

Faculty Senate Minutes #151

John Jay College of Criminal Justice

March 6, 1997

3:15 PM

Room 630T

Present (30): Yahya Affinnih, Michael Blitz, Effie Papatzikou Cochran, Edward Davenport, John Donaruma, Janice Dunham, Arlene Geiger, P.J. Gibson, Elisabeth Gitter, Amy Green, Edward Green, Lou Guinta, Karen Kaplowitz, Sondra Lanzone, Gavin Lewis, Tom Litwack, Barry Luby, James Malone, Ellen Marson, Mary Ann McClure, Robert McCrie, Daniel Pinello, Marilyn Rubin, Frederik Rusch, Adina Schwartz, Carmen Solis, Davidson Umeh, Maurice Vodounon, Agnes Wieschenberg, Daniel Yalisove

Absent (8): Dorothy Bracey, Elizabeth Crespo, Jane Davenport, Kojo Dei, Andrew Karmen, Kwando Kinshasa, Jill Norgren, William Stahl

Invited Guest: Provost Basil Wilson

Agenda

1. Announcements from the chair
2. Approval of Minutes #150 of February 19, 1997
3. Report on the March 3 Board of Trustees' joint meeting of the Academic Affairs and Fiscal Affairs Committees
4. Invited guest: Provost Basil Wilson
5. Proposal that the Faculty Senate survey the faculty

1. Announcements from the chair

Trustee Jerome Berg, Chair of the Board of Trustees Committee on Academic Affairs, will attend the Senate's April 3 meeting. Also, there will be a reception, at John Jay, for the 1997 graduating class immediately following commencement.

2. Approval of Minutes #150 of February 19, 1997

Minutes #150 of the February 19, 1997, meeting were adopted by a motion duly made and carried.

3. Report on the March 3 Board of Trustees' joint meeting of the Academic Affairs and Fiscal Affairs Committees

President Kaplowitz reported about an extraordinary 5-hour meeting of the joint Board of Trustees committees on Academic Affairs and Fiscal Affairs on Monday, March 3. She recalled that

unusable during the construction but the bidding process takes time and a delay until May will make it impossible for the project be conducted during the summer.

President Kaplowitz said that the next day before the next set of Board committee meetings, she was talking with the Vice Chair of the Fiscal Affairs Committee. She told him that in response to his unanswered question the previous day as to why John Jay needs this project, she explained that John Jay has 11,000 students in a space designed for 5,000 and that the lines are enormous to use the toilets causing students and faculty to be late to class. He said he had not known this and wished he had. Senator Norgren said that, in other words, the new Board is trying to micromanage at the same time it lacks the information to do so. President Kaplowitz said that is part of it, and the other part is a seeming unwillingness to fund projects they think may be unnecessary or too costly.

At the joint meeting of Academic Affairs and Fiscal Affairs, which followed, after announcing the decision of the Fiscal Committee to put the \$1 million staffing item on the agenda of the full Board, Chair Paolucci announced that she is asking Vice Chair Herman Badillo to head a special fact-finding committee to study what she called the problems of teaching at CUNY and to especially focus on creating a "seamless transition" between high school and college. The term "seamless," as it was used over and over at the meeting seems to mean to not have remediation at CUNY.

Various Trustees said they not only want the public schools to do more, but they also, briefly, mentioned the idea of remediation centers. President Kaplowitz explained that there are now CUNY language immersion centers: the first was at the Hotel Teresa in Harlem and, in addition to that center, there are now five more on five college campuses. The idea of the language immersion centers is that students, for whom English is not their first language, who would need ESL instruction, would attend a language immersion center. Right now it is voluntary on the part of the student who pays \$25 for a 10-week session and who may attend several consecutive 10-week sessions. Because it is not credit-bearing, the student does not use up TAP [Tuition Assistance Program] or PELL (both of which are limited to a set number of semesters), and the student is immersed in English, every day, for many hours, using interactive computer software. After President Kaplowitz spoke of the salary arrangement of those employed at the centers, Senator Effie Papatzikou Cochran corrected her, saying that the people who teach at the language immersion centers have Master's degrees and teach 30 hours a week and receive \$30,000 or \$35,000 a year. President Kaplowitz thanked her for the correction.

Senator Ellen Marson said the language immersion centers were begun when the CUNY Taskforce on Foreign Languages was in the middle of its deliberations and yet the Taskforce members were never told about the language immersion centers. No foreign language faculty member was ever told about the program, she said, and no foreign language faculty member was ever consulted about it. Senator Marson added that the announcement about the language immersion program was made in the middle of the good faith deliberations of the Foreign Language Taskforce.

President Kaplowitz said that the language immersion centers are being seen by many Trustees as a model for remediation immersion centers. Just as students have immersion in English as

a second language, they would have immersion in reading, writing, arithmetics, and mathematics to bring the students to the level where they would be ready to do college-level work. Trustee Nilda Soto Ruiz, who works at 110 Livingston Street, the central administration of the Board of Education, said at the March 3 joint meeting that this will enable the CUNY faculty to teach at the level that they want to teach, which is college level.

Senator Adina Schwartz asked if any data are available as to who is choosing to attend the language immersion centers and the results of their studies there. President Kaplowitz said a report is to be presented to the Trustees in one year, after the centers will have been in existence for two years. She added that most of us have attended or know someone who has attended language immersion centers to learn French or Russian and know how effective they can be. She added that one of the factors that led to the creation of the centers is that Hostos was about to exceed the default limit on federal student loan repayments and, therefore, all the students at Hostos would become ineligible for federal financial aid. The analysis of the situation by 80th Street was that many of the students at Hostos were attending Hostos for the purpose of learning English and either that was their only goal or the students used up their eligibility for federal and state aid by the time they had learned English. The immersion centers are a way of students learning English without using up the financial aid available for college study.

Senator Arlene Geiger asked where the budget for remediation centers would come from. President Kaplowitz said such a question is premature because we do not yet know if the Board is going to propose remediation centers. Senator Geiger asked, therefore, about the source of the funding for the language immersion centers. President Kaplowitz said there was an attempt to receive private funding from such sources as the Kellogg Foundation but Governor Pataki has put into his current budget for CUNY money for language immersion centers because it more accurately fits the agenda of limiting college to people who are academically prepared to do college-level work.

Senator Geiger said she knows several adjuncts who are now teaching at the language immersion centers and they are much better compensated although they are out of the loop in that they are not on the faculty of a college. Senator Marson said that seemingly as a result of the language immersion centers, some faculty have lost jobs. She cited, as an example, the fact that faculty who taught Japanese at CUNY had lost their jobs when Japanese was eliminated at the colleges. Later, however, rather strangely, Japanese began being taught at the language immersion centers but by people who were not from CUNY.

Senator Marilyn Rubin said there are a number of issues that are related. One is whether remediation centers are an alternative to the present situation. She said we all know what it is like to have students in class who are not prepared academically. She asked whether remediation immersion centers would not only be an alternative but a viable alternative.

President Kaplowitz said that as she continues her report about the joint meeting of the Board committees a fuller picture will become more clear. She reported that the Trustees said that by March 13 they want to receive data about each college. Upon receiving the data the Trustees are going to do their own analyses of each college: the Trustees want to know the level of academic

preparedness the students have achieved at the time of their arrival at each college, the level of those students' academic skills after two years, after four years, and after six years. The Trustees also want retention rates and graduation rates of each college. That is one set of data they want. A second set of data they want is amount of money each college spends on remediation, on ESL, on lower-level courses (freshmen and sophomore), and on upper-level courses (junior and senior). The Trustees will then analyze the data, to determine the correlation, if any, between the amount of money spent for each category of study and the level of achievement and progress by the students.

Asked what this means, President Kaplowitz said the Trustees talk about raising standards, creating benchmarks that they will use to compare colleges, and cutting administrative expenses. They said that if they have to make cuts, from now on they will cut administration before faculty, that faculty will be the last to be cut. They want to increase the admissions standards. One Trustee said Trustee Badillo will be bringing CUNY back to where it was before Open Admissions was implemented, and Trustee Badillo replied that he plans to bring CUNY to a higher level of standards because people now need to have better skills for the workplace than they did in 1970 and that no one should graduate from a CUNY college who is not computer literate. She noted that undoubtedly we would all agree that our graduates should be computer literate but we need adequate funding to make that possible.

The Trustees also want each college to provide the names, titles, and number of people employed in every category. For example, a Trustee explained, they want to know how many vice presidents are at each college, how many lines a college has, how many lines are filled (and so they seemingly know about unfilled lines, information which would be to John Jay's advantage), how many faculty are in each rank, how many are tenured. Trustee Price said he wants to know the academic and professional qualifications of the business managers of all the colleges and announced that the cv's of all the business managers are to be sent to him immediately. He said the business manager (whatever the title that the college uses) should have a CPA or at the very least an MBA. Senator Gitter said that this is micromanagement on an extraordinary level.

Senator Rubin what the Trustees mean when they ask for data about the "levels of achievement" of each college's students. President Kaplowitz said presumably the "levels of achievement" are each student's high school average, the number of CPI [College Preparatory Initiative] courses the student took in high school and which disciplines they were in, and scores on the reading, writing, and mathematics placement tests. In addition, there are the rates of progress, how many credits attempted and passed after two years, four years, and six years, as well as the retention and graduation rates.

The Trustees are also auditing all fiscal accounts at each college, including all soft money accounts. Trustee Marino, the new Chair of the Fiscal Committee, also said the Board is going to look at "efficiencies." He spoke, in addition, of the intention of the Board to hire an independent counsel.

Senator Gitter noted that most Boards do have their own counsel. President Kaplowitz said that the Bylaws of the Board of Trustees already provides a Counsel to the Board, who is currently Robert Diaz, but the Bylaws also provide that the Counsel to the

Board also be the Vice Chancellor for Legal Affairs. The Board seems to want information that is not filtered through the Chancellory. One Trustee, quite surprisingly since this was a public meeting, queried Vice Chancellor Diaz at the previous Board meeting, on February 10, about the cost thus far that has resulted from the lawsuit alleging discrimination by 13 Italian-American faculty. This Trustee, Robert Price, said that he has heard that \$2 million has already been spent by CUNY to defend itself from the lawsuit and he asked Vice Chancellor Diaz if this figure is accurate. Vice Chancellor Diaz replied that he only knows the cost of the first phase of the lawsuit, which is \$600,000 (and said he does not have the figures for the second phase), but he added that this is not CUNY money because the Attorney General's Office is defending CUNY and they are paying the bills. Trustee Price countered that that is nonetheless tax levy money, paid by the citizens of New York State, and he stated that he wants this lawsuit to be settled by CUNY. He then asked Trustee Callandra, the son of the NYS Senator after whom the CUNY Callandra Institute for Italian-American Studies is named, if he would determine what the plaintiffs would accept as a settlement. Trustee Callandra said he would need a ruling by the State Ethics Board as to whether it would be a conflict of interest for him to do so.

At the March 3 meeting, Trustee Herman Badillo explained that a committee will assess the performance of each college so the Trustees can compare the performances. He said that the public schools already do this and that Controller Hevesi has just issued a report that says that we are losing jobs because students are not prepared for the workforce. Trustee Marino said the Trustees want to develop systems: first a budget format that would be more user friendly to everyone; then he talked about the November 21, 1996, New York Times story about the Board of Education's aggregation of data under Herman Badillo. Trustee Badillo said that CUNY used to have only two categories, personal services and other than personal services, and called that system ridiculous. He said that what is needed are categories that are understandable, such as how many vice presidents are at each college, how many tenured faculty, how many adjuncts.

Trustee Badillo said another spread sheet is needed, showing how much is spent at each college on remedial education, on ESL, and so forth, and then that data will be compared to student performance, the level when they enter, the level after two years, and the level after four years, six years, and how many graduate, and where students go. Trustee Marino said the Trustees are reorganizing the budget so that they will have reports by functions, by ratios, and by percentages. He noted that Trustee Badillo is talking about quantitative and qualitative information about the delivery of services and about the outcome of services. Vice Chancellor Rothbard, when asked if these data are available, said they are but would have to be reformatted to be reported in the ways the Trustees are envisioning it, which he said could be done. The faculty representative on Fiscal Affairs said he hopes faculty from each college would be included in the process of providing and explaining the data because each college is idiosyncratic and Trustee Marino said the Board will ask the Presidents of the colleges to include faculty organizations at each college.

Trustee Marino added that the data will reflect on the faculty. He praised Chancellor Reynolds and Vice Chancellor Rothbard for putting together the book that each Trustee received for the meeting: the book he was referring to is a looseleaf book

comprising a two-page description of each college and the impact statement each college president sent to the Chancellor with reference to Governor Pataki's proposed budget for CUNY, and three charts which 80th Street prepared for the Trustees about each college.

One chart shows the student enrollment at the college by headcount from 1987 to 1997 -- in this chart John Jay is more impressive than any other college.

The second chart comprises three sets of bars, one set for each of the following years: 1990, 1992, 1994, and 1996. The first set of bars shows the number of full-time faculty at the college during each of those years, the second set of bars shows the number of HEOs, the third set shows the number of civil service employees. The number of faculty has declined at every college but John Jay, where the number of faculty has, in fact, increased. The numbers of HEOs and civil servants have also decreased at most of the colleges but have remained about the same at John Jay. President Kaplowitz said that, of course, we started out in 1990 with comparatively few faculty and few staff but that fact is not reflected at all by the chart and, in fact, this chart does not help our case. The last chart is a pie chart, showing how the money is spent -- both in terms of percentages and in absolute dollars -- at each college for instruction, student services, and institutional support. [Copies of the charts and impact statements are available from the Senate Office.]

Senator Rubin said that when the Trustees talk about performance and about the public schools as a model for gathering and comparing data, it is significant that public schools have standardized tests. She said that whether one agrees or not with the measurement tools, those standardized measurement tools are used. She said that the emphasis on outcomes assessment is in keeping with what is being focused on elsewhere but said she does not understand what is going to be measured by the Board. Senator Pinello said that rates of retention and graduation are two performance indicators that the Board has said it will be looking at. Senator Rubin said that means, therefore, that it is the performance of the institution, rather than the performance of the individuals attending that institution, that will be assessed.

President Kaplowitz said Senator Donaruma had reported that a CUNY-wide examination for exit from remedial courses is being developed and so the pass rate of that standardized test, if it is implemented, will be another form of institutional assessment.

She reported that Trustee Marino also announced at the March 3 meeting that college budgets will no longer be based on student enrollment but only on the quality of performance. Senators expressed their surprise and concern.

Senator Edward Green said that it seems from what has just been reported that the Trustees will be looking to see which colleges, if any, are top heavy, in terms of administrators, and will be making recommendations about streamlining college administrations. President Kaplowitz said that she expects this is true but that the problem is that when there is micromanagement in any area, including in an area about which some might agree, there will also be micromanagement in other areas, such as the curriculum, which we would not want. She noted that the new Board of SUNY is already trying to impose on all the SUNY colleges a value-based curriculum developed by the National Association of

Scholars (NAS), a conservative group.

Another significant occurrence at the March 3 meeting was a declaration by Trustee Price that a vice chancellor, whom he did not name, had allegedly been lobbying the Mayor's Office to not reappoint one of the new Trustees whose term is about to expire. (A Trustee's term is for seven years but if someone dies or moves out of NYC -- and, thus, is no longer eligible to serve -- a person is appointed to fill the rest of that person's unexpired term. So a new Trustee may have a full 7-year term or may have only one or two or three years before it is time for that person to be reappointed or replaced). Trustee Price said that the Mayor's Office called him and Trustee Marino immediately after this alleged lobbying to tell them about it, which he called improper behavior by a vice chancellor although he said he thought it is permissible for the chancellor. The Chancellor said she considers such behavior to be improper for both a chancellor and for vice chancellors. Trustee Price also complained that the vice chancellor opened the door to a photographer from the Village Voice who took a photograph of the Board for a story about the lack of any African-American trustees on the CUNY Board, now that Trustee Charles Inness has died.

President Kaplowitz also reported that at the request of Chair Paolucci, UFS Chair Sandi Cooper asked the head of the UFS budget committee to put together a set of documents for the trustees about budget issues that the faculty believe to be important. The UFS budget committee chair (who is on the Queens College faculty) included a memorandum that President Kaplowitz wrote to the UFS Executive Committee in support of Base Level Equity, shortly after its implementation by Vice Chancellor Rothbard, which she wrote in the hopes of persuading the Executive Committee, which included faculty from City College and from Queens, to support Base Level Equity or at least to not oppose it (which was the course the Executive Committee eventually adopted). The UFS budget committee chair also included in the packet for the Trustees, to provide the opposite viewpoint, a 3-page letter from a Queens College economics professor to the president of Queens College arguing why the president of Queen College should vigorously oppose Base Level Equity. One of the arguments that the economics professor posits is that "It is both bad educational policy and a further inequity to reward colleges that have gone the farthest in adopting a pulse test for admission." The letter questions the wisdom of taking money away from what it describes as the stellar colleges in order to better fund the "preprofessional and vocational schools," claiming that such colleges do not provide the liberal arts education that is really needed by graduates entering the workforce.

Senator Tom Litwack said that it seems to him that the more we know about the perceptions of the Chair and of the other Board members about John Jay the better it is. Similarly, the more the Chair and the other Board members know about the realities of our fiscal situation, the better it is. He, therefore, suggested that we invite Chair Paolucci to a future meeting of the Senate as well as other Trustees to other Senate meetings. He noted that this is especially important in light of the statement that President Kaplowitz earlier reported that Trustee Marino, as vice chair of the Fiscal Affairs Committee, made about budgets being henceforth based not on enrollment but on performance. He said that it is essential, especially if there are going to be cuts, that the Trustees understand that base budgets are not currently determined by enrollment and have not been determined by enrollment

heretofore, He said it is essential that the Trustees understand how poorly John Jay is funded and has been funded and the point has to be made, he said, that if they are comparing outcomes that there is a difference in resources for producing outcomes.

President Kaplowitz said she agrees and added that we also need to educate the Trustees, including the Chair, about our College's special mission and about our unique programs and majors. She said we have to assume no knowledge about such things on the part of the Trustees. She said most people do not know what forensic psychology is, or forensic science, or what our other majors are. She said that is why the Executive Committee invited Trustee Jerome Berg, who chairs the Academic Affairs Committee, to our April 3 meeting. This is especially important, she said, in light of our data: of our June 1996 baccalaureate graduates, 61% took remedial course work in English and 80% took remedial course work in mathematics. Of John Jay's Fall 1995 entering freshmen, only 21.1% passed all three placement exams. Thus, 78.9% require remediation of some kind and, indeed, 17.3% of the Fall 1995 entering freshmen failed all 3 placement exams.

#### 4. Invited guest: Provost Basil Wilson

Provost Basil Wilson arrived and was welcomed. Provost Wilson said that having attended the March 3 meeting, it is clear to him that the Trustees joined the Board of Trustees with a certain conceptualized vision of CUNY. He said that it is heartening that since Dr. Paolucci comes from a faculty background, irrespective of her predisposition, she is willing to hear from presidents, from faculty, and from students. And so that opens up the process. The existing system had become very closed and in academia that is unhealthy, he said. He spoke about the importance of the Trustees hearing at that meeting from the college presidents, many of whom spoke rather passionately.

President Kaplowitz explained that she hadn't yet reached that part of her report: she then explained that the 5-hour March 3 meeting concluded with each college president being asked to speak: the one theme that was repeated over and over by the presidents is the dearth of full-time faculty. In fact, some presidents indicated that they would not have accepted the presidency had they known that the full-time faculty would be depleted in such devastating numbers.

Provost Wilson said that preceding that portion of the meeting there was much discussion by Trustees about the need to audit the respective colleges and their budgets, He said that a Trustee who has been on the Board for a number of years revealed by virtue of what he said that he has not been aware that this information has always been readily available. The information that the Trustees want, he explained, involves the amount of money that is spent on faculty, the amount spent on administrators, and the amount spent on OTPS [Other Than Personal Services]. He noted that all this information was provided in the Base Level Equity documents and is readily available from the colleges. But, he said, Trustees were acting as if that information has not been available and also as if an abundance of money is floating around the University. So when the Presidents spoke, Provost Wilson said, especially those who came in recent years from other colleges, about how threadbare CUNY is, that was a revelation to many of the Trustees who had joined the Board with certain

assumptions in place.

Provost Wilson noted that Chair Paolucci has said that she is concerned about the quality of education. He noted that one cannot be concerned about the quality of education unless one is willing to tackle the problem of the proliferation of adjuncts in the University. He said he thought that the format whereby the presidents spoke provided an opportunity for the message about what is really going on at the University to come through crystal clear, but he added that is only true if the Trustees are truly willing to listen. Nobody is clear about the line of march of the new Trustees. He said he thinks that what is very clear is that the CUNY central administration will no longer be the dominant figure it has been until now. The process is going to open up, he said, and based upon the opening up of that process the Chancellor's policy will change. That is the dialectic that is being unfolded. He said this is going to be a fascinating drama to participate in during the next couple of months.

Vice President Pinello asked what the Provost thinks the John Jay Faculty Senate and the John Jay faculty, in general, could do to take advantage of this change. Provost Wilson said that one of the things we do perhaps better than any other of the CUNY colleges is the level of participation of the faculty. The Faculty Senate has already begun inviting Trustees to the Senate. And, he added, he is certain that there will be other meetings: the Trustees want to meet with the University Faculty Senate, they will probably want to meeting with the faculty as a whole, and when those meetings take place we have to be there in sizable numbers in order to convey to the Trustees the threadbare nature, the penurious nature, of the University. CUNY has been defunded since 1990. The Trustees act as if they are unaware of how much the budget has been cut in recent years. On the federal level there is a recommitment to education on all levels, and many states have indicated a new commitment to higher education, certainly in the Midwest. That is the participation which we can make. He said he does not know what kinds of avenues will be available in the near future but he does imagine that given the style of Dr. Paolucci those avenues will be made available to us.

President Kaplowitz said perhaps we should encourage and perhaps even help organize John Jay faculty to speak at the borough hearings of the Board of Trustees. Each year the Trustees travel to each borough for the convenience of the residents and those who work in that borough although anyone may speak (upon officially signing up by telephone to do so). The Brooklyn Borough hearing of the Board is on April 15 and the Queens Hearing is on May 28. The Manhattan hearing was in the early fall, at which she testified.

Provost Wilson commented that when one hears about meetings such as the March 3 Board committee meetings the impression is quite different from that which one gains from first-hand observation of the drama. Senator James Malone asked the Provost whether continuing Trustees James Murphy and Edith Everett could be counted on to influence the new Board members about the realities of CUNY. The Provost said Trustee Murphy has said he is remaining on the Board to represent CUNY's historic mission and that Trustee Everett has said the same thing. He noted that Trustee Everett was quite vocal on March 3 in her opposition to spending as much as \$1 million to create a new level of bureaucracy. He commented on the Trustees' personalities, which he characterized as very interesting. He noted there are still a

few Trustee appointments to be made and so the situation is still quite fluid. Provost Wilson said what will be important in the next few months is the extent to which the Trustees demonstrate a willingness to listen, a willingness to develop an understanding of what the City University is. CUNY from a distance is quite different from the understanding one achieves upon learning about the complexities of the individual colleges. When the presidents finished speaking, Trustee Marino said he was very moved by their comments, but the question remains, Provost Wilson said, as to how the Trustees will act.

Vice President Pinello said that perhaps the presidents and the faculty could "capture" the Trustees in the sense of winning the support of the Trustees so that the Trustees could become advocates for CUNY with the Governor and the Mayor who appointed them and be thus CUNY's representatives to the chief executives rather than being the chief executives' representatives to CUNY. Provost Wilson said he does not think that will happen because of the personalities involved. He said we are quite fortunate to have as a Chair of the Board a person with a faculty background because people are shaped by their work and she has respect for scholarship, for academia. Saying some Senators might disagree, Provost Wilson said that the academy is an incredibly democratic institution. We speak at John Jay of the collective wisdom of the college, for example. This is the style that he believes Chair Paolucci has introduced. Somebody coming from a different background would function differently.

Provost Wilson reported that the new Vice Chair of the Board was implying at the March 3 meeting that the Board of Education and the City University are synonymous but they are not in terms of what has happened to CUNY in the last decade in terms of academic program planning, budgeting, and so forth. The data collection, the levels of efficiency, the dearth of faculty, is quite different from what goes on in a much more complex bureaucracy, a much more labyrinth-like bureaucracy, such as the Board of Education. Coming from such different backgrounds as the various Trustees do, the result is going to be a much more difficult time for developing consensus. Trustee Nilda Soto Ruiz comes from the Board of Education and speaks as do other Trustees about a seamless transition from high school to college. John Jay a number of years ago held a mini conference at which Anthony Alvarado spoke and the focus was on the seamless transition from high school to college. Trustee Ruiz seems to be committed to that. Trustee Price seems very involved with auditing and budget. Trustee Babbar is interested in construction and architecture, which is his field. So the Trustees have various interests. What will emerge from that mix as pertains to open admissions, to the ACE exam -- which he thinks the Board will proceed with -- and other issues is unclear.

President Kaplowitz agreed that unless one was at the March 3 meeting it is difficult to appreciate how extraordinary an event it was. She said it was as if one were witnessing a coup. Provost Wilson agreed. President Kaplowitz said that since the Trustees seem so concerned with performance indicators this would be a good moment for the College to develop and implement policies to meet the academic needs of our students, so they can progress more successfully in their studies, especially in light of Freshman Director Pat Sinatra's report on the poor academic preparation and skills of the Spring 1997 entering freshmen. In terms of their placement scores, 68% failed the mathematics placement exam, 62% failed the writing placement test, and 58% failed the reading

placement test. Provost Wilson said that this was the Spring entering class, which is usually somewhat weaker than the freshmen who enter in the Fall. President Kaplowitz said that nonetheless these are the skills levels of approximately 1,000 additional freshmen. Senator Geiger asked whether the associate degree students and baccalaureate degree students scores are combined and was told they are. She suggested the scores should be aggregated. Senator Gitter said we have done studies which show that there is virtually no difference between the scores of the two groups.

Provost Wilson said the area where we are most vulnerable is in our graduation rates. But sometimes, he added, the interpretation of graduation rates is that students are academically deficient but a recent study was done in which we asked 1,600 students who were in excellent academic standing why they had left John Jay. They said in overwhelming numbers that they were unable to return, although they intend to return eventually, because of financial reasons. The University is trying to redefine graduation rates, he explained. We have been in a kind of conceptual box when thinking about graduation rates. 50% of our graduates are transfer students and yet the graduation rate that is put on the Internet and that is sent to the federal government is a cohort study of a class of first-time full-time freshmen. And so the 50% of the graduates who are transfer students are not included, though they are taught by our faculty, receive our student support services, and attend our graduation.

Senator Umeh agreed that there is sometimes a misconception in the reading of attrition data. Also, the data do not show the ratio of the number of faculty per students. In addition, we don't have traditional students. He said one of his very best students, for example, had to drop out because his father had become ill and the student had to go to work. Provost Wilson replied that we also do not want to leave the impression that there is not a problem because there is a problem. There is a problem with our inability to retain our incoming freshman class until they become seasoned college students, he said.

Provost Wilson reported that there is a plan being developed although he noted that there is a difference between conceptualizing a plan and implementing it. But what we have to do, he said, is to introduce mandatory advisement for all students prior to the completion of their sophomore year. Second semester freshmen and lower sophomores tend to be at an extremely vulnerable stage. We've basically done much with incoming freshmen and second semester freshman although we need to go to some kind of mandatory advisement system when students go to the registration terminals so they cannot change their course selections from what is recommended to them: that has been a problem. By Fall 1997, Provost Wilson said, we should have the resources to do with the sophomores what we have been doing with the freshmen. We have the readmits, which is another category of students. We have expanded the support services of the College: we are creating a culture whereby students are coming to Pat Sinatra for tutoring whereas in the past we had to chase after the students. This is where real faculty support is necessary, he said, because faculty need to make referrals, need to send students to the necessary labs for the proper tutoring. We have increased significantly what we spend on tutoring but we have to do more of that. Much of what we have been able to do is because of funding from the Vocational Education grants that Professor Lou Guinta has obtained. The Learning Center was created with those funds. There is also a SEEK Lab, which was created with tax levy

funds. He said he hopes to expand the Writing Center. If we can disaggregate the various populations in such a way that there are individuals who are tracking the students, counseling them, providing support services, we can be in a position to really increase our retention rates of that population.

President Kaplowitz asked if Provost Wilson is envisioning faculty doing the mandatory advisement? Provost Wilson said faculty will not be doing the mandatory advisement. The members of the Department of Counseling and Student Development will provide the mandatory advisement. One of the 20 allocated lines is for a Counselor whose responsibility will be to organize the sophomore class in the same way that Pat Sinatra has organized the freshman class, he said.

[At this point, Provost Wilson received a message that he was needed on a matter of some urgency.] Provost Wilson apologized for having to leave abruptly and asked to be invited back soon. He was assured that the Senate will invite him back in the near future and thanked him for meeting with the Senate today.

5. Proposal that the Faculty Senate survey faculty

President Kaplowitz raised the issue of faculty morale which has come up at several recent search interviews and explained that the Senate's Executive Committee thinks a survey of the faculty issued by the Senate could be instructive in terms of faculty attitudes and suggestions. Senator Geiger said that the morale issue is especially crucial for adjunct faculty. Senator James Malone said he thinks faculty morale is a crucial issue and that a survey should be issued. Senator Tom Litwack said he is not against a survey but said it is impossible to separate the issue of faculty morale from the issue of resources and asked what good can be accomplished by such a survey. He cited the lack of space as an example. Senator Betsy Gitter agreed. Senator Malone said that while that is true, at other colleges where the lack of space was identified as a serious problem, space is being rented to help alleviate the problem.

Senator Gitter said she likes the idea of informal, off the record, brown bag lunches for faculty, sponsored by the Faculty Senate, which President Kaplowitz had suggested earlier and she said this might be a more effective way of determining faculty concerns and attitudes and suggestions.

Because of a loss of quorum, it was agreed that the item would be returned to the agenda of a future Senate meeting.

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

Respectfully submitted,

Edward Davenport  
Amy Green

Recording Secretaries