stat Isl				-3.2	0.9
York				-10.1	-2.0

- \* Includes students enrolled in Regular and Special (SEEK) Programs  
 \*\* Reported by colleges within 1 week following the 1st day of class  
 \*\*\* Budgeted projections represent colleges' revised enrollment targets



Undergraduate Full-time Equivalent (FTE) Student Enrollment\*

senior <u>colleges</u>	<u>Enrollment</u>			<u>Percentage Change</u>	
	Fall 1996 <u>Preliminary**</u>	Fall 1996 <u>Budgeted***</u>	Fall 1995 <u>Actual</u>	Fall 1996 <u>Budgeted</u>	Fall 1995 <u>Actual</u>
Baruch				-2.8	-4.0
Bklyn city	7,124	9,540	8,296	-5.6	-1.7
Hunter				-25.3	-14.1
John Jay	7,797	7,255	7,244	4.9	9.5
Lehman	5,720	6,210	5,702	7.5	7.6
Medgar				-7.9	0.3
NYCTech				-7.8	1.6
Queens				1.6	8.7
Stat Isl York				-7.2	-6.7
				-3.3	0.1
				-10.1	-2.0

\* Includes students enrolled in Regular and Special (SEEK) Programs  
 \*\* Reported by colleges within 1 week following the 1st day of class  
 \*\*\* Budgeted projections represent colleges' revised enrollment targets

The City University of New York

**ATTACHMENT B**



Vice Chancellor for Budget, Finance, and Information Services  
University Budget Office  
535 East 80th Street, New York, N. Y. 10021  
(212) 794-5456 Fax: (212) 794-5720

MEMORANDUM

January 31, 1997

TO: Senior College Presidents  
FROM: Vice Chancellor Richard F. Rothbard  
SUBJECT: 1997-98 Executive Budget

Copies to  
JS  
RS  
BW  
RW  
MR  
P+B Com.  
KK  
WB

We must respond by 2/17. We will discuss at P+B Com. meeting on 2/7.

As you know, the Executive Budget recommendations include a reduction in State Aid to the senior colleges of \$57 million. The budget also includes a proposal to increase tuition revenue by \$24 million, which, if implemented, would offset the State aid reduction, leaving a net cut of \$33 million. There are also substantial reductions and related policy changes in the Tuition Assistance Program, as well as welfare reform recommendations, that will adversely impact enrollment. I write to share our estimate of the budget shortfall that these and other proposals would create for your campus and to request your assessment of the impact they would have on your operations.

For the purpose of assessing the impact of the Executive Budget on the University, we can make no assumptions at this time about tuition increases. We must also be **mindful** of the fiscal implications of the loss of enrollment likely to be experienced by the colleges if the proposed changes to the TAP program are enacted and new welfare policies implemented. In addition, let me remind you that the State Division of the Budget distributed to the colleges, proportionately, the line item appropriations for academic program planning and new faculty positions included in the University's adjusted base. These funds will be redistributed to the colleges in the manner proscribed by the continuing APP process during the budget allocation process. Let me caution that the numbers included in the attached schedule are planning estimates and are not to be considered actual allocations.

The attached schedule begins with the 1996-97 Adjusted Base Budget and is followed by three adjustments in order to arrive at the total budget shortfall each college may experience:

- **Base Budget Reductions:** The actual reductions included in the Executive Budget represent a **5%** cut against the colleges' base budgets.
- **Reduction for Tuition Increase:** This amount represents the distribution of the **\$24** million in additional State aid cuts that the Executive Budget recommends be replaced by a tuition

increase. The **amounts** were distributed in accordance with a college's percentage of University tuition revenue.

- **Unfunded Mandated Increases:** This amount is included to account for the increases requested in the budget that are necessary to fund contractual increments, **salary annualizations**, and OTPS inflation.

The last column, **Total Shortfall**, is the sum of the above items and should be used in assessing the impact of the Budget on your college. Please provide the University Budget Office with a detailed statement on the impact of this funding shortfall on your college in 1997-98. Include in your analysis a narrative of the effects on instructional services, instructional support, student services, and administrative activities. For detailed position and dollar losses, please complete the attached Table I, Part A.

We are also providing you with **an** analysis of the number of students who are affected by the financial aid changes (67,129) including those who will lose eligibility for TAP (12,488) if the proposals are enacted (see Table 11). We would like you to review these numbers carefully and estimate the potential enrollment/revenue impact on your college. To do so, each college must consider the impact of the proposed TAP reduction in terms of possible student attrition as well as a change in status from full to part-time. Also, please note that the pool of students include those on public assistance, who will also be losing eligibility for welfare benefits. It would be helpful if you include an explanation of the methodology employed to arrive at your estimate. For detailed position and dollar losses associated with lost revenue attributable to these **TAP** and Welfare Reform related policy changes, please complete the attached Table I, Part B.

The college's response is due as soon as possible, but no later than February 17. I remind you of the Chancellor's request that you convene a campus-wide consultative group in order to consider and communicate widely the impact of the Executive Budget recommendations. It is understood that your response is preliminary and could change substantially by the time of actual budget implementation.

If you have any questions, please contact me at 212-794-5403 or Ernesto Malave at 212-794-5708. Thank you for your continued cooperation.

c: Chancellor W. Ann Reynolds  
Cabinet  
Acting Budget Director Ernesto Malave  
Dean Angelo Proto  
Vice Presidents/Deans of Finance and Administration  
Chief Academic Officers  
Chairperson, University Faculty Senate  
Chairperson, University Student Senate

City University of New York

COLLEGE	(1) 1996-97 Adjusted Base Budget	(2) Base Budget Reductions	(3) 1997-98 Executive Budget	(4) Reduction For Tuition Increase	(5) Adjusted 1997-98 Executive Budget Level	(6) Unfunded Mandatory Increases	(7) Total Shortfall
Baruch	50,336	(2,516)	47,820	(2,209)	45,611	(1,479)	(6,204)
Brooklyn	63,497	(3,174)	60,323	(2,787)	57,536	(973)	(6,934)
City	62,331	(3,116)	59,215	(2,735)	56,479	(1,518)	(7,369)
- CWE	903	(45)	858	(40)	818	(6)	(91)
- Sophie Davis	6,800	(340)	6,460	(298)	6,162	(319)	(957)
Hunter	65,406	(3,270)	62,137	(2,870)	59,266	(2,063)	(8,203)
John Jay	28,243	(1,412)	26,831	(1,239)	25,592	(387)	(3,038)
Lehman	37,825	(1,891)	35,934	(1,660)	34,274	(442)	(3,993)
Medgar Evers	19,092	(954)	18,138	(838)	17,300	(1,293)	(3,085)
NYC Technical	36,207	1,810	34,397	(1,589)	32,808	(584)	(3,983)
Queens	60,877	3,043	57,834	(2,672)	55,162	(2,661)	(8,376)
Staten Island	42,674	2,133	40,541	(1,873)	38,668	(1,064)	(5,070)
York	22,189	1,109	21,080	(974)	20,106	(870)	(2,953)
Graduate School	43,205	2,160	41,045	(1,896)	39,149	(766)	(4,822)
Law School	7,293	(365)	6,929	(320)	6,609	(274)	(959)
Senior College Total	546,879	(17,338)	529,541	(4,000)	495,541	(14,699)	(66,037)

Notes:

- (1) 1996-97 base budget in the budget request.
- (2) Base budget reductions taken by DOB; 5% of adjusted base.
- (3) 1997-98 Executive Budget recommendations (column 1+2).
- (4) Based on the percentage of each college's 1997-98 Executive Budget  $\frac{(3)}{(1)} = (4)$ .
- (5) Column 3 + column 4.
- (6) Actual increases included in the budget request  $\frac{(3)}{(1)} = (6)$ .

**Table II**  
**Number of Undergraduate Students Affected by TAP Reductions/  
 Projected TAP Expenditures 1997-98/Number of HR/AFDC Recipients**

Colleges	Current Law		Executive Proposals		Change		HR/AFDC* Recipients
	of Eligible Students	\$ (000's)	of Eligible Students	\$ (000's)	# Change	\$ (000's)	
Baruch	4,289	9,670.0	3,524	5,260.0	(765)	(4,410.0)	606
Brooklyn City	4,129	9,300.0	3,525	5,180.0	(604)	(4,120.0)	862
Hunter	3,865	9,990.0	3,113	4,580.0	(752)	(5,410.0)	721
John Jay	4,972	11,230.0	4,004	6,000.0	(968)	(5,230.0)	854
Lehman	4,402	9,960.0	3,439	5,050.0	(963)	(4,910.0)	944 ✓
Medgar Evers	2,804	6,520.0	2,143	3,070.0	(661)	(3,450.0)	932
NYCTC	2,099	5,110.0	1,690	2,570.0	(409)	(2,540.0)	888
Queens	5,315	12,790.0	4,365	6,720.0	(950)	(6,070.0)	1,479
Staten Island	3,806	8,310.0	3,180	5,740.0	(626)	(2,570.0)	417
York	3,099	6,540.0	2,320	3,450.0	(779)	(3,090.0)	457
	2,223	5,230.0	1,811	2,710.0	(412)	(2,520.0)	372
<b>Sub-total Senior</b>	<b>41,003</b>	<b>94,650.0</b>	<b>33,114</b>	<b>50,330.0</b>	<b>(7,889)</b>	<b>(44,320.0)</b>	<b>8,532</b>
BMCC	7,123	14,690.0	5,898	6,710.0	(1,225)	(7,980.0)	2,446
Bronx	4,443	9,420.0	3,521	3,960.0	(922)	(5,460.0)	2,152
Hostos	3,135	6,810.0	2,537	2,850.0	(598)	(3,960.0)	1,828
Kingsborough	4,468	8,870.0	3,571	4,010.0	(897)	(4,860.0)	1,665
LaGuardia	4,001	8,350.0	3,512	4,120.0	(489)	(4,230.0)	1,629
Queensborough	2,956	5,790.0	2,488	2,910.0	(468)	(2,880.0)	526
<b>Sub-total Community</b>	<b>26,126</b>	<b>53,930.0</b>	<b>21,527</b>	<b>24,560.0</b>	<b>(4,599)</b>	<b>(29,370.0)</b>	<b>10,246</b>
<b>Total University</b>	<b>67,129</b>	<b>148,580.0</b>	<b>54,641</b>	<b>74,890.0</b>	<b>(12,488)</b>	<b>(73,690.0)</b>	<b>15,894</b>

\*90% of Recipients attend full-time and are TAP eligible

## ATTACHMENT C

To: The Quality of Life Committee  
From: Prof. Karen Kaplowitz  
Re: Items for discussions at the November 27, 1996 meeting

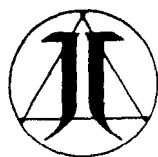
1. Carpets in North Hall offices are 22 years old and have never or virtually never been cleaned: need to be replaced.
2. Air quality in North Hall is source of many faculty and staff complaints. People report feeling ill after a few hours  
**NH.**
3. Black soot in large flakes and chunks regularly descend from the air vents in many North Hall offices.
4. Rodents and waterbugs are rampant in North Hall.
6. Classrooms need clocks which the faculty can see when they are teaching: they are currently behind the instructor, who is unable to pace her or his lessons properly.
7. Microwave oven(s) needed in North Hall.
8. Vending machines that sell food (yoghurt, fruit, etc.) needed in North Hall and in T Building.
9. Signs are needed in the new North Hall classrooms and in T Building classrooms stating that eating is not permitted.
10. Difficulty getting into and out of both buildings because people block the doors.
11. In North Hall, the electric door for people with disabilities is usually broken (has been two out of three days this week and was broken for first two months of semester). Even when working, the switch for this door is often turned off.
12. In North Hall, the bell above the electric door for people with disabilities has been removed and so it is no longer possible to ring the security desk to indicate that help is needed. When a new bell is installed, it should be lower so people in wheelchairs can reach it.
13. In T Building, the electric door for people with disabilities is usually switched off as soon as cold weather comes. Even when security switches power on, upon request, it is switched off again within hours.
14. In Room 201T, the ramp for people with disabilities is blocked at the base with stored chairs and at the top with a lectern.
15. Women's Room in the atrium level of T Building is missing locks on doors, or locks are broken, and sanitary product disposal units are missing. Room is often dirty and smelly.
16. All men's and women's rooms need folding shelves in each stall for books so students and faculty are not forced to put books on the (often dirty and wet) floors.
17. Men's and women's rooms need shelf space near the sinks for books, etc., when washing hands.
18. Club row, when occupied by clubs, is invariably extremely noisy and there is usually the overpowering smell of food.
19. During final exams, students sit and stand outside classrooms, talking loudly, making it difficult for students inside the classroom to concentrate on exams.
20. People shout at extremely loud volume in the corridors (students, faculty, staff, including B&G).
21. The "inspirational" posters in the student cafeteria have been found to be depressing to many and should be replaced with reproductions of art works. (The other posters, near the entrance to the cafeteria, are very nice indeed.)
22. The Faculty Dining Room is depressing.
23. Graffiti in men's and women's rooms.
24. Smoking is endemic, especially in the cafeteria. **Also,** workers have been seen smoking in the corridors while working.
25. Profanity in the halls, stairwells, and elevators is a constant assault.
26. No administrator (except for security) is around after 9 PM, even though 9th period ends at **9:05** PM and graduate classes end at 10 PM (as do TSP classes).

27. Garbage pails in classrooms are overflowing by evening classes: should be emptied several times a day.
28. Stairwells in North Hall say "Emergency Exit" and so people do not know to use them on a non-emergency basis.
29. House phones were installed in the corridors of T Building but not in the halls of North Hall, where they are also needed.
30. Signs in T Building say "No Smoking in the Corridors" implying that smoking elsewhere is permitted.
31. Many, many offices in North Hall have holes in the Styrofoam ceiling panels and also lack plates across the air vents, all of which provide access to vermin and rodents.
32. When the freight elevator in North Hall (used by many people with disabilities) is out of order (an infrequent condition, no signs on placed on the elevator so stating. Sometimes (rarely) a sign is on the first floor, but never on floors 2, 3, or 4.
33. The empty bookcases in the library seen from the escalators make the library seem to be bookless.
34. The computer terminal on the first floor of the library has not worked all semester, forcing people to the 2nd floor to check on location of a book, which is often located on the first floor. This is a particular hardship on disabled students and faculty.
35. The computer on the first floor of the library is on a high table, which means someone having difficulty standing or someone in a wheelchair cannot use it.
36. A computer with CUNY+ should be available in North Hall so someone can determine if a book or journal is owned by JJ (or by another library) without making the trek to T Building.
37. The incessant talking in the library makes it very difficult for students and faculty to concentrate on their research.
38. Green intercampus envelopes (available at all the other colleges) would make communication easier.
39. Whenever chalkboards are cleaned, all the chalk is discarded. Faculty who forget to bring chalk are at a loss.
40. Floorplans are needed throughout North Hall and the current floorplans need to be updated (rooms have been built since they were posted 22 years ago).
41. All adjuncts should be listed in the telephone directory.
42. A directory of fax machine numbers should be published.
43. A directory of email addresses should be published.
44. Traffic patterns have to be retaught so people use all the stairways.
45. During fire drills, people leaving the buildings block the doors, creating a potential for panic.
46. Door knobs need to be replaced with levers throughout T Building and North Hall.
47. Offices in North Hall need painting.
48. Windows need washing.
49. Panic bars do not work: doors do not open when pushed and no alarm goes off.
50. Jacks for phones are needed in conference rooms.
51. Displays in the atrium lobby of T Building are offensive to many, many students and faculty (spent bullets, etc.)
52. Alcohol should not be sold on campus: students come to class directly from Rathskeller.
53. Parties in the Rathskeller and in the Cafeteria are so loud, the music is so loud, that it interferes with those working in their offices and it interferes with classrooms.
54. Loud music on 59th Street is disruptive to classes and faculty whose rooms face 59th Street.
55. Arcade machines do not belong in the cafeteria.
56. When music was piped into the cafeteria, it was so loud that no one could speak and students would come into class still yelling at high volume.

**ATTACHMENT D**

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**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

*The City University of New York*  
899 Tenth Avenue, New York, N.Y. 10019  
(212) 237-8000 / 8724

January 21, 1997

Dr. W. Ann Reynolds  
Chancellor, The City University of New York  
534 East 80th Street  
New York City, N. Y. 10021

Dear Chancellor Reynolds:

We hope this letter finds you well and enjoying the New Year.

We are writing to you at the request of the John Jay College Faculty Senate. We are writing both to commend you for certain actions you have taken recently regarding funding for John Jay and for your vigorous efforts to obtain funding for Phase II, and to raise certain qualms we have regarding other actions taken -- or not taken -- by the University that impact upon John Jay's fiscal ability to provide our students with the same opportunity to succeed that students have at other Senior Colleges of the University. As we are sure you could tell from the substance and tone of the meeting when you met with our Faculty Senate on May 3, 1996, and from the reaction of the faculty when you had to depart, we felt that that meeting was very collegial and productive, and we hope to continue to build upon the results and spirit of that meeting.

To begin with, we wish to formally state our belief and acknowledgement that, to date, you have honored the commitments you made to the Senate on May 3rd regarding the funding of John Jay. We view those commitments as two-fold: to continue apace with achieving Base Level Equity regarding the funding of full-time faculty lines and to not include graduate teaching fellows assigned to colleges in calculating Base Level Equity lines. In our opinion, the number of new, regular full-time faculty lines granted the college this year represents a reasonable degree of progress toward achieving Base Level Equity (recognizing, of course, that the University is still far removed from having achieved the goal of Base Level Equity, but also that Base Level Equity cannot be achieved immediately without causing unwanted dislocations).

We also applaud the specific request you made for \$4 million for new faculty lines contained in the budget request which you presented to the Board of Trustees in October and which the Board of Trustees approved for submission to the State Budget Office. We are pleased to note that the Governor's Executive Budget released on January 14th supports funding additional faculty positions for the University's priorities and specifically names Base Level Equity as being amongst these priorities. And, of course, we hope and expect that the movement toward achieving Base Level Equity will continue at a substantial pace even if, in future years, satisfactory additional funding for new faculty lines is not forthcoming from the State; and even if, therefore, Base Level Equity can be achieved only by redistributing full-time faculty lines -- even if only vacant funded faculty lines -- amongst the Senior Colleges.



Chancellor Reynolds, January 21, 1997

We are also writing, however, to voice our concern about other actions recently taken -- or, **again**, and more importantly, not taken -- by the University which, we believe, **unfairly** impact upon John Jay and, most importantly, upon our students. Amongst the actions recently taken which appear to have *reduced* funding for John Jay (relative to more advantaged colleges as well **as** absolutely) are changes in the adjunct funding formula, changes in the Instructional Staffing Model (ISM), changes in determining our enrollment targets, and changes in the formula for funding over-enrollments. These are both technical and policy issues and, while we may wish to discuss them with you in more detail at a later date, we will forego an extended discussion of these issues now to focus on our primary source of concern. For now, however, we do wish to advocate the following principle: *As long as John Jay is significantly underfunded relative to more fiscally advantaged Senior Colleges, changes in specific funding formulas, however justified they might be, overall funding was equitably distributed should be put into place gradually, if at all, the effect of such changes would be to reduce the relative funding of already fiscally disadvantaged colleges.* (If Base Level Equity is to only be put into place gradually, why not only gradually put into place changes in funding formulas and enrollment targets that would further disadvantage already disadvantaged colleges?)

And this leads us to the most important concern that we wish to raise with you: the extreme inequity in the overall finding of John Jay relative to that of the more fiscally advantaged Senior Colleges. The facts, we believe, are clear. Even taking into account certain additions to John Jay's operating budget that CUNY has provided in recent years in recognition of our extraordinary enrollment growth, John Jay remains grossly underfunded compared to the better funded Senior Colleges. For example, John Jay now has more FTE's than Lehman College but John Jay's 1996-97 Base Allocation of \$26,715,100 is over \$10 million less than Lehman College's 1996-97 Base Allocation of \$37,065,900 (as of August 9th, 1996); and John Jay's 1996-97 Grand Total Allocation of 532,932,000 is likewise nearly \$10 million less than Lehman's Grand Total Allocation of \$42,618,000 (according to the University's analysis as of November 30, 1996). Even more to the point, based on our own analysis of available data, and other information, we believe that, even taking into account differences in colleges' physical plants, *if John Jay were funded in accordance with the funding of the more fiscally advantaged Senior Colleges, John Jay would be allocated at least \$5 million more per year in its base budget!*

We believe we do not have to recount to you in detail how John Jay students are disadvantaged relative to CUNY students at more fiscally advantaged colleges because of the relative underfunding of John Jay (apart from the underfunding of John Jay regarding full-time faculty lines which should eventually be redressed through the full implementation of Base Level Equity). Suffice it to say that even if and when Base Level Equity were achieved, if the relative underfunding of John Jay in other respects continued, John Jay would still be far less able than more fiscally advantaged colleges to provide its students with library services and materials, computer access, tutors, academic support services, and the like (not to mention a physical environment that is safe and conducive to the academic mission). In short, we believe fundamental fairness to John Jay students requires a far more equitable distribution of CUNY's overall budget amongst the Senior Colleges than is presently the case and requires that reasonable equity be achieved in the very near future.

Chancellor Reynolds, January 21, 1997

In saying this, we recognize that, just as Base Level Equity will not be achieved immediately, equitable overall funding of John Jay may not be achieved immediately. However, just as a plan has been put into place for achieving Base Level Equity, we believe that a plan should be put into place for ultimately achieving equitable overall funding for John Jay, and that significant steps toward achieving that goal -- that is, providing significantly greater overall funding per student for John Jay -- should begin with the 1997-1998 academic year. To do less, we believe (particularly at a time when the University is soon to require that students pass the ACE Exam to continue into their upper-level studies), would be, quite simply, to deny *equal opportunity* to our students, many of whom come from fiscally disadvantaged and/or non-traditional backgrounds.

When you met with the John Jay Faculty Senate in May you offered to meet with a few members of our faculty again, in a more informal setting -- perhaps over dinner -- to further discuss issues of concern to us. You may recall that, when one of us jocularly suggested that you would have to provide for any such dinner because of John Jay's fiscal distress, you countered (and delightfully so) with an offer to cook the dinner. We of course would not hold you to your witty and gracious offer to cook for us; but if you would like to meet with us (and perhaps with one or two other of our colleagues) informally, over a meal or otherwise, to discuss these matters at greater length we would be happy and, indeed, eager to do so.

Finally, we wish to state again our gratitude for the efforts you have made, and are continuing to make, to obtain a new building site for John Jay's Phase II. We know that you recognize that Phase II is crucial for John Jay and we are confident that we can continue to rely upon your strong support and effective efforts on our behalf. Needless to say, we hope you will be meeting with our faculty again soon to celebrate the acquisition of the Phase II site.

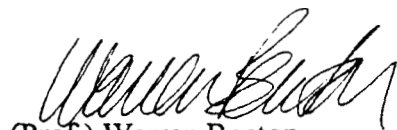
We also hope you will let us know what you think about the issues we have raised earlier in this letter, and we will look forward very much to receiving your response. And we hope you have a happy and healthy New Year.

Sincerely yours,



(Prof) Tom Litwack  
Chair, John Jay College Faculty Senate  
Fiscal Affairs Committee

(Prof.) Karen Kaplowitz  
President, John Jay Faculty Senate



(Prof.) Warren Benton  
Chair, John Jay College Budget Planning Committee

c: President Gerald W. Lynch

*Adapt*

ACADEMIC CERTIFICATION EXAM				TEST I.D.	COLLEGE	DATE
<b>B</b> EXAMINEE <i>2 Brady</i>	1 <i>Brady</i>	4 <i>Juan</i>	5 <i>Twin</i>	RATER <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	SUPPORT AN OPINION	PROBLEM SOLVING
NUMERICAL AND GRAPHICAL INFO		UP	CC	SO	PS	
DI	NG					
Offers more than one entirely plausible inference using all of the data provided. Reflects on why these different inferences are possible. 6	Identifies more than one entirely plausible pattern or trend in numerical data or graphs, or more than one entirely plausible interpretation, using all of the relevant information provided. Reflects on why these different patterns or interpretations are possible. 6	Adequate understanding of the author's and alternative viewpoints, and reflection on why these different viewpoints might be held. 6	Able to explain the basis for the classification or ordering of these similarities and differences. Comprehensive presentation of supporting evidence. 6	Presents rich and flexible argumentation. Draws and elaborates support from a variety of perspectives. Reflects on the premises and content. 6	Presents a plausible solution with an evaluative component within the expanded support and analysis of the process. 6	
Offers more than one entirely plausible inference using all of the data provided. 5	Identifies more than one entirely plausible pattern or trend in numerical data or graphs, or more than one entirely plausible interpretation, using all of the relevant information provided. 5	Adequate understanding and delineation of the author's viewpoint, and consideration of other relevant viewpoints. 5	Able to classify similarities and differences or present them in terms of relative importance. Comprehensive presentation of supporting evidence. 5	Can support an opinion with precision and accuracy from a variety of perspectives. Arguments are all relevant, fully developed, and cohesive. Acknowledges the context. 5	Proposes a plausible, well supported solution, with an expanded analysis of the process for reaching a solution. 5	
Draws an inference that is entirely plausible. Is able to use all of the data provided. 4	Demonstrates adequate ability to identify a pattern or trend in numerical data or graphs, using all of the relevant information provided. 4	Adequate understanding and delineation of the author's viewpoint. 4	Adequate ability to identify similarities and differences. Sufficient presentation of supporting evidence. 4	Able to support an opinion with some flexibility of perspective. Arguments are relevant and sufficiently developed. Connections are usually made clear. 4	Proposes a plausible solution, and adequate means of reaching a solution. 4	
Draws an inference that is partially plausible. Is able to use some or all of the data provided. 3	Shows partial ability to identify a pattern or trend in numerical data or graphs. Is able to use some or all of the relevant data provided. 3	Partial understanding of the author's viewpoint, and incomplete delineation of that viewpoint. 3	Limited ability to identify similarities and differences, or adequate ability to identify similar similarities or differences. Partial presentation of supporting evidence. 3	Can support an opinion from a limited perspective. Arguments are relevant but not fully developed. Argumentation is not fragmented, but connections are not made clear. 3	Proposes a partially appropriate solution, but still only partial presentation of means of reaching a solution. 3	
Draws an inference that is completely implausible. Attempts to use the data provided. 2	Demonstrates very limited ability to identify a pattern or trend in numerical data or graphs. Focuses on, or copies, only very few of the numerical or graphical elements provided. 2	Able to identify that the author has a viewpoint, but understanding of that viewpoint is insistent or unclear. 2	Demonstrates very limited ability to identify similarities or differences. Little or no presentation of supporting evidence. 2	Adopts a very limited perspective and lacks flexibility. Support is fragmented, and arguments incomplete or not fully relevant. 2	Proposes a solution inappropriate to the information provided, and only partial means of reaching a solution. 2	
Unable to conclude, interpret, reason, extrapolate, or hypothesize from the data provided, or draws an inference not using data provided. 1	Unable to identify any patterns or trends in numerical data or graphs, or completely misrepresents these patterns, meanings, and trends. 1	Unable to identify the viewpoint taken by the author. 1	Unable to identify any similarities or differences, or proposes merely incorrect (or inappropriate) similarities or differences. 1	Unable to support an opinion. Only isolated attempts that are unsuccessful. 1	Proposes neither a solution, nor means of reaching a solution. 1	

<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>
FSI = English as a Second Language		NS = Native Speaker			

**ATTACHMENT E (cont)**

M.S. -- Review To ensure  
 Text is correct  
 7/27/2008

*Becht*

<b>C</b>	<b>ACADEMIC CERTIFICATION EXAM</b>		<b>TEST I.D.</b>		<b>COLLEGE</b>		<b>DATE</b>	
	<b>EXAMINEE</b>		<b>RATER</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	

<b>Writing Proficiency</b>	
<b>B</b>	

<i>Intelligibility/Clarity</i>	<i>Coherence</i>	<i>Correctness</i>
<p>Able to achieve enhanced clarity through extensive elaboration and detail. <u>6</u></p>	<p>Able to achieve enhanced coherence through clear and comprehensive interrelationship of parts. <u>6</u></p>	<p>Able to write sentences with very few errors, without a persistent pattern or variety, and with impressive word choice and sentence variety. <u>6</u></p>
<p>Able to achieve enhanced clarity through some elaboration and detail. <u>5</u></p>	<p>Able to achieve enhanced coherence with evidence of the interrelationship of parts. <u>5</u></p>	<p>Adequate ability to write sentences without a persistent pattern or variety of errors, but with enhanced vocabulary use and sentence complexity. <u>5</u></p>
<p>Able to achieve adequate clarity throughout the text. <u>4</u></p>	<p>Able to achieve adequate coherence throughout. <u>4</u></p>	<p>Adequate ability to write sentences without a persistent pattern or variety of errors. <u>4</u></p>
<p>Able to be clear and intelligible for the most part, though occasional sentences are not clear. <u>3</u></p>	<p>Able to achieve coherence within and between most paragraphs, but with breakdowns in coherence at specific points. <u>3</u></p>	<p>Able to write most sentences correctly, except for a persistent pattern of error or occasional errors in a variety of categories. <u>3</u></p>
<p>Able to achieve intelligibility in some sentences, but not able to sustain intelligibility over more than a few sentences. <u>2</u></p>	<p>Able to achieve connections within a paragraph, but not in the piece as a whole. <u>2</u></p>	<p>Very limited ability to write sentences without basic errors. <u>2</u></p>
<p>Unable to express thoughts intelligibly in most sentences. <u>1</u></p>	<p>Unable to link thoughts between sentences. <u>1</u></p>	<p>Unable to write a sentence without basic errors in spelling, vocabulary, punctuation, and syntax. <u>1</u></p>

<b>Understanding of Text</b>	<b>B</b>	<b>B</b>	<b>B</b>
<p>Adequate understanding of text, using <u>all</u> key elements, and fully conveying text's purpose. Explicitly evaluates or critically assesses the text in terms of it's scope and context. <u>6</u></p>			
<p>Adequate understanding of text. Uses <u>all</u> key elements, fully conveying text's purpose, and explicitly acknowledges text's scope and content. <u>5</u></p>			
<p>Adequately indicates overall understanding of the text. Uses <u>most</u> key elements. Explicitly conveys text's purpose or intention. <u>4</u></p>			
<p>Begins to indicate overall understanding of the text. Presents some key elements. Partial reference to the text and its purposes. <u>3</u></p>			
<p>Indicates very limited understanding of text. Focuses only on very few textual elements or merely paraphrases. <u>2</u></p>			
<p>No indication of understanding of the text, its key terms, ideas, issues, purpose, and evidence, or complete misrepresentation of text. <u>1</u></p>			

<b>B</b>		<b>B</b>		<b>B</b>	
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# The City University of New York

## Recommended Restorations and Additions to the 1997-98 State Executive Budget

### Executive Recommendations

- **\$57 million cut in State aid to senior colleges**  
(including \$400 increase in tuition)
- **\$74 million cut in TAP for CUNY students**

<b>Restorations</b>	
(millions)	
• CUNY State Aid Reduction .....	\$57
• CUNY Financial Aid Reduction .....	\$74

<b>Additions</b>	
(millions)	
<b>Operating Budget Senior Colleges:</b>	
• Senior College Mandatory Increases .....	\$21.3
• Library Services.....	2.5
• Graduate School and Campus	
Doctoral Faculty .....	.23
• Student Computer Ownership	
Matching Program (COMP).....	2.0
• Teacher Preparation.....	1.8
• Alliance for Minority Participation (AMP) ...	1.8
• Child Care/Disabled Services .....	1.4
• Applied Science Coordinating Institute..	0.3
<b>Operating Budget Community Colleges:</b>	
• \$100 per/FTE increase in base aid.....	\$6.2
<b>Capital Projects:</b>	
• CUNY-wide Telecommunications/ <b>Network</b> Infrastructure	
• John Jay Phase II Site Acquisition	
• College Priority Projects	

(see reverse side for information on reductions in the Tuition Assistance Program)

Executive Budget recommends a \$179.1 million **(29.4%)** reduction in the State's Tuition Assistance Program. The cut in aid for CUNY students is **\$74.0** million, or nearly **50%**. Proposals include:

- Coordination of Pell and TAP awards by reducing tuition level used for TAP calculations by 50% of actual Pell awards.
- Any tuition increase for 1997-98 will not be reflected in the 1997-98 **TAP** award. Calculation of 1997-98 **TAP** awards will be based on 1996-97 tuition schedule
- The Federal **AGI** minus standard deductions would replace NYS Net Taxable Income in determining the income level used to calculate a student's **TAP** award.
- Elimination of the Graduate Tuition Assistance Program.
- **TAP** awards would limit associate degree participants to **4** semesters of **TAP** assistance **from** the current level of 6 semesters of eligibility.
- Associate degree students in Special Programs would, for the first time, experience a restricted time frame. They would be eligible for no more than five semesters of **TAP** assistance.
- The number of credits a student is required to take during the first semester of **TAP** eligibility is increased **from 3 to 6**. Also, an increase in the rate of credit accumulation towards graduation has been recommended.

## '97-98 State Executive Budget Impact on CUNY TAP Recipients

	Current Recipients	Current \$ Millions	Proposed Recipients	Proposed \$ Millions	# Change in Recipients	\$ Change Millions
Senior Colleges	41,063	94.65	33,114	50.33	<b>-7,889</b>	<b>-44.32</b>
Community Colleges	26,066	53.93	21,527	24.56	<b>-4,599</b>	<b>-29.37</b>
Total CUNY	67,129	148.58	54,641	74.89	<b>-12,488</b>	<b>-73.69</b>