

Faculty Senate Minutes #167

John Jay College of Criminal Justice

March 18, 1998

3:15 PM

Room 630 T

Present (24): C. Jama Adams, Michael Blitz, Glenn Corbett, Edward Davenport, Kojo Dei, John Donaruma, P.J. Gibson, Don Goodman, Amy Green, Edward Green, Lou Guinta, Karen Kaplowitz, Kwando Kinshasa, Gavin Lewis, Roy Lotz, Barry Luby, James Malone, Ellen Marson, Mary Ann McClure, Adina Schwartz, Ellen Sexton, Carmen Solis, Agnes Wieschenberg, Bessie Wright

Absent (13): George Andreopoulos, David Brotherton, Effie Papatzikou Cochran, Jane Davenport, Arlene Geiger, Sandra Lanzone, Deborah Nelson, Daniel Pinello, Jacqueline Polanco, Charles Reid, Frederik Rusch, Lydia Segal, Davidson Umeh

Guests: Ned Benton, James Cauthen, Peter DeForest, Marc Dolan, Lotte Feinberg, Richard Glover, Mabel Gomes, Carol Groneman, Salomon Guajardo, Gerhard Haensel, Diane Hartmus, Joan Hoffman, Robert Hong, Charles Jennings, Dolores Kazanjian, James Levine, Jerry Markowitz, Patrick O'Hara, Fred Palm, Judy-Lynn Peters, Marilyn Rubin, Ruth Shapiro, Jack Zlotnick

Invited Guest: Manhattan Borough President C. Virginia Fields

AGENDA

1. Announcements from the chair
2. Approval of Minutes #166 of the February 27 meeting
3. Resolution of Appreciation for the Public Management Department
4. Invited guest: Manhattan Borough President C. Virginia Fields

1. Announcements from the chair [Attachment A]

Since our last Senate meeting, when we adopted proposals for raising the admission criteria for both the associate and baccalaureate programs, wide consensus throughout the College was achieved for the Senate's three-part proposal. The P&B, the Standards Committee, and the College administration endorsed the recommendations. On behalf of the Senate, Karen Kaplowitz submitted the three-part proposal to the College Council, which approved the policy on March 16. The new admission criteria are being sent to 80th Street for adoption by the Board of Trustees as part of May's monthly University and Chancellor Reports.

A new, fourth, version of the Comprehensive Action Plan (CAP)

was just released on March 13 [Attachment A].

The John Jay Times (formerly LEX) has been cited as one of the 25 most improved student newspapers in the country by the student press department of the Association of American Journalists. Senator Michael Blitz, the faculty advisor, was congratulated by the Senate as were the student journalists.

2. Approval of Minutes #166 of the February 27 meeting

By a motion duly made and carried, Minutes #166 of the February 27, 1998, meeting were approved.

3. Proposed resolution of appreciation for the Department of Public Management [Attachment B]

By unanimous vote, the Senate approved a resolution of appreciation for the Department of Public Management on the occasion of the U.S. News & World Report's ranking of the MPA program as the number one MPA program having a criminal justice policy focus [Attachment B]. Professor Ned Benton, the chair of the department, thanked the Senate: he said it is especially meaningful to be recognized by one's colleagues. He said there are a variety of reasons that this ranking was achieved: first, because the MPA program is in a college of criminal justice with a national and an international reputation and with excellent faculties in a range of fields. Another factor is the wonderful adjunct faculty who teach in and enrich the program, such as Fred Palm, who works for the Comptroller's Office, and Gerhard Haensel, who works in the field of inspection and oversight at the United Nations and who, thus, teach with field-based insights and a hands-on approach.

Professor Marilyn Rubin, the director of the MPA program, said when NASPAA made an accreditation visit four years ago they were very impressed by the program and with the College and especially with our adjunct faculty. She said because at CUNY we are all frustrated by the over reliance on adjuncts we don't always realize how many of our adjuncts add a depth to our course offerings that we could not otherwise provide.

Professor Rubin said that Professor Ned Benton deserves tremendous praise. The idea for the program originated with Professor Eli Silverman and the program was offered in conjunction with Baruch but for many years our students did not enroll in the program. Professor Benton then suggested that John Jay offer the program on our own, without Baruch. And it was he who single handedly put together the ideas for the Inspector General curriculum. He had realized that there really was no nexus for an MPA program in a school of criminal justice until he formulated the Inspector General program which gives the Public Management Department the opportunity to draw on the resources of a school of criminal justice. Thus, much of the accolades belong to Ned Benton who convinced the faculty, who had been sceptical.

Senator C. Jama Adams congratulated the Department of Public Management on the very good work it has done. He said some, however, are ambivalent about validation from U.S. News and World Report, not so much as a function of the interests the publication

represents -- he said he believes we know what those interests are -- but because there is work that has to be done by public administrators, by psychologists, by everyone, which is, increasingly, to speak for those who are not heard. Senator Adams said we are seeing an attack on CUNY that very clearly says: "They are unwashed, they are ignorant, why are they there?" He said it is incumbent upon those of us who receive recognition to hoist the prize, to take a bow, but to use that chance to speak for those who aren't being heard, to put the programs in place for those who aren't being heard. He said when he hears about programs to develop IG offices, he thinks highly of this, but he also thinks of the reports in the newspapers that say women, Latinos, and African-Americans are getting a raw deal in the NYPD. He said he hopes that those of us who have been given space to do innovative work will continue to push into areas that are no longer popular and no longer politically correct and oftentimes get no funding. And so, congratulations, he said, but let's do the hard work.

4. Invited guest: Manhattan Borough President C. Virginia Fields
[Attachment C]

Manhattan Borough President C. Virginia Fields arrived and was welcomed. President Kaplowitz congratulated her on her excellent campaign and on her wonderful electoral victory. [The Senate applauded her.] She thanked the Borough President for accepting the Senate's invitation, noting that when the Senate extended the invitation early in January, just after she was sworn into office, we had not anticipated that CUNY would be so prominently featured in the news: she explained that the invitation was extended to have the opportunity to tell the Borough President about John Jay but that we are open to having any discussion she might want, including about the larger CUNY issues, which, of course, involve and affect John Jay. She praised the Borough President's accomplishments [Attachment C] and said that because she is the Borough President of Manhattan and we are a CUNY college located in Manhattan, we thought it would be wonderful to talk together.

President Kaplowitz explained to the Borough President that just before she arrived, the Senate had presented a Resolution of Appreciation to the Department of Public Management for achieving the number one ranking for its MPA program and she showed her a framed copy of the Resolution. She explained that as a faculty we had wanted to thank our colleagues.

President Fields thanked President Kaplowitz and all the members of the faculty for extending the invitation to visit and to become acquainted, to talk about her vision, and even more importantly for her to hear what the issues and concerns are from the perspective of the faculty of John Jay. As a member of the City Council for the past eight years she was always pleased, she said, to be able to support CUNY initiatives as they were brought before the City Council and so she has a sense of the important work of CUNY, but, she added, one never knows enough and so meeting with the Senate today is an extremely good beginning and, she added, it is just that, a beginning.

The Borough President said she, too, wishes to salute the Public Administration program for its accomplishments. She saw the cover of U.S. News and World Report upon entering the building and noted that at a time when many of our colleges have not been

given the accolades and the recognition for all the good work that they are doing that to be honored in this way, not just in the City but throughout the nation and, perhaps the world, is absolutely wonderful. She said perhaps we can think of a way to expand the recognition beyond this room into the larger Manhattan and have a celebration at the Borough President's Office. [The Senate responded with applause.] Borough President Fields said she thinks it is worthy to note this recognition especially at a time when we are having to respond to what she sees not as a crisis but perhaps as an issue that we need to address, and that is what is happening with CUNY, our open admissions policy, and other vehicles that make it possible for many students who otherwise would not be able to attain a quality education. She said she is not here to say that perhaps some of our practices and policies should not be looked at but rather to say that it should not be treated as if it is a crisis situation. Therefore, perhaps, we can bring about a response in a way that will be very different if those of us who are concerned had more of an opportunity to sit down and engage in a dialogue and come up with an approach to any and all of these problems.

Her vision for Manhattan, she said, is to focus on education in terms of improving the quality of education for our students, beginning in pre-kindergarten. She said if we focus our efforts there we will see fewer concerns once a student reaches college age. And so, she said, she wants to be very proactive by going throughout the borough, meeting with teachers, superintendents, principals, parents, Board of Education, everyone who has a role to play in shaping the education and the academic programs in our public schools. She is visiting schools to learn first-hand how money is being spent, what the programs are, plans for improvement where there are areas of failure, what is working in our public schools and how we can replicate those successes. She said she wants her administration to participate in offering solutions.

Her economic development vision is to expand economic development opportunities in neighborhoods that have been neglected in terms of technical support, financial resources, and assistance of entrepreneurs, and through those means create more jobs locally for people living in those areas. The good news is that the economy is doing well throughout the country and it is certainly doing well here in New York City, but in spite of that many of our neighborhoods are languishing in poverty, below the levels that should be acceptable at any time but certainly below what is acceptable at a time when our economy is doing as well as it is. So she wants to look at ways to enhance the economy and create more public/private partnerships so that in a borough where we have perhaps more internationals and more corporations than exist in most countries, we can create more public/private partnerships to aid our efforts in this area. Housing and senior issues are among her priorities but education is the number one priority because she believes that if we can improve the public schools and keep access available and make it possible for people to receive a college education many of these other concerns that we have, such as housing, health care, and economic development, will be addressed in a way that can make a difference.

Borough President Fields said the key to achieving success in these areas is working together. She wants to be a part of John Jay's and CUNY's efforts and wants to hear from the faculty, in terms of the faculty's concerns and issues and how the Office of the Borough President can be used to be a part of that.

Borough President Fields acknowledged Professor Fred Palm, who she had not known teaches a course here and said she doesn't know anyone who knows more about government than he. President Kaplowitz noted there is another member of the faculty here who knows her, Professor Jerry Markowitz. Professor Markowitz recalled having had the pleasure of sitting on the dais with the Borough President on the occasion of a retirement party for Arthur Brown, now an adjunct professor at John Jay. Borough President Fields said she well remembers Arthur Brown, a Housing Police Chief in her district for quite a while. Noting that John Jay has hired Fred Palm and Arthur Brown, she suggested, with laughter, that there might be a future for her at John Jay after politics.

Professor Ned Benton spoke about the challenges presented to CUNY in the media and what it means for a program, such as the MPA program, to be nationally recognized in the middle of all of the criticisms about CUNY. He said that more than ten years ago the MPA's accrediting agency professionally challenged his department to take advantage of the opportunities provided by New York City and the faculty decided that if the mission of the program is to positively affect management in New York City, excellence needed to be defined not in terms of who are excluded, which seems these days to be a popular criterion of excellence for academic programs, but rather to strive for excellence in terms of the people and the agencies of New York City we are supposed to serve. He said that it is poignant to him that his program and the College would get national recognition for doing this at a time when so many people are saying that CUNY should demonstrate its excellence by excluding people. He said the success of the MPA program resides in the fact that it reaches out to real people in real agencies. He noted that one of the members of the CUNY Board of Trustees is a graduate of John Jay's MPA program. Graduates of John Jay's MPA program work throughout New York. Our location in Manhattan, one of the most wonderful cities in the world, provides countless opportunities for our students and faculty.

Borough President Fields expressed her appreciation that his department established that mission and decided to have it as the central core of the program because only in that way can we ensure that we have the level of people and level of commitment of people who are joining those agencies. She said it certainly allows those such as she, who heads such agencies, a greater opportunity to hire excellent people. She said the problem is that failures get reported and very little is heard about successes. Failures or perceived failures in the system get blown totally out of proportion. She said that in looking at the whole issue of reforming remediation, it has been of great interest for her to learn that of the students who take six years or more to graduate from the community colleges many take that long not because of remediation but because students work, some come for refresher courses and are not looking to graduate from the community college, some because of other responsibilities are simply not able to carry the kind of course load that would enable them to graduate within that time period. What all of us are in a position to do is to change the debate about CUNY, not allow it to simply focus on remediation, with remediation driving everything that is decided. We must force the debate to look at what is happening in such programs as the MPA program, who the people are, the kind of investment they are making and, ultimately, the contributions they make to this City in terms of good employees among staff, heads of agencies, the resources and dollars they are able to bring into the City, and the investment we gave to them through this program others made that possible. That has to be

part of the debate and the faculty are in a very important position to give charge to that because of the recognition given to you. And so, she said, her Office is going to be calling on the faculty to work with her.

President Kaplowitz said that we are all very proud of the MPA program but we are also very proud of our other programs, almost all of which are unique to not only the City University of New York but to the City of New York and to the State of New York and in some cases, virtually unique in the nation. President Kaplowitz noted that every year the Borough Presidents receive a capital budget request from the CUNY colleges in their borough and John Jay's requests have never received funding from the Office of the Manhattan Borough President even though projects from all the other Manhattan based CUNY colleges have been funded by the Borough President: Hunter, City College, Baruch, Borough of Manhattan Community College, the Graduate Center have all received Manhattan Borough President funding for requested projects but John Jay never has. We have never been able to ascertain why our budget requests were not granted but this year, since you are now starting your tenure as the Borough President, and we have the opportunity of meeting with you, one of the things the Senate wanted to do is to make the case to you as to why our requests to your Office, for several projects adding up to a total of \$1.7 million, are truly worthy of your consideration. And one of the projects we are asking funding for is for \$700,000 for the construction of two forensic science laboratories. She introduced Professor Peter DeForest, a member of the Department of Forensic Science, who is the author of a book used around the world as the definitive forensic science text and who has been an expert witness in many major trials involving forensic evidence. She asked Professor DeForest to explain the uniqueness of the forensic science program and our desperate need for these labs.

Professor DeForest said that he would like to begin by echoing what Ned Benton and others have said, that John Jay is a wonderful college. He said he has taught at John Jay for 29 years and came here to build a forensic science program and it has been exciting although it has also been frustrating because he has had to work with such limited resources. John Jay is doing very important work under very difficult circumstances. Forensic science, or criminalistics, can be defined, he explained, as the application of natural sciences to physical evidence. It has an application to more than just solving crimes. Often socially divisive issues develop but if we can quickly get the science to get an answer a lot of heartache is avoided and a lot of destructive actions are prevented. He said the field is very underdeveloped despite the reports in the media about DNA. The overall, coherent field is poorly developed and for a number of years John Jay has been putting quite a number of our students into the field who have acquitted themselves very well, but they are a drop in the bucket compared to the need.

Professor DeForest explained that our master's program in forensic science, which he runs, has recently attracted more and more students from around the country. The applicants are more highly qualified students than ever and, so, it is very difficult to refuse admission but it is necessary to do so because of the limited laboratory space we have. Students are already elbow to elbow in the laboratories. He said John Jay has lost faculty over the last several years and his department has been told they can now hire forensic scientists but it is very difficult to recruit faculty because scientists are dissuaded from coming here when

they see our very limited laboratory space: they are expected to do sufficient research to earn tenure after four years but we can't give them laboratories to do that research nor can we give them research support. It is very difficult to do cutting edge research if one doesn't have the necessary facilities. Professor DeForest said John Jay's forensic science program has a lot to offer but is frustrated by not having the wherewithal to do it.

President Kaplowitz added that there are two additional aspects. First of all, we have 350 undergraduate forensic science majors and there is no other CUNY college that offers forensic science, nor any in the city or in the State. We also have 50 to 60 graduate students in forensic science, which is double the number we had just two years ago. And we have the highest graduation rate in CUNY of students majoring in the physical sciences. But, one problem is that full implementation of CUNY's College Preparatory Initiative (CPI) requirements will be fully phased in two years from now, and that means that if students have not taken two years of laboratory science in high school, they will have to complete two semesters of laboratory science in college in order to graduate with any CUNY degree, including an associate degree. That means, in fact, our students will have to take the courses at John Jay because most of the New York City public high schools do not have science laboratories.

And so, President Kaplowitz explained, not only do we not have enough laboratory space for our forensic science majors but we don't have enough laboratory space for our students to fulfill the CPI requirements for an associate degree much less for their baccalaureate degree. Thus they won't be able to graduate and there are not only jobs in forensic science, there are also jobs in forensic psychology, in public management, in criminal justice, in all the fields we teach. The students can not move through the degree requirements because we do not have sufficient laboratory space. The laboratories are in North Hall and until we are able to move into our new building, which will be at least five years, (in fact Vice Chancellor Macari says it will take 10 years), we do not have the science laboratories for our forensic science majors, for our forensic science master's students, for our criminal justice doctoral students who are taking a track in forensic science, and for our non-science students who must fulfill their degree requirements. She said it is a real tribute to our faculty that we are able to recruit students despite our limitations. And **so**, she said, the two forensic science laboratories we are asking funding for are a truly desperate need.

Borough President Fields said she will review the requests and will give them her full consideration and she asked the director of her budget and management office [who attended the Senate meeting along with five of her other staff members] to prepare a thorough review. She said she understands now in hearing from the faculty the importance of this request and will try to be as helpful as she can. She said she is obviously not in a position at this point to commit her Office but she will certainly give it full consideration. President Kaplowitz said that a positive response might very well result in another resolution of appreciation and, of course, a party [laughter]. Borough President Fields said she is surprised that John Jay had not previously received funding from the Borough President's Office. She explained that whether her Office can fund the request directly is not clear but she is helping with several of the requests by lobbying for them with the Mayor's Office and the City Council's Office because although the Borough President has

discretionary dollars for capital projects, it is not sufficiently large to fund all requests and this year, by coming into office in the middle of the fiscal year, a lot of this year's money has already been committed. The following year she will have the entire pot to allocate. She said her Office will work with the City Council and with the Mayor's Office to advocate on behalf of projects that her Office might be able to give partial funding for. She said while the Manhattan Borough President's Office is expected, and rightly so, to support many of our institutions, including our colleges, the students who attend Manhattan-based colleges come from all over New York City. The colleges in Manhattan serve more students from the other boroughs than the colleges in the other boroughs serve students from Manhattan. And so her Office is proposing that the City, in general, should help her Office more in funding those institutions that typically most of the other boroughs expect the Borough President to fund.

She said she also wanted to comment on something Karen said earlier that relates to remediation and the problems of CUNY and that is the fact that most public high schools do not have science laboratories. If they do not have science labs, as Karen said, students are prevented from receiving the basic training and skills they need so they can come to the University prepared to enter programs such as forensic science. That is why, she said, it is up to us to change the debate, to put a different perspective on it, to put a human perspective on it, and to try to become involved so that it is not one or two voices framing the issues from a crisis position with reference to remediation or from a desire to eliminate opportunities for those who most need access to City University from having that access.

Senator Kwando Kinshasa, with reference to the issue of remediation, asked whether Borough President Fields' Office would consider sponsoring a joint discussion between members of the K-12 Board of Education and the CUNY Board of Trustees. He explained that he has also raised this idea with other individuals in other venues because there seems to be a gap between one of the largest K-12 educational structures in this country and CUNY. One gets the sense that there is not a working relationship between them. He suggested that we have to structure a taskforce -- and suggested that the Borough President's Office could take the lead on this -- to hold a summit to discuss bringing the two structures together not on simply a one or two time basis but on an ongoing basis, possibly serving as the Borough President's education cabinet. He said that he and his colleagues around the table would support this and would participate to work toward raising the quality of the students who arrive at CUNY so that we do not have the drop out rates that we have. The drop out rate is a political blunder. He said that the major focus has to be to find ways to help CUNY students succeed so that we don't have the drop out rate that we now have. He spoke of the McNair Program, which his department, African-American Studies, prepares students for doctoral study. He said that just yesterday one of the McNair students, who is from the South Bronx, from the public school, came here needing remediation, was accepted to doctoral programs in psychology at both Columbia and Seton Hall, and was offered \$50,000 in scholarships. He said we have to dry up the pool of failures. He suggested that faculty from the CUNY colleges and K-12 teachers should sit down together to discuss these issues with the hope of resolving the problems.

Borough President Fields called this an excellent suggestions and she introduced Norada Andino, her deputy borough president who

has education as part of her portfolio. A summit, she said, could be an excellent opportunity for the Manhattan Borough President's Office to begin pulling all those different levels together and she asked the members of the Senate and other John Jay faculty at this meeting to join her in planning the summit. She said she has not heard enough discussion between the chancellor of the public schools and the interim chancellor of CUNY, with whom she has met several times and for whom she has a great deal of respect in terms of his commitments. But, she added, she has not heard enough about the two chancellors working together. She noted that one of CUNY's recommendations in the Comprehensive Action Plan (CAP) is that the CUNY freshman placement exams be given in the high schools so students can work on deficiencies before arriving at CUNY and yet at a public hearing a few weeks earlier with the chancellor of the public schools, Chancellor Crew, when the question was asked about his involvement with implementing this plan, according to Chancellor Crew there had not been any discussion with him about the plan. She said that confirmed her initial suspicions that the CAP had been put together in haste, developed in response to a perceived crisis, or a manufactured crisis, and is not something that has been consulted about with as many people as it should. So this is an excellent time to call for this summit. [The Senate applauded.]

President Kaplowitz noted that the latest iteration of the CAP, dated March 13, 5:05 PM, was distributed earlier in the meeting [Attachment A]. The plan keeps changing and, she said, the process has certainly not been one of meaningful consultation.

Borough President Fields said she will be testifying on the Comprehensive Action Plan the following day at a hearing being held by the City Council's Committee on Higher Education, chaired by Helen Marshall. President Kaplowitz noted that Councilwoman Marshall speaks of her own 7-year -- rather than 4-year -- course of study for her baccalaureate degree at Queens College.

Senator C. Jama Adams asked how John Jay can be of help to the Office of the Borough President. Borough President Fields said ideas like Senator Kinshasa's help. She said information and data would also be very helpful, especially about John Jay's students, for use in refuting a lot of the statements that are being made and that are not being challenged. President Kaplowitz added that information about actual students is also very effective. Senator P. J. Gibson agreed and told the Borough President that the city of Trenton recently honored famous firsts on a "Wall of Fame." She suggested a similar "Wall of Success" for CUNY. She said we only hear about the failures, never the successes. Borough President Fields suggested a "CUNY Walk of Success" along the long walkway in front of City Hall.

Senator James Malone congratulated the Borough President on her election and said he was very, very glad that she had been elected. He said he would be remiss if he did not talk about what needs to be done beyond a summit. He added that he thinks Senator Kinshasa's suggestion of a summit is an excellent proposal. He said he's been at CUNY long enough to know that we've had many summits but we oftentimes fail to produce, after the summit, a structure to incorporate the ideas that come out of the summit. We've had in the past at CUNY a very, very important structure, he said, that provided information to the legislative members of the community and also to members of the community involved with the NAACP and other community organizations. That group met and met often -- at least once a month -- and all the information that was

important, in terms of policies that were coming forth from the CUNY Administration were looked at in order to assess the impact of the policies on the students whom CUNY serves. Unless we create a structure whereby we continue to look at policy and continue to shape policy we oftentimes lose the initiative. He suggested that the summit should create that structure. Borough President Fields agreed, saying she sees that as one of the major goals of such a summit: to arrive at specific goals that we want to achieve and a structure by which to implement them.

Senator Roy Lotz said that when Borough President Fields spoke earlier about K-12, she was speaking about the students who eventually come to John Jay. He said 3 out of every 4 students in the public schools are eligible for subsidized lunch. He said John Jay does not get white, middle-class, well prepared, high SAT scoring students. He said such students do not exist in great numbers in New York City. People have to start with the population we have and ask what can we do for them rather than say that we do not want them to come to CUNY. He said that by the time they come here it is too late. He said we cannot change what happened in the first 12 years. We can do the best we can and we do well as the other CUNY colleges also do, he said, but the problems start in the first 12 years of schooling. He said therefore we have to determine what the problems are. He said he doesn't think it is the teachers in the New York City school system, he doesn't think it is the parents. What happens, he said, is the children tell each other to not study, to not do too much homework, to not be an intellectual. That is the only area, he said, in which intervention could help. He said the student subculture is our biggest problem. He said we can't change the teachers or the parents. Rather, we have to talk to the children themselves with the goal of changing their attitude toward doing homework, towards getting good grades, towards moving up. He said that, as a sociologist, there is research that supports this but that, nonetheless, people have not taken action to do this.

Borough President Fields said she is certain that there are as many responses as to why students fail as there are people who will offer those responses. She said she is sure many will agree with him but many others will look at teachers, at parents, at the climate, and at a variety of other factors. She said she would agree with Senator Lotz, however, about the fact that once a student reaches the level of John Jay, that is clearly not where the problem begins and because we understand that, we have the responsibility to make sure that access is not cut off for the students to enter this institution. [The Senate applauded.] And, she added, if perhaps the City is as successful as she believes we can be in preparing students in K-12, some day we will not have to worry about remediation because the students will be prepared and it will just be a matter of brushing up their skills. But because we are not there yet, it is our job, she said, to make certain that access is not cut off.

Professor Ruth Shapiro said she wants to affirm Borough President Fields' earlier statement about pre-K. She said that a number of the members of her department, Psychology, are developmental psychologists and they could provide the Borough President with data and information about programs such as Head Start and the tremendous need to provide enriched educational experiences for children before kindergarten. Professor Shapiro noted that kindergarten is already late in a child's development. Furthermore, she said she takes issue with her colleague from Sociology who spoke just prior to her, in that there is a lot of

evidence that what is really an obstacle for the students in the public schools is the lack of one-to-one teaching possibilities because the classes are so large and, therefore, there is little opportunity for reinforcement from the teacher. She said there is an enormous amount of data that show that is what helps children learn and we, as a City, really need to put energy behind pre-K. She said she would like to help the Borough President implement that in any way she could do so.

Borough President Fields said today's discussion shows that there are so many good minds and resources in this City to address the problems that confront us that we should not continuously have to try to reinvent answers and solutions to our problems. She said the resources of the Office of the Manhattan Borough President are open. She said she wants to work with the John Jay faculty. She said she and her staff are accessible.

Borough President Fields regretted having to leave to attend another meeting that is on her schedule. She said she does want to work with the faculty because education is her number one priority. [The Senate applauded.]

After President Kaplowitz returned from escorting Borough President Fields and her six staff members to the elevator, Senator Ellen Marson thanked President Kaplowitz for inviting the Borough President to the Senate. Senator Marson said it was an excellent meeting and the Senate agreed.

5. New business

President Kaplowitz noted that John Jay's total capital budget request to the Manhattan Borough President is for \$1.7 million but that some of the requests are for projects that the faculty do not view as high priority items. She noted that no faculty were consulted in the development of the budget request, not even forensic science faculty, although they supported the \$700,000 request for two forensic science laboratories when she reported to them that this part of the request. She explained that she learned of the requests when she received the documents as the faculty member on the Board of Trustees Committee on Facilities, Planning, and Management, on which she serves as part of her responsibilities as a member of the University Faculty Senate's executive committee.

The Senate agreed, unanimously, to recommend to the John Jay administration that, henceforth, capital budget requests to the Borough President/City Council be developed in consultation with the faculty leadership.

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

Respectfully submitted,

Edward Davenport
Amy Green

Recording Secretaries

ATTACHMENT A

DRAFT

THE CITY UNIVERSITY OF NEW YORK COMPREHENSIVE ACTION PLAN (CAP)

Introduction

This Comprehensive Action Plan (**CAP**) is an effort to develop an **overarching** policy concerning the preparation of students for college level work at the City University of New **York**.

At present, student preparedness for college level work at **CUNY** is evaluated in terms of:

1. A college's admissions requirements (academic units; high school average or GED test score; **SAT** scores);
2. Freshman Skills Assessment Test **scores** (indicating ability to **perform** at the "13th" grade level) and/or **performance** on other **assessments** required for collegiate level placement or for placement in remedial, developmental, and/or ESL course offerings;
3. The remedial, developmental, **and** ESL course **offerings** available at **an** individual college, since different colleges offer more or fewer levels of reading, writing, math, and ESL courses.

The CAP will strengthen this evaluation. It also proposes collaboration with the Board of Education to ensure that high school students are adequately prepared for the demands of college level study, and provides opportunities for returning adult students to develop the skills necessary for success at CUNY.

Background

In developing the CAP, the University builds upon the work of two special ad hoc committees of the **Board** of Trustees appointed by Chairwoman Anne A. Paolucci in April, 1997: the "Ad Hoc Committee on the Seamless Transition Between High School and College, chaired **by Trustee** Nilda Soto Ruiz, and the "Ad Hoc Committee on Remediation, Performance, and Graduation Rates," chaired by Vice Chair Herman Badillo, combined with the ongoing efforts of the Board Committee on Academic Policy, Program, and Research. The Trustees, in collaboration **with the Chancellery**, have actively pursued the development of new policies to effectively address the preparation of students for college level **work**. Recognition should also be given to college presidents, University Faculty Senate, and University Student Senate who have, through committee representatives, and through their **own** task forces and study groups, provided valuable input and expertise. In **going forward with this plan**, the **counsel and** directives of the Board's Long-Range Planning Committee are paramount.

The CAP also builds upon the success of programs **now** in place including: the College

Preparatory Initiative (CPI), which has improved the preparation of **students** entering CUNY from high school; the University **Skills Immersion Programs**, which **address** the **needs** of students **whose** placement test **scores** indicate that additional preparation for college level work **is** required prior to **enrollment**; and the **Language Immersion Programs**, which **address** the **needs** of students for whom English is a **second** language.

Main Objectives

I. Prepare students for college level work

A. High School Preparation

- 1.** Develop **and** pilot, in collaboration with the New **York** City **Board** of Education, an “early warning program” for students **by**:
 - a.** Disseminating information about demands of college level study including requirements **at** CUNY in writing, **reading**, and mathematics to high school juniors, **teachers**, and guidance counselors;
 - b.** Providing students with **English as a Second Language needs** with information about language proficiency requirements and English language learning opportunities **at** CUNY;
 - c.** Exploring the use **of** technology to **assess** student **readiness** for college (provide sample placement **tests** on-line where possible);
 - d.** Providing advice to students about appropriate senior level courses (**particularly** math and English **courses**) **that** they should take to satisfy the entrance requirements of specific college programs:
 - e.** Strengthening ongoing links between **CUNY** campuses **and** New **York** City high schools;
 - f.** Working with middle schools to encourage students to begin thinking **as** early **as** possible about college **and** the preparation required for **it**;
 - g.** Building on current work of **the** New **York** City Board of Education **to** ensure coordination of CUNY standard-setting with

new Regents graduation requirements **and related Board of Education standards.**

TIMETABLE FOR IMPLEMENTATION: Discussions with the Board of Education will **begin** immediately

2. Expand "CollegeNow" program and other **school/college** collaborations; encourage further replication of the College **Now** model by setting up additional collaborations **between** the community college campuses and neighboring high schools. (In the College Now model, targeted **students** take **CUNY Freshman Skills Assessment Tests** in the junior year, **receive** counseling, and **are** allowed to enroll in up to two semesters of a college level course **or** one semester of remediation and one semester of a college level course.).
3. Expand existing summer intensive English language program, piloted during the Summer, **1997** at two **CUNY** campuses for entering high school students, to include ESL students **already enrolled** in high school

TIMETABLE FOR IMPLEMENTATION: September, **1998**

B. Admissions

1. At the senior colleges, require recent high school graduates (within fewer **than 12** months of graduation) **to** submit SAT scores in order to **better** evaluate their academic **preparedness**. Phase in minimum **SAT** scores **as** an admission criterion for most students.
2. Require **TOEFL** scores for high school **graduates** of non-English-speaking institutions.
3. **Correlate** CPI units with student performance **on** Regents' examinations where appropriate.

TIMETABLE FOR IMPLEMENTATION: February 1, 1999

C. Pre-Enrollment

1. Administer Freshman Skills Assessment Tests (mathematics, reading and writing) in a timely manner (see Board Resolution **of** September **29, 1997**)

to **determine** preparedness for collegiate **level** work and provide sufficient time for intervention, if necessary. .

TIMETABLE FOR IMPLEMENTATION: February 1, 1999

2. Require students who **need** additional **skills** development to complete a pre-collegiate intensive summer skills or language immersion program for Fall enrollment, or **a pre-collegiate** intensive **intersession** skills or language immersion program for Spring enrollment. Offer **day**, evening, and weekend options to accommodate students' **work/family** obligations.
3. Require participation in **an** intensive skills program **before** academic **work** begins for students who, after completion of **the** requisite summer or intersession intensive skills program, continue to **need more** than one year of pre-collegiate work in two of the three **skills** areas.

TIMETABLE FOR IMPLEMENTATION February 1, 1999

4. For returning adult students whose skills **require** "brushing up," develop and pilot refresher courses **as an** alternative **to** remediation, where appropriate, and offer **the strategies** in place for remediation where needed. Offer such courses evenings, weekends, and/or through distance education technology to accommodate students' **work/family** obligations.
5. Assess readiness for college level **work** on-line whenever possible. Ensure access **to** instructional technology **by** establishing at least one campus-based **instructional** technology center in each borough. Encourage partnerships between local libraries **and** campuses to provide further access to instructional support.

TIMETABLE FOR IMPLEMENTATION: February 1, 1999

II. Limit remediation *within each entry level* to what **can appropriately and successfully be achieved within a university system**

A. COMMUNITY COLLEGES

1. Utilize the calendars of each community college to sequence basic skills instruction **so** that students can complete all their remedial requirements **within the equivalent of one full-time year**. Students who **are** unable to complete such **a** sequence in two of the three skills areas would **be** referred

to **an** Intensive Skills Program for further remedial work and would be readmitted if successful in **demonstrating readiness**.

TIMETABLE FOR IMPLEMENTATION September, 1998

2. Extend Board of Trustees Resolution #17 to include students in associate degree programs, prohibiting all students from repeating a remedial course after receiving a failing grade twice in **that course**.

TIMETABLE FOR IMPLEMENTATION September, 1998

3. Place students who have **passed** the Reading Assessment Test and **are** close to the passing grade on the Writing Assessment Test into enhanced freshman composition courses that enable them to begin college level work immediately.

TIMETABLE FOR IMPLEMENTATION September, 1998

4. Require retesting of students placed in remedial course work **at** the end of the remedial **sequence** in each skills **area** using a standard, CUNY-wide instrument to be developed by faculty.

TIMETABLE FOR IMPLEMENTATION: February, 1999

B. **SENIOR COLLEGES**

Consistent with 1995 **Board** of Trustees Policy and in accordance with the traditional governance processes on each respective campus, charge presidents of senior colleges with only baccalaureate programs to coordinate phasing down of remedial offerings to less than one semester or the equivalent, including intensive skills and language immersion programs in **pre-collegiate** summer, weekend, and intersessions, and through continuing education. This activity shall **be** in concert with the phasing in of more rigorous high school graduation requirements called for in the new State Education Department regulations.

TIMETABLE FOR IMPLEMENTATION: Beginning September, 1998

III. **Strengthen ESL instruction and offerings**

- A. Require students **who need** ESL instruction to participate in language immersion programs or in summer skills programs specifically designed for **ESL** students.

- B. Build on CUNY Language Immersion **Institute** model to **increase** opportunities for students at the lowest levels of English proficiency **to make progress** in achieving proficiency.
- C. **Ensure** the availability during **the** academic **year** of specially-targeted courses (including **paired** ESL- content **courses** and "blocked" **programs**) to enable ESL students to progress **through remedial** coursework **within the** equivalent **of one full-time year**.
- D. Extend Board of Trustees Resolution **#17** to include students in associate degree programs, prohibiting all students from repeating **an ESL course** after receiving a failing grade twice **in that** course.

TIMETABLE FOR IMPLEMENTATION: February 1, 1999

IV. Strengthen advisement and mentoring

- A. In light of the needs of **students** to **make** informed choices at various points in their educational **careers**, build upon the advisement now available **and** put in place **an** infrastructure that will provide opportunities for advisement **from peers** as well **as** faculty and **staff**.
- B. Provide career advisement to students who **are** identified **as** seriously **at-risk** and/or have exhausted their **remedial** opportunities.

TIMETABLE FOR IMPLEMENTATION September, 1998

V. Exchange and support effective practices across the University

- A. Identify curricular and instructional models that have proven effective **in** preparing students for college level **work**.
- B. Expand the University' **s** faculty development offerings to provide additional opportunities for faculty members **to** learn about practices that have been successful on other campuses and to develop strategies that will work well on their **own** campuses.

TIMETABLE FOR IMPLEMENTATION: September, 1998

VI. Ensure informed implementation and compliance

- A. In developing program models that both meet the needs of students and prepare them for success upon college enrollment, the University will draw upon faculty expertise in curriculum and instruction.
- B. The CUNY Board of Trustees directs the Chancellor to audit the colleges in order to ensure that the requirements associated with the approved Comprehensive Action Plan are being met.

Conclusion

The Comprehensive Action Plan (CAP) will be fully effective as of February 1, 1999. The Chancellor is authorized to establish pilot projects in furtherance of the inherent objectives both prior to that date and subsequently, as needed. The planning process for such pilots will include a study of the anticipated costs and the differential impact on individual colleges. The colleges shall report on a monthly basis to the Chancellor on the progress of the implementation of the CAP. The Chancellor, or his designee, shall report to the Board Committee on Academic Policy, Program, and Research, and the Committee on Long-Range Planning on a regular basis to ensure appropriate Trustee consultation.

Efforts will be made to identify funding from public and private sources to support the implementation of the CAP and related projects. Special emphasis shall be placed on faculty and staff development and training to assure the highest quality teaching and administration.

3/11/98 2:00p.m.

ATTACHMENT B



JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

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

212 237-8000

RESOLUTION OF APPRECIATION OF THE FACULTY SENATE

WHEREAS, Among the Master of Public Administration programs with specializations in Criminal Justice Policy, John Jay College's Master of Public Administration Program was ranked first in the nation in U.S. News and World Report's 1998 issue on "**America's Best Graduate Schools,**" and

WHEREAS, This ranking was based on the reputation of MPA Programs as reported in surveys of directors and faculty of programs throughout the United States offered by colleges accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), and

WHEREAS, The faculty of the Department of Public Management, which offers the Master of Public Administration, has worked creatively and tirelessly to develop and maintain a program of the highest quality, and

WHEREAS, The Master of Public Administration is the only such program in the United States housed within a college of criminal justice, thus providing it with the resources and faculty in related fields and disciplines, including the faculties of Criminal Justice, Forensic Science, Forensic Psychology, and Protection Management, and

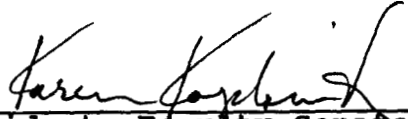
WHEREAS, John Jay College's Master of Public Administration's Inspector General Program is the only such program offered by a college accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), and

WHEREAS, This notable achievement redounds to the excellent reputation of John College of Criminal Justice and to all the College's programs and faculty, therefore be it

RESOLVED, That the Faculty Senate expresses its admiration and heartfelt appreciation to the faculty of the Department of Public Management and to the Director of the MPA Program, Professor Marilyn Rubin, and to the Chair of the Department of Public Management, Professor Ned Benton.

ADOPTED BY UNANIMOUS VOTE OF THE FACULTY SENATE

MARCH 18, 1998


President, Faculty Senate

ATTACHMENT C

C. Virginia Fields
Manhattan Borough President

Manhattan Borough President C. Virginia Fields has devoted her life to bringing people together in a city and a world where everyone has a fair chance to find a good job and a decent place to live.

Virginia Fields learned that leadership can accomplish great things when people of goodwill work together in a cooperative spirit. In 1963, at the age of 17, Virginia braved the fire hoses of Birmingham and marched side by side with Dr. Martin Luther King, Jr. in the civil rights struggle that transformed our nation and renewed America's commitment to justice for all.

A New Yorker since 1970, Ms. Fields has a hands-on understanding of the vital role that communities play in the life of Manhattan and our city. Her experience as a District Leader and as chair of Community Board 10 prepared Virginia for an outstanding career in the City Council, where she has won praise and applause for her success in creating affordable housing, encouraging economic growth, preserving programs for young people and seniors, improving our schools and defending public safety.

As Borough President, Virginia Fields will lead the communities of Manhattan toward a new era of growth and progress. She looks ahead to a Manhattan that is a vibrant and growing, a Manhattan where government and New Yorkers work together to create the kinds of incentives that strengthen our economy and revitalize our neighborhoods, a Manhattan that is ready and able to take a proud and dynamic place in the 21st century.

Virginia Fields was born and grew up in Birmingham, Alabama, where she attended Hudson Elementary School and Carver High School. Ms. Fields attended Knoxville College where she received her undergraduate degree and completed graduate work in social work at Indiana University.

In 1989, Ms. Fields became the first African-American woman elected from Manhattan to the New York City Council.

On November 4, 1997, she became the second African-American woman elected to the office of Manhattan Borough President. Constance Baker Motley, now a federal court judge, held that office in the mid-1960's.

C. Virginia Fields is the daughter of the late Peter and Lucille Clark. A brother, Julius C. Clark, and a sister, Claudia Reynolds reside in Birmingham. Her two other sisters, Thelma Cunningham and Ethel Clark, both presently live in Maryland.

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