

Faculty Senate Minutes #202

John Jay College of Criminal Justice

September **20,2000**

3:15 PM

Room 630 T

Present (29): Jama Adams, Luis Barrios, Sandy Berger, Orlanda Brugnola, Elsie Chandler, Marsha Clowers, Edward Davenport, **Kirk** Dombrowski, Janice Dunham, Betsy Gitter, **Amy** Green, Edward Green, Lou Guinta, **Karen** Kaplowitz, Kwando Kinshasa, Maria Kiriakova, Sandra Lanzone, Amie Macdonald, Peter Marneli, Daniel Paget, Laura Richardson, Rick Richardson, Lydia Segal, Carmen Solis, Margaret Wallace, Robin Whitney, Susan Will, Marcia Yarmus, Liza Yukins

Absent (8): Shevalatta Alford, James Cauthen, Robert **Fox**, P. J. Gibson, Gavin Lewis, James Malone, Emerson Miller, Agnes Wieschenberg

Guests: Professors Avram Bornstein and Tom Litwack & Student Council President Ali Knight

AGENDA

1. Announcements from the chair
2. Adoption of Minutes **#201** of the September 7 meeting
3. Approval of Senate committee memberships
4. Report on the actions taken at the September **14** meeting of the College Council
5. Update on JJ's budget situation: President Kaplowitz & Senate Budget Chair Tom Litwack
6. Discussion of the JJ Performance Measures submitted to the CUNY Central Administration
7. Discussion of environmental and quality of life conditions at John Jay: Senator Edward Green
8. Proposed Resolution (revised) on academic freedom: Executive Committee
9. Invited guest: Student Council President Anthony (Ali) Knight

1. Announcements from the chair [Attachment A]

Documents were provided about the new *CUNY* Proficiency **Exam** and about enrollment [Attachment A]. The Proficiency Exam is being administered for the first time in October: transfer students from outside *CUNY* who enter senior colleges with 60 or more credits are required to take the exam in October; transfer students from outside *CUNY* who enter college with 45-60 credits are being urged to take the **exam** in October; and students at senior and community colleges who entered in Fall

1999 who will accumulate **45+** credits during this semester are also urged to take the exam next **month**. The *CUNY* Proficiency Exam consists of two parts: first, **Task I** calls for **writing** an essay based on both materials read in advance and a brief reading selection presented at the examination; **second, Task II** calls for a short written analysis and evaluation of data in the **form of** a graph **or** chart along with a **brief** reading passage, all presented for the first time **at** the exam.

In addition to preliminary University enrollment data [Attachment A], **preliminary John Jay data** were provided by the College's Office of the Dean for Registration and Admissions on September 13:

- ◇ headcount is up 2.3% to 10,761
- ◇ entering freshmen enrollment is **up** 10.61% over Fall 1999
- ◇ new **transfer** enrollment including In Service enrollment is up **almost** 2%
- ◇ in service admissions are up 24.6%
- ◇ registered readmitted students are up 21.2%
- ◇ graduate admissions declined 16.1%
- ◇ undergraduate FTE enrollment has increased by 1%
- ◇ total FTE enrollment is **currently** down by less than 1%
- FTEs have not increased proportionately with headcount because the number of students attending part-time has increased by 10%

John Jay's tuition revenue collection number is not yet **known**: the extent to which a college meets, fails to meet, or exceeds the tuition revenue collection target set by the Central Administration determines whether a college has no change in its budget allocation, receives a budget cut, **or** receives additional funding in the form of the excess tuition revenue, which the college may **keep**.

2. Adoption of Minutes #201 of the September 7 meeting

By a motion duly made and seconded, Minutes #201 of the September 7, 2000, meeting of the Faculty Senate were adopted.

3. Approval of Faculty Senate committee memberships

Senator James Cauthen was ratified **as** the Senate's Legal Advisor **and** Senators Rick Richardson and Robin Whitney were ratified **as** members of the Senate's Adjunct Issues Committee.

4. Report on the actions taken at the September 14 meeting of the College Council

President Kaplowitz reported that, despite opposition by all the non-faculty members of the College Council, the Senate's proposed resolution on faculty ownership of online intellectual property, which the Senate had approved at its May 25 meeting and had placed on the September agenda of the College Council, was approved by the College Council on September 14:

"Faculty retain copyright for all intellectual property that they develop and make available online, including online courses, except in those cases where those materials are specifically contracted for at the inception of the project. Course pages on the CourseInfo server (or any other John Jay course page server) should

be retained past the period of active use only with the **Written** approval of the faculty member. **This** shall be the official **John Jay** statement on this matter and would be binding unless and until there is CUNY-wide policy that supercedes it.”

Because of the votes of the faculty members of the College Council, the motion was approved by a majority of the College Council and is **now** College policy. Although all non-faculty members of the Council who spoke did so to oppose action on **the** motion, no one presented any substantive reason for opposing the policy. Those who had been present at the College Council meeting praised President Kaplowitz for her leadership at the College Council and she **was** applauded.

5. Update on the JJ budget situation: President Kaplowitz & Senate Budget Chair Tom Litwack

President Kaplowitz reported that she and Professors Tom Litwack, **Ned** Benton, and **Harold** Sullivan had met the previous day about the budget situation with President Lynch, the Vice Presidents **and** the Budget Director. President Lynch **said** that **in** response to the Senate’s **request**, he **has** directed that a report be prepared, which the Senate had requested by September **14**, on the revenues, expenditures, and year-end balances of every non-tax-levy account. He said the **report would** be ready by either the next day or, at the very latest, by the day after that.

Professor Litwack reported that President Lynch and Provost Wilson both agreed **with** the Senate and with the Council of Chairs that budget considerations should not **affect** personnel decisions **:** but despite their **assertion** they rejected the position taken by both the Senate **and** the **Chairs** that if any faculty member were to be non-reappointed through the ‘P’ process, then a search for that full-time faculty line should begin **as soon as** practicable. President Lynch said that the College’s debt repayment and expenditure reduction plan, submitted to 80th street, calls for a two-year **freeze** on all **hiring**. **..**

Senator Rick Richardson said it is his understanding that faculty on full-time faculty substitute lines will not be reappointed **as** full-time substitutes for the Spring semester. President Kaplowitz said that is part of the plan submitted by the Administration. She explained that substitute appointments are for a semester at a time, with a limit of four consecutive semesters. **A** person on a substitute line has to be reappointed to that line each semester and the plan calls for such reappointments to not take place at the end of this semester. She added that Provost Wilson and President Lynch have frequently said that agree with the faculty leadership that the top priority is to find a way to reappoint those on substitute lines because even though, technically, the appointment is semester by semester, people accept the substitute position with the assumption that the appointment is, in fact, for the full academic **year**. And our students need **as** many full-time faculty **as** we can provide.

Professor Litwack and President Kaplowitz explained that the College administration submitted a plan on September **6** to the CUNY Central Administration and met with members of the Chancellery on September **7** to discuss that plan. The plan had been developed and submitted on September **6** without consultation with any faculty. **A** copy of the already submitted plan **was** given to President Kaplowitz and to Professors Ned Benton and Harold Sullivan on September **7** with the proviso that they not show the plan or share it until the **CUNY** Central Administration gives formal approval to the plan because **CUNY** may require changes. So the still tentative, unapproved plan, can not be discussed in detail but she and Professor Litwack will report on the status of the plan at the next Senate meeting; if the plan is approved, they will report about it in detail. They also explained that the plan can be revised and if the Senate, upon learning the details of the plan wishes to, the Senate can urge that revisions be made.

Senator Sandy Berger asked whether the current plan calls for either reducing expenditures or

repaying the College's debt by letting go any personnel. Professor Litwack said that without revealing details made to **him** in confidence he can say there is nothing in the plan about making savings achieved by letting go of faculty but the plan does call for not filling faculty and non-faculty lines should **they** become vacant. President Kaplowitz said that what can definitively be said is that no retrenchment will take place: the CUNY Central Administration has explicitly stated that there **is** to be no retrenchment.

Senator Richardson asked whether class size is guaranteed contractually. President **Kaplowitz** said that it is not, that class size is up to the discretion of each college, but that Provost Wilson **and** President Lynch have repeatedly assured the College Personnel and Budget Committee and the **faculty** leadership that class size will not be increased.

Senator **Dan** Paget asked whether the Faculty Senate should be more assertively involved in the immediate budget process. President Kaplowitz said that both the Senate's Executive Committee and Budget Committee will be presenting additional proposals for the Senate's consideration after two necessary steps take place: first we need to receive and analyze the report we agreed at our last Senate meeting to request about non-tax-levy monies that have been available to **the** College for the past three years so we can extrapolate what non-tax-levy monies may be available **this** year and next year for the priorities that the Senate identifies; second, we need to learn CUNY's response to the College's proposed fiscal plan. She said that she is certain that the Senator's Executive Committee, its Budget Committee, and the Senate itself will have much to say about the budget in the months (and years) to come. She said she understands the frustration that the Senators clearly feel but we do not have the information today to make proposals beyond or in addition to the various proposals we made at **our** last Senate meeting but we will certainly be ready to do so at **our** next meeting.

Senator **Jama Adams** suggested that a vision of the College's future is missing **and** that we *seem* to be stumbling from one crisis to the next. He called it extremely significant that when the **John Jay** administration needed help they welcomed help from the president of the Faculty Senate **and** the **head** of the Budget Advisory Committee who met with the Vice Chancellor for Budget at 80th Street to clarify information but that now that is done, the College administration **did** not consult with them on the proposed plan prior to submitting it. He said the Senate should discuss a long-term vision and direction for the College. President Kaplowitz suggested we move to the next agenda item because it is related to the points that Senator Adams has just made.

6. Discussion of the Performance Measures for John Jay submitted to the CUNY Central Administration [Attachment B]

President Kaplowitz explained that during the summer the CUNY Central Administration required each college to develop, in consultation with 80" Street staff, Performance Indicators [Attachment B]. She said the faculty were not consulted about these performance measures even though faculty were available throughout the summer to attend numerous meetings about the budget.

Furthermore, it will be **up** to the faculty as well **as** the administration to meet the measures set for John Jay. However, the purpose of these measures **is** to enable 80" Street next summer to determine the salary of each college's president and the amount of the monetary bonus, if any, that each member of each college's executive compensation plan (ECP) – that **is**, administrators – will receive for the year. Each college president is to meet with the Chancellor next summer to review the extent to which the College's goals were met, nor met, or exceeded, and this will be the basis of the compensation **that** the president and the other administrators will receive. Asked about the salary of the presidents, it was explained that there is now a **salary** range for the presidents, with the range depending on which of four

tiers the college is in: the president's salary can be higher or lower next year **than** this year depending on the College's performance.

So, on the one hand, the performance measures is a vision for the College that Senator Adams said is missing; on the other hand, the measures were developed between John Jay's administrators **and** 80" Street. Senator Kwando Kinshasa spoke about the impossible situation **that this** puts **faculty in**, given the budget problems we face. He cited **as** ironic this performance measures initiative in light of the next agenda item, which he suggested we should discuss in light of the performance **measures**.

7. Discussion of environmental and quality of [conditions at John Jay: Senator Edw Green

Senator Edward Green said he submitted this agenda item because the students **and** faculty **are** taken for granted at John Jay and are treated without consideration or respect. He **cited** a host of health hazards and dangerous situations, including the intolerable heat in North Hall throughout the **summer** and into **this** semester. He said we need experts to evaluate the conditions **in North Hall and** in T Building. One senator after another spoke of their filthy offices, which have not **been cleaned** in years, dirty restrooms, and *dirty* classrooms which are **further** marred by perpetually **broken** chairs **and** desks.

Senator Jama Adams said that even if we take for granted that North Hall is a **system** on the verge of collapsing, he questioned whether administrators at John Jay are capable of **managing North Hall as** it now is. Senator Segal asked whether we have an administrator in charge of **custodians, who** should be in accountable for these conditions. Senator Adams questioned **whether** those in charge have the necessary managerial skills given the severe nature of the problems.

Senator Janice **Dunham** reported that during the summer faculty from North **Hall** came to the Library to cool off, but nothing was done about conditions in North Hall until summer students in North Hall science courses marched to the **6th** floor of T Building to administrators' offices in protest. It was only then that anyone moved North Hall courses, when possible, to T Building. Senator Edward **Green** **said** that is what he is talking about when he says that students and faculty **are** taken for **granted** and are not treated properly: only extreme action gets results.

Senator Betsy Gitter, saying we have been faced with this situation for 15 years, suggested it is not a good strategy to overwhelm the administration with a long list of grievances. Rather, she said, it would be better to take one issue at a time and proposed that we request that the administration set up a regular, announced, schedule for cleaning faculty offices. She suggested that by **making** one request at a time each request may be met: the cumulative effect will be that many problems can ultimately be resolved. Senator Liza Yukins said she is much more concerned about the condition of the classrooms because this directly effects **our** students' ability to learn and for this reason this is much more important to her than the cleanliness of her office which affects only her. The Senate's Executive Committee **was** directed to meet with Vice President Robert Pignatello about the issues raised during today's discussion.

8. Proposed Resolution (revised) on academic freedom: Executive Committee [Attachment C, D]

At the previous Senate meeting, the Senate's Executive Committee **was** asked to develop a revised version of a proposal on academic freedom. The Statement on Academic Freedom from John Jay's Faculty Handbook, which is *taken* verbatim from the CUNY Board of Trustees policy which, in turn, is the policy statement of the American Association of University Professors (AAUP), was

distributed **as** requested at the last meeting [Attachment C].

The revised Resolution proposes the Faculty Senate **as** the source for information about **options** and resources available to faculty: these could include but would not be limited **to** John Jay's **Dispute Resolution Program**, the University Faculty Senate's Committee on Academic **Freedom**, the **PSC** grievance process, the **AAUP**, and, of course, John Jay's Faculty Senate. President **Kaplowitz** noted that although we feel that our academic freedom is not under siege from our own **administrati'on**, the current CUNY Board of Trustees' penchant for micromanaging could result in **academic freedom** intrusions. Senator Gitter proposed eliminating language **that** refers to common texts and **department** exams since this is too specific and is covered by the general statement. **This change was agreed to. The** proposed amended resolution was adopted by unanimous vote [Attachment D].

9. Invited guest: Student Council President Anthony (Ali) Knight

Student Government President Ali Knight was congratulated on his election. He said he truly appreciated the invitation to the Senate and is particularly pleased to have been a student of **four** of the Senate's officers: Professors Davenport, Amy Green, Kaplowitz and Kinshasa. President **Kaplowitz** asked if there are student government issues about which he would like to alert the Senate. Mr. Knight said communication with students is a top **priority** and that he hopes faculty will help disseminate important information to their classes. And because there **are** many unfilled seats on the Student **Council** (and, thus, on the College Council), he asked that faculty keep **an** open ear **about** issues that should be brought to the Student Council's attention. Senator Richardson said he is concerned **that** the College's budget crisis might affect the way student activity fee funds are allocated.

President **Knight** said that **this** year's entire Student Council is new to student government **and** that his team is still sorting out the process. **As** for the more than \$1 million in mandatory student activity fees collected each year, he said many of these funds are earmarked. Senator Gitter said one area which affects students academically and also affects the value **of** students' degrees is the quality of the College's Library and she hopes Mr. Knight could find a way to channel student funds to the Library. President Kaplowitz supported that suggestion, noting that many Student Councils have allocated funds for the Library but the Student Councils of the past two years **chose** to not do so: this is troubling not only because the Library is in dire need of funds but because **up** to \$16,000 in non-tax-levy monies **given** to the Library are matched by New York State dollar for dollar. Mr. Knight said he favors allocating student funds to the Library and plans to **try** to persuade others on the Student Council. The Senate applauded **him**. He and President Kaplowitz agreed to meet regularly.

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

Respectfully submitted,

Edward Davenport
Recording Secretary

&

Amy Green
Vice President

The City University of New York
Preliminary Total Headcount Enrollment*

	Fall 1999		Percentage Change: Fall 2000 Preliminary vs. Fall 1999 Actual
	Fall 2000 Preliminary**	Fall 1999 Actual	
Senior Colleges			
Baruch	15,454	15,254	1.3%
Brooklyn	16,061	16,067	0.0%
City	10,510	10,993	-4.4%
Hunter	20,166	20,001	0.8%
John Jay	10,751	10,476	2.6%
Lehman	8,695	9,074	-5.3%
Medgar Evers	4,712	4,792	-1.7%
New York City Technical	10,901	10,671	0.3%
Queens	14,903	15,686	-6.0%
Staten Island	11,520	11,370	1.3%
York	5,300	5,302	-1.2%
Total Senior Colleges	141,823	141,823	0.0%
Community Colleges			
Borough of Manhattan	15,200	14,997	1.4%
Bronx	6,980	6,893	1.3%
Hosbs	3,150	3,198	-1.4%
Kingsborough+	15,392	15,307	0.6%
LaGuardia++	12,223	11,260	8.6%
Queensborough	10,900	10,395	4.9%
Total Community Colleges	67,845	66,050	2.6%
Graduate/Law School			
Graduate School	3,518	3,590	-2.0%
Law School	384	398	-3.0%
Total Graduate/Law School	3,902	3,988	-2.0%
TOTAL UNIVERSITY	195,620	194,970	0.3%

*Includes students enrolled in regular and special programs.

**Reported by college one week following the first day of classes.

+Early estimate. Preliminary data due September 20. Estimates include winter module.

++Early estimate. Preliminary data due September 20. Estimates include winter module.

Performance Indicators Rev. 9/12/00

John Jay College 2000-2001 Performance Indicators

Goals/Objectives	Indicator	2000-2001 College Targets/President's Targets
<p>Raise Academic Quality (1-3)</p> <p>Promote Flagship Programs/Environments</p>	<p>New Programs</p> <p>Research activity, awards and faculty publications</p> <p>Recognition/validation from external sources</p> <p>Research seminars and colloquia</p>	<p>John Jay College will expand its programmatic offerings in the flagship area by developing and submitting letters of intent for the following programs this year:</p> <ul style="list-style-type: none"> -- a Ph.D. in Forensic Psychology -- an M.S. in Forensic Computing <p>Over the last five years the College has created a scholarly ethos by placing a high priority on the research productivity of the faculty. In the next year, we will continue our commitment to research by requiring evidence of successful research activities in the hiring of new faculty. We will also continue our rigorous scrutiny of the scholarly products of our faculty in deciding issues of promotion and tenure. The following initiatives will also be carried out in pursuit of these priorities:</p> <ul style="list-style-type: none"> • The National Institute of Justice will fully fund a new publication essential to the criminal justice field at John Jay College. Entitled <i>Crime and Justice Research</i>, the publication brings together the theory and practice of criminal justice and its editor is John Jay's newly-hired Distinguished Professor Todd Clear of the Department of Law and Police Science. By the end of 2000-2001, the first volume of the journal will be available. • The College will enhance its existing record of faculty publications for 2000-2001, with 7-10 faculty publishing their books in 2000-2001. • The revenue generated by external grants for research and scholarship awarded to the College will increase by 5% to \$2.5 million in 2000-2001, thus further strengthening John Jay's mission in the criminal justice field. • The number of faculty receiving PSC/CUNY Awards will increase by 5% next year. • A minimum of 20 research seminars and colloquia will be held in 2000-2001, including those in the Graduate Lecture Series, the Doctoral Colloquia, the Faculty Research in Progress Series, and the Provost Lecture Series; at least three conferences will also be held.

John Jay College 2000-2001 Performance Indicators

<p>Enhance and Update Programs, Pedagogy, and Use of Instructional Technology</p>	<p>Programs reviewed/accreditation outcomes</p> <ul style="list-style-type: none"> • John Jay will conduct external reviews of three programs--Forensic Science, Criminal Justice, and Deviant Behavior & Social Control-- representing 17% of the College's baccalaureate programs. • We will begin to implement, where appropriate and feasible, the recommendations of the police studies review team (Sp 2000). • The national accrediting body, NASPAA, will review the College's Masters in Public Administration (MPA) Program. • John Jay will submit a revised letter of intent for the associate degree program in Criminal Justice in Fall 2000. <p>Use of technology in instruction</p> <ul style="list-style-type: none"> • During the 2000-2001 academic year, we will accomplish the following: <ul style="list-style-type: none"> • Increase by 50% the number of faculty (to 75) with CourseInfo accounts and the number of courses (to 125) incorporating CourseInfo; increase by 10% (to 55) the number of courses with web pages (non-CourseInfo); • Increase from 90 to 120 the number of formal workshops offered to faculty for web-based instruction; • Maintain and keep current the online faculty development course "Distance Education Seminar," • Maintain an active ListServ with 90 faculty subscribers to share approaches/issues for integrating technology into their curricula; • John Jay's annual Faculty Development Day in Spring 2001 will highlight the use of technology to strengthen critical thinking skills. <p>Writing across the Curriculum</p> <p>The College will implement the 2000-2001 activities of John Jay's 5-Year Plan for Writing Across the Curriculum, pending expected targeted resources from CUNY Central, as follows:</p> <ul style="list-style-type: none"> • Mount a total of 70 new Writing Intensive (WI) sections in the curriculum, including 24 sections with the CUNY Writing Fellows; • Conduct 3 full-day training sessions for 15-20 writing intensive faculty, and a minimum of 6 workshops in the academic year;
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	<ul style="list-style-type: none"> Develop formal guidelines for WI courses; Compile and incorporate criminal justice materials on the Writing Center web page; Three major courses required in the general education/core sequence--History 231, Philosophy 231 and Lit 231--will make available on the web guidelines for improving student performance in the disciplines. 		
<p>3. Increase Instruction by Full-Time Faculty</p>	<ul style="list-style-type: none"> The College will reduce reassigned time which will lead to a total of 10 additional sections being taught by full-time faculty. 	<p>Instructional hours delivered by FT/PT faculty</p>	
<p>Improve Student Success (4-6)</p>	<ul style="list-style-type: none"> Increase freshmen retention rates by 2% each year and sophomore and junior rates by 1%. 	<p>Retention rates</p>	
<p>4. Increase Retention Rates</p>	<p>Fall 1998 Cohort Fall 1999 Cohort Fall 2000 Cohort</p>	<p>Baccalaureate: First time freshmen 73.7 75.7 77.7 Transfers 76.4 77.4 78.4 Sophomores 75.0 76.0 77.0 Juniors 66.0 67.0 68.0</p> <p>Associate: First time freshmen 61.3 63.3 65.3 Sophomores 64.8 65.8 66.8</p>	<p>The College's increased undergraduate admissions requirements, which were implemented in Spring 1999, are expected to result in improved retention rates. Existing interventions include: preprogramming and mandatory advisement of all freshmen; advisement sessions for sophomores, and mandatory advisement for all students on probation. Additionally, the College's plan for action for 2000-2001 consists of the following:</p> <ul style="list-style-type: none"> All entering freshmen will be assigned to a peer advisor who will meet with them throughout the freshmen year; All second semester freshmen will be pre-registered for their 3rd term; Partial block programming using learning clusters will be implemented for 200 associate and 300 baccalaureate entering freshmen;

	Retention rates- continued	<ul style="list-style-type: none"> Mandatory academic advisement by peer advisors will be implemented for 3rd semester students during their 3rd and 4th semesters; Supplemental Instruction leaders will be assigned to all Math 104 sections in the academic year; <p>Specific interventions for associate degree students in 2000-2001 are:</p> <ul style="list-style-type: none"> All students will be assigned to an academic advisor who will track their progress; An automated advisement lab for associate degree students will be available in the Fall; All of the above interventions apply, where appropriate, to associate degree students. 																																			
4b. Increase Graduation Rates	Graduation Rates (six-year rates) for first-time freshmen and transfers	<p>The College does not anticipate a change in the graduation rate for the Fall 1994 cohort since those students who fall within the 6-year time-frame have just graduated; the rate for this cohort is not yet available. It should be noted that the Fall 1996 cohort had an unusually high proportion of students who were triple remedials (40%), i.e. those who failed all three skills tests upon entry to the College. The following targets have been set for the College's graduation rates:</p> <table border="1" data-bbox="826 425 1123 1234"> <thead> <tr> <th></th> <th>F 1993 Cohort</th> <th>F 1995 Cohort</th> <th>F 1996 Cohort</th> <th>F 1997 Cohort</th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>First time Freshmen</td> <td>29.4</td> <td>30.0</td> <td>31.0</td> <td>33.0</td> </tr> <tr> <td>Transfers</td> <td>43.8</td> <td>44.0</td> <td>45.0</td> <td>47.0</td> </tr> <tr> <td>Associate:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>First time Freshmen</td> <td>16.2</td> <td>17.0</td> <td>18.0</td> <td>20.0</td> </tr> <tr> <td>Transfers*</td> <td>46.0*</td> <td>46.5*</td> <td>47.0</td> <td>48.0</td> </tr> </tbody> </table> <p>* John Jay has very few students in this category. The Fall 1993 cohort contained a total of 23 students (4.9% of the total transfer population), and the F1995 cohort had 34 students (5.8%); these low numbers are repeated with the later cohorts as well.</p>		F 1993 Cohort	F 1995 Cohort	F 1996 Cohort	F 1997 Cohort	Baccalaureate					First time Freshmen	29.4	30.0	31.0	33.0	Transfers	43.8	44.0	45.0	47.0	Associate:					First time Freshmen	16.2	17.0	18.0	20.0	Transfers*	46.0*	46.5*	47.0	48.0
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Graduation Rates (six-year rates) for first-time freshmen and transfers - continued

Our analysis of cohort retention data for the 1995 through 1998 cohorts reveals the following:

Table 1

No. and % of First-time FT Cohort who Registered in Spring 2000 or Graduated Prior to Sp2000

Cohort	Baccalaureate Cohort		Associate Cohort	
	Registered (No %)	Graduated (No %)	Registered (No %)	Graduated (No %)
1995	230 24.7%	74 7.9%	89 15.4%	24 4.1%
1996	397 42.8%	5 .5%	188 24.4%	6 .8%
1997	451 49.1%		226 31.7%	
1998	719 63.5%		246 47.3%	

To increase the likelihood of these students persisting to the degree, we will implement the following interventions in Fall 2000:

- Implement the automated degree audit with all juniors and seniors this Fall; this will provide information to students on their progress toward their degrees;
- Require all students who are on probation to meet with an advisor before registering;
- For associate degree students:
 - * those with 60 credits or more who have not obtained the degree, we will:
 - (1) determine their degree completion status and academic record;
 - (2) institute relevant advisement/tutoring sessions to increase the likelihood of their completing the degree, or transferring officially to a baccalaureate program;
 - * those between 45-60 credits with GPA's 2.0 or better, encourage them through academic advisement to complete the associate degree.

One mission-related factor is the significant stop-out nature of the students who enter public service, such as the Police Academy (PA). Every year the PA starts a new class, for example, we lose about 150-200 students who have completed 60 credits (the entrance requirement for the PA) but not the degree, and this pattern affects our 6-year graduation rate. In our most recent annual survey of leavers (Sp.1999) who left John Jay in good standing, 12% said the "most important reason" they left was for either the military or

		<p>professional academy, and 11% said they were studying for the promotion exam.</p> <p>In the coming year we will identify and track these students to determine the precise impact on our graduation rates and work to attract a number of them back to the college (see page 9). We will also include an item on our undergraduate survey (to be given this Fall) which will identify the students who plan to attend the Police Academy.</p> <p>With the implementation in Spring, 1999 of our higher admissions standards, with better prepared students coming to the College, the graduation rate should increase.</p>
<p>5. Improve Post Graduate Outcomes</p>	<p>Pass rates on licensing and Graduate Admissions Examination</p> <p>Placement in jobs/enrollment in higher education</p>	<p>LSAT data are currently available and the average LSAT score for John Jay students has remained constant over the period from 1996-97 (143.9 for seniors who applied to law school) through 1998-99 (144.4).</p> <ul style="list-style-type: none"> • We will increase the LSAT score to 145; • We will establish a baseline for John Jay students on the GRE by collecting data from ETS; • We will improve the rates on both exams; this will be carried out in part by increasing by 10% (to 180) the number of students enrolled in LSAT/GRE prep courses. <p>To increase the job placement rate, we will:</p> <ul style="list-style-type: none"> • Initiate a test preparatory program for jobs in Federal law enforcement; • As a Perkins III school, the College systematically collects information on the education/employment of associate degree graduates. The College will increase its high level of job placement from 85% to 86%.
<p>6. Improve College Readiness</p>	<p>% of Summer Immersion students passing all three skills tests</p>	<p>To improve the academic preparation of our baccalaureate freshmen, we will:</p> <ul style="list-style-type: none"> • Increase their pass rate on the skills test from 63.8% to 66%, the University's target in the next academic year; • Require all entering baccalaureate freshmen to enroll in the Summer Basic Skills Program if they are not skills proficient.

<p>Other Goals</p> <p>10. Enhance the Professional Development of Part-time Students</p>	<p>1. Courses offered in the Weekend Program</p> <p>2. Proportion of JJ students who leave for the Police Academy and then return to complete their degree</p>	<ul style="list-style-type: none"> • Increase by 5% to 64 the number of course sections offered in the Weekend Program; • Offer in Fall 2000 the B.A. in Criminal Justice within the Weekend Program for in-service students in order to attract more law enforcement officers to the College; • Develop an effective outreach to recapture students who leave John Jay to work in the NYPD. We will increase by 20 the number of in-service students attracted back to the College, especially through the Weekend Program.
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John Jay College Office of Academic Affairs
 Revised 9/12 /2000

ATTACHMENT C

APPENDIX C

Statement on Academic Freedom

The following principles of academic freedom were adopted by the University.

“Academic freedom is essential ...and applies to both teaching and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

“Tenure is a means to certain ends, specifically: (1) Freedom of teaching and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

“The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based on an understanding with the authorities of the institution.

“The teacher* is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.

“The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.”

*The word “teacher is understood to include all those who are members of instructional staff as defined in the Bylaws of the Board of Trustees of the City University of New York

Source: John Jay College Faculty Handbook - p. 86
 & City University Manual of General Policy
 & American Association of University Professors (AAUP)

ATTACHMENT D

Resolution of the Faculty Senate of John Jay College of Criminal Justice on Academic Freedom and Professional Responsibility

Adopted by Unanimous Vote

September 20, 2000

The Faculty Senate of John Jay College of Criminal Justice, CUNY, resolves that:

- 1) The academic freedom of all faculty **is** of critical importance to **the** proper functioning of the College **and**, thus, the Faculty Senate opposes without reservation **any** attempt to abrogate, weaken, bridle, or undermine ~~that~~ freedom by anyone ~~within~~ or outside of the faculty.
- 2) Questions about the rights and limits of academic freedom are **a** faculty prerogative and ought to be determined by the faculty.
- 3) Such freedom shall include but not be limited to faculty research, publication, and **works** of creative expression, **as** well **as** the right of individual faculty members and departments acting collectively to determine appropriate course content **within** the framework **of** the John Jay Charter of Governance and the **CUNY** Board of Trustees Bylaws.
- 4) Faculty who have questions or concerns about academic freedom issues and about potential academic freedom issues should request from the Faculty Senate's Executive Committee information about the various options and **resources** available to them that exist both within and outside John Jay College of Criminal Justice.

Note: See, also, **Attachment C** of these Minutes for the text of CUNY's **Statement on Academic Freedom**, which is also the statement of the American Association of University Professors (AAUP)