Monday, October 6, 2008   **3:20 PM**   **Room 630 T**

Present (37): Michael Alperstein, Simon Baatz, Andrea Balis, Elton Beckett, Adam Berlin, Teresa Booker, Marvie Brooks, Erica Burleigh, Elise Champeil, Shuki Cohen, Edward Davenport, JoEllen Delucia, Virginia Diaz, Janice Dunham, DeeDee Falkenbach, Katie Gentile, P. J. Gibson, Richard Haw, Maki Haberfeld, Jay Hamilton, Heather Holtman, Karen Kaplowitz, Erica King-Toler, Ali Kocak, Tom Litwack, Vincent Maiorino, Evan Mandery, Nicholas Petraco, Michael Pfeifer, Tanya Rodriguez, Francis Sheehan, Arthur Sherman, Richard Schwester, Staci Strobl, Robert Till, Shonna Trinch, Roberto Visani

Absent (12): Erin Ackerman, Kirk Dombrowski, Marcia Esparza, Beverly Frazier, Gail Garfield, Amy Green, Kim Helmer, Ping Ji, Allison Kavey, Raul Romero, Thalia Vrachopoulos, Valerie West

Invited Guests: Provost Jane Bowers, Dean Jannette Domingo, Dean Judith Kornberg, Professors Ned Benton, David Kennedy, Marilyn Rubin, Margaret Wallace

1. Adoption of the agenda.
2. Announcements & Reports
3. Approval of Minutes #331 of the September 17, 2008, meeting
4. Ratification and election of faculty to College committees
5. Report about the John Jay budget
6. Report of the Advisory Committee on Graduate Studies
7. Review of the final draft of the Personnel Process Guidelines
8. Invited guest: Provost Jane Bowers

1. **Adoption of the agenda.** Approved.

2. **Announcements & Reports** [Attachment A]

Patricia Hill Collins, Ted Koppel, and David Levering Lewis will receive honorary degrees at this year's commencement exercises.

A first draft of the Workload Guidelines [Attachment A] was distributed for future review and comment by the Faculty Senate.

3. Approval of Minutes #331 of the September 17, 2008, meeting

Minutes #331 of the September 17, 2008, were approved.

4. Ratification and election of faculty to College committees

The Senate ratified the election of the following faculty members to serve on the Search Committee for Dean of Undergraduate Studies, upon the recommendation of the Executive Committee. It was explained the following five candidates accepted nomination for the five positions:

> Chevy Alford – SEEK
> Luis Barrios – Latin American & Latino/a Studies
> Amy Green – Communication & Theater Arts
> Peter Mameli – Public Management
> Adam McKible – English
> > *[Appointed Chair of the Search Committee: Janice Bockmeyer – Government]*

The Senate ratified the election of the following faculty members to serve on the Search Committee for Associate Provost, upon the recommendation of the Executive Committee. It was explained that the following four candidates accepted nomination for the four positions:

> Joshua Freilich – Sociology
> Jay Hamilton – Economics
> Karen Kaplowitz – English
> Margaret Kovera – Psychology
> > *[Appointed Chair of the Search Committee: Ned Benton – Public Management]*

The Senate elected Senator Jay Hamilton (Economics) to serve as Vice Chair of the Faculty Senate's Fiscal Advisory Committee, upon the nomination of the Executive Committee.

The Senate elected Professor Peter Mameli (Public Management) to serve on the Senate's Technology Committee.

The Senate elected Professors Peter Mameli and Patrick O'Hara (both of whom are members of the Department of Public Management) to serve on the College's Technology Advisory Committee (TAC), upon the recommendation of Professors Bonnie Nelson and Lou Guinta, the

co-chairs of the Senate Technology Committee.   [The other faculty members of TAC are: Representing the Library: Professor Bonnie Nelson; Representing the Chairs: Professor Peter Shenkin (Mathematics); Representing the Faculty Senate: in addition to Professors O'Hara and Mameli, Professors Anthony Carpi (Science), Lou Guinta (Communication & Theater Arts), Douglas Salane (Mathematics).]

5. Report about the John Jay budget: Senator Tom Litwack [Attachment B]

Senator Tom Litwack gave a budget report. He said that the College will have two lean years ahead and will be able to balance our budget but only if there is a raise in tuition, which looks like it will happen.   Professor Ned Benton agreed with Senator Litwack's statements.

Senator Litwack noted that John Jay has never retrenched full time staff or faculty for budget reasons; cuts have always been found in other ways.   This was true, he explained, even when there was massive retrenchment at CUNY at the time of the City's fiscal crisis in 1975 and also when retrenchment took place at most CUNY colleges in 1995.

6. Report of the Advisory Committee on Graduate Studies: Invited guest: Dean of Graduate Studies Jannette Domingo [Attachment C]

Dean of Graduate Studies Jeanette Domingo came with Dean Judith Kornberg, Professors Ned Benton, David Kennedy, Marilyn Rubin, and Margaret Wallace to discuss the report on Graduate Studies at John Jay.

Senator Marvie Brooks spoke about having been a master's degree student at John Jay in the past and said that she and others had envied the students in Forensic Psychology because they received more "hands-on" mentoring than other graduate students and she urged the dean to implement more of these kinds of research opportunities for graduate students. Senator Brooks also spoke about internships she had been able to engage in as a graduate student and how valuable that was and urged that there be more such opportunities.

President Kaplowitz spoke about hearing from many, many faculty that students at the master's level at John Jay have such a broad range of academic preparedness, from extremely underprepared to extremely well prepared that teaching students is very difficult. She said it is the same complaint that faculty make about undergraduate classes that have both associate and baccalaureate students.

Dean Domingo said that a lot of discussions have been begun with this report which are certainly not concluded, but must be continued.

President Kaplowitz spoke in favor of external reviews of the graduate programs and of making the standards for the graduate programs at least as stringent as those for undergraduate programs.

Professor Rubin spoke about graduation rates and said that the numbers of graduates had been growing.

Senator Tom Litwack spoke to the issue of having small numbers of graduate students in particular graduate specializations. He said it does not really matter if there are only a few students interested in a given specialization, so long as this does not necessitate many classes being offered with tiny enrollments.

President Kaplowitz asked whether a survey of graduate faculty has been considered, in order to get data about faculty experience with student preparedness and about other issues. She also asked if the admissions criteria are not too low, with no GRE scores even required by some programs and students being accepted with really low GRE scores. Dean Domingo said that no such survey is planned because the responses would be meaningless. Professor Benton said that GRE scores are not necessarily the best way to measure student preparedness.

President Kaplowitz pressed the dean on what kind of improvements in data-gathering are being planned, given neither a that wider use of GRE's nor is a survey of faculty is planned.

Senator Litwack said that it has happened in the past that about 10% of entering graduate students in Forensic Psychology were so poorly prepared that they made the program look bad to the other students, which affected the College's ability to attract new graduate students, which affected revenues. He said he is very much in favor of high admission standards for graduate school. He added that he thinks the report should have said something about providing adequate compensation to faculty for thesis supervision.

President Kaplowitz thanked Dean Domingo and the Graduate Studies Committee members who were able to attend.

7. Review of the final draft of the Personnel Process Guidelines

The Guidelines were further reviewed and will be reviewed again at the next Senate meeting in preparation for the discussion and vote on the document at the October 23 meeting of the College Council. The draft Guidelines are Attachment E of Minutes #331.

8. Invited guest: Provost Jane Bowers [Attachment D]

Provost Bowers was welcomed.

Provost Bowers began by speaking about the "Proposal to Establish Requirements for Writing Intensive Courses" [Attachment D]. She explained that until now instructors would just notify the Registrar that his or her course was writing intensive. We now have a proposal for a structure for intensive writing courses and for the qualitative requirements (high stakes vs. low stakes writing) as well as for quantitative requirements for a writing intensive course. The PPP (Principles, Policies and Procedures) subcommittee of UCASC has looked at this and there is now a proposed certification procedure for those instructors who wish to teach writing intensive courses.

Senator JoEllen Delucia asked about the requirement that professors who are already teaching English Composition courses having to take the workshops to be certified to teach writing intensive courses; she pointed out that by definition English composition courses are writing intensive. She added that Professor Mark McBeth, the coordinator of Writing Across the Curriculum (WAC), already has instructors taking the workshops. The Provost said she would bring the question to the Curriculum committee.

Provost Bowers said she wants to further reduce the class size of writing intensive courses and believes that 28 is still too many students for such courses. She said she hopes to be able to have a maximum of 22 students in writing intensive courses. Senator Shonna Trinch asked if there is any incentive for professors to complete this certificate. Provost Bowers suggested that the smaller class size would be the incentive. She stated that this is not to say that other courses do not have a lot of writing assignments but this is a process of writing that includes scaffolding of assignments and peer reviews.

Senator Michael Alperstein asked how this would work for adjuncts. Provost Bowers said that she would look into this and see how this would work for adjuncts. Senator Teresa Booker asked how often one would have to be certified. Provost Bowers said only once. Senator Andrea Balis asked about the different levels of writing in terms of 300 or 400 level courses. VP Francis Sheehan asked how this would work for those already teaching intensive writing but who are not certified. Senator P. J. Gibson asked about the requirements for departments already teaching writing such as the English Department and she also asked what would be the drawing point for other departments to want to teach these courses. The Provost said she would look into giving a stipend to those participating in the certification process.

President Kaplowitz asked if there is any thought of requiring students to take a certain number of writing intensive courses. Provost Bowers said no, the students will not be required to take any writing intensive courses but that such courses will better prepare them for the CUNY Proficiency Exam (CPE).

President Kaplowitz suggested that there should be a way of the Faculty Personnel Committee to take this certification into account when looking at a faculty member's Form C.

Senator Delucia suggested that writing intensive courses should carry 4 credits, which would make this a more attractive option for both professors and students. She added that many colleges, including at CUNY, give 4 credits for writing intensive courses.

Senator Sheehan asked about grading grammar and how it is done. Provost Bowers said that a grammar handbook is given to students and is available for instructors. Many senators expressed surprise that such a handbook exists. Senators discussed the different ways that grammatical errors are identified and addressed by both students and professors.

President Kaplowitz said she strongly objects to the following provision, which is on page 4 of the draft proposal: "Faculty could also accrue faculty development hours by receiving permission to visit a fellow instructor's classroom, examining what takes place in the class, and then preparing a written report that they can share with the visited colleague as well as with the WAC Coordinator." President Kaplowitz said this is exactly the same as the peer teaching observation which the collective bargaining agreement requires and which virtually every faculty member engages in and often engages in three or four times a semester. Provost Bowers said she would bring this objection back to the committee.

Provost Bowers reviewed the items she would bring back to the committee and she added that she could not make any commitments about compensation until she thought about this more and brought the Senate's concerns back to the committee.

The meeting was adjourned at 5:15 PM.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
FACULTY WORKLOAD GUIDELINES
Version 1.1

The purpose of this document is to provide guidance to the faculty and the Chairs about faculty workload expectations and the documentation of workload. These guidelines are based on the policies of the City University of New York as reflected in the provisions of the PSC/CUNY contract and CUNY Board of Trustees resolutions.

Table of Contents

DRAFT

I. Introduction

The collective bargaining agreement between the City University of New York (CUNY) and the Professional Staff Congress (PSC) has articulated expectations regarding the amount of teaching that a faculty member is required to do in a given year and how that teaching may be managed over time. There are a number of ways that John Jay College can manage the teaching load of faculty, including permitting the substitution of teaching responsibilities with other activities deemed important to the college. The university refers to the process by which we manage a faculty member's contractual obligations as managing faculty "workload". This document attempts to lay out both contractual obligations as well as university and college policies on the management, tracking, and reporting of faculty workload.

A. Categories of Workload

The City University of New York has designated eight broad categories for tracking faculty workload. They are:

1. **Classroom Teaching**

    A teaching contact hour requires an organized class meeting at a regularly scheduled time during a semester, quarter, or session for a fifty-minute period

2. **Other Than Classroom Teaching**
    a. Large Class Credit
    b. Online Courses
    c. Doctoral Courses

3. **Sponsored Research**

    Sponsored Research is defined as research and other projects for which the college is reimbursed from non-tax-levy sources, normally from outside the University (*e. g.*, the National Science Foundation) usually through The City University Research Foundation. The workload reported is the number of authorized teaching contact hours per week from which the Instructional Staff member has been reassigned to engage in Sponsored Research.

4. **Unsponsored Research**

    Unsponsored Research, usually under the auspices of the college or the department, covers research or other academic projects not reimbursed from sources outside the University but supported from tax-levy funds.
    This category includes the reassigned time provided for untenured faculty pursuant to the PSC/CUNY collective bargaining agreement.

5. **College and University Administration**

    College Administration is not tied to specific departments, even if the administrator is the head of his/her academic department. (For example, the Dean of Students may also serve as a department chair.)
    This category would cover workload for Directors of Centers or Institutes.
    Also included under College and University Administration are the duties performed for the Professional Staff Congress/CUNY, the PSC/CUNY Welfare Fund, the University Faculty Senate, the College Council, and other similar activities.

Additional examples of reassigned time reported under "College and University Administration" are curriculum development, development of a learning laboratory under departmental auspices, and course coordination.

6. **Departmental Administration**

    This category includes the number of authorized weekly teaching contact hours from which a member of the Instructional Staff is reassigned to perform departmental administrative duties. For example, the hours of department chairs, deputies, and coordinators are reported under "Departmental Administration and Support."

7. **Counseling/Advisement**

    Other than classroom teaching workload for student personnel staff is entered in this category.

8. **Other**

    This category includes workload not previously described. Colleges are reminded to maintain documentation for contact hours reported under this heading. The workload of Librarians is reported in this category.

In terms of reporting, John Jay College must describe all faculty work activities within one of these eight workload categories.

B. Who needs to report their workload?

All instructional faculty and staff must report their workload. The process for reporting full-time faculty is different from part-time faculty but none-the-less all report their workload. Inclusive in instructional faculty are College Lab Technicians, Graduate Assistants (A,B, and C), and Teaching Assistants.

C. CUNY Resources

- The CUNY Workload Reporting Instructions

D. Downloadable John Jay College Forms

- The Workload Reporting Template for Full-Time Faculty
- Reassignment Inventory

II. Summary of Applicable University and Contractual Policy

A. CUNY Board of Trustees policy

On June 26, 1995, the CUNY Board of Trustees passed a series of budget planning and policy proposals. Sections that focus on workload read as follows:

The University should achieve an overall increase in instructional productivity at the senior and community colleges, thereby reducing adjunct expenditures. (BTM,1995,06-26,008,_A)

All faculty shall be assigned the contractual maximum for the teaching portion of their workload unless they are granted reassigned time for specific purposes or purchase reassigned time through sponsored projects. Each college shall review its reassigned time policies and practices to obtain the maximum aggregate contribution of each faculty member to instruction, scholarship, and public service. There is no requirement that the instructional portion of each faculty member's workload be identical within each college or department, but rather that the instructional portion of the workload reflect the college's judgment about how each faculty member can best contribute to the overall work of the college. (BTM,1995,06-26,008,_A)

It shall be the University's goal to maintain or increase reassigned time for research for those faculty who are actively engaged in professionally recognized research and scholarship, including junior faculty establishing their professional reputations. (BTM,1995,06-26,008,_A)

B. PSC/CUNY Collective Bargaining Agreement

1. Appendix A

Appendix A of the Collective Bargaining Agreement defines workload requirements:

The annual undergraduate teaching contact hour workload shall be as follows, it being understood that the term "undergraduate teaching contact hour workload" includes reassigned time assigned to the individual and approved in the college:

- *Professors, Associate Professors, Assistant Professors in the Senior colleges - 21 hours*
- *Professors, Associate Professors, Assistant Professors in the Community Colleges - 27 hours*
- *Instructors and Lecturers - 27 hours*

In order to avoid the loss of teaching hours due to difficulties in scheduling, the annual undergraduate teaching contact hour workload shall be managed over a three-year

period. The intent of this provision is to ensure that classroom contact hours not scheduled in one year because the courses assigned to the faculty member do not permit an exact correspondence with the stated workload may be scheduled in a subsequent year within the three-year period. Calculated over the three-year period, the average annual undergraduate teaching contact hour workload of every faculty member shall equal the hours specified above.

2. Article 15

Article 15 of the <u>Labor Agreement</u> further defines how workload is administered and documented, including the following provisions relating to reassigned instructional workload for untenured faculty members.:

Effective October 31, 2002, untenured Assistant Professors, Associate Professors and Professors, except faculty librarians and faculty counselors, who are initially appointed on or after September 1, 2002 and before September 1, 2006, will receive a total of 12 contact hours of reassigned time during their first three (3) annual appointments in order to engage in scholarly and/or creative activities related to their academic disciplines. Assignment of such reassigned time will be made by the college pursuant to guidelines designed to encourage scholarship.

Effective September 1, 2006, untenured Assistant Professors, untenured Associate Professors and untenured Professors employed as faculty counselors or as faculty librarians who were initially appointed to those titles on September 1, 2002, September 1, 2003, September 1, 2004, or September 1, 2005 and who continue in active pay status will receive the equivalent of 12 contact hours of reassigned time to be used during the 2006-2007, 2007- 2008, and 2008-2009 academic years, regardless of tenure status, in order to engage in scholarly and/or creative activities related to their academic disciplines. Assignment of such reassigned time will be made by the college pursuant to guidelines designed to encourage scholarship.

Effective September 1, 2006, untenured Assistant Professors, untenured Associate Professors and untenured Professors (including those employed as faculty counselors or as faculty librarians) who receive an initial appointment to a professorial title on or after September 1, 2006 will receive twenty-four (24) contact hours of reassigned time (inclusive of the reassigned time provided for in 15.1 (d) (1) above), to be used during their first five (5) annual appointments, in order to engage in scholarly and/or creative activities related to their academic disciplines. Assignment of such reassigned time will be made by the college pursuant to guidelines designed to encourage scholarship.

III. Instructional Workload

A. Annual Workload Requirement

The annual instructional workload is mandated by the PSC/CUNY collective bargaining agreement as summarized above:

- 21 contact hours for faculty in professorial titles and
- 27 contact hours per academic year for those in the title of lecturer or instructor.
- Distinguished Professors are expected to teach four courses per academic year (12 to 16 contact hours).
- Distinguished Lecturers are expected to teach 21 contact hours per academic year.
- Substitute appointments are expected to teach 3 more contact hours per academic year than is standard for the corresponding non-substitute appointment.

Minimum Teaching Load

FOR DISCUSSION: SEE HANDOUT

B. Definition of a Contact Hour

A contact hour is defined as an organized class meeting weekly at a regularly scheduled time during the semester for a 50-minute period or equivalent. For teaching commitments that do not involve weekly meetings at regularly scheduled times (independent study/tutorials/thesis supervision), assignable contact hours are as indicated below.

John Jay College defines a graduate instructional contact hour as equal to an undergraduate instructional contact hour.

C. Independent study/tutorials/thesis supervision:

- Independent study/tutorials (graduate and undergraduate) are credited at the rate of 0.1 contact hour per student credit hour registered.
- Master level thesis dissertation supervision is credited at the rate of 0.5 contact hours per student per semester. For any one student, credit in this category may be assigned for no more than two semesters.
- The maximum amount that can be applied to the instructional workload for independent study and tutorial/thesis supervision is 3 contact hours per semester.

D. Courses with Large Enrollment

FOR DISCUSSION: SEE HANDOUT

Extra instructional workload may be granted for large enrollments in a specific class, provided that the arrangement is approved in advance by the Provost, and approved in

advance by the Registrar as to space availability. Additional credit shall be based on the following formula:

E. Laboratory Sections

For laboratory teaching, assigned workload is determined by actual laboratory contact hours/week rather than by student credit registration. For graduate courses of the "2 hour + conference; 3 credit" type, 3 contact hours are to be credited. For courses not requiring faculty supervision in hours beyond the credit registration (non-laboratory, but with extra hours e.g. 6 hours, 3 credits), workload is assigned by student credit registration.

F. Other teaching

The CUNY Graduate School and University Center manages their own workload policies and compensates John Jay College based on those workload policies. Since there is a university policy on the compensation to the campuses whom provide doctoral faculty, it is important that the Executive Officers request permission of the Chairs to schedule the faculty members at the GSUC. Faculty approved to teach at the GSUC receive workload credit consistent with the GSUC policies and generally are as follows:

1. Courses

Doctoral courses (students registered at the Graduate School and University Center - GSUC) are credited on the basis of actual contact hours.

2. Independent study/tutorials/thesis supervision:

- Doctoral (GSUC registered) independent study/tutorials are credited at the rate of 0.6 contact hours per student registration.
- Doctoral dissertation supervision is credited at the rate of 0.6 contact hours per student per semester. For any one student, credit in this category may be assigned for no more than six semesters.
- The maximum amount that can be applied to the instructional workload for doctoral (GSUC) independent study/tutorials and dissertation supervision is 3 contact hours per semester.

For workload credit for activities performed at John Jay College in supervision of internships or other similar activities, consult the Provost's Office.

G. Summer and Winter Session teaching

Faculty may not teach for workload credit during the summer sessions. Workload reporting is only relevant to the academic year as defined by the collective bargaining agreement which begins on September 1, and ends at commencement in June. All instructional activities between Commencement and September 1 may not be credited as fulfilling any part of the annual workload requirement.

Faculty may teach no more than one course during the winter session for workload credit. Faculty may also opt to be paid at their adjunct rate for winter sessions courses as well.

H. Sick time or Conference substitutes

When faculty members are not able to teach their classes due to sickness, and require a paid substitute, their workload will not be affected. Inability to teach due to sickness should be reported to the department chairperson immediately so that a substitute may be found to take over your class for the duration of your illness. If the illness is prolonged, human resources and the Office of Academic Affairs must be notified.

Faculty who miss class for professional purposes such as attending conferences and require a paid substitute will have their workload credit reduced proportionately to the number of hours missed.

IV. Scholarship Workload

A. Unsponsored Research

1. Junior faculty

Unsponsored research, including reassigned time for new faculty is provided under the contract as follows:

- In accordance with the contract, untenured assistant, associate, and full professors, except Librarians and Counselors, initially appointed on or after Sept. 1, 2002 may apply for reassigned time "not to exceed a total of 12 contact hours during their first three annual appointments in order to engage themselves in scholarly and/or creative activities related to their academic disciplines," following College procedures.
- Those appointed on or after Sept. 1, 2006 or Feb. 1, 2006, are to receive 24 contact hours, to be used during their first five annual reappointments.

2. Exceptional Unsponsored Research

Reassigned instructional workload for exceptional unsponsored research or service may be authorized by the Provost under special circumstances, such as:

- Service to a professional organization of significance to the academic mission of the college, such as editing an important journal;
- A research program of distinction which shows promise of future sponsored support; or
- Reassigned time which was authorized for a period of time as part of a start-up package negotiated at the time that a faculty member was initially appointed.

B. Sponsored Research

FOR DISCUSSION: SEE HANDOUT

C. Fellowship and Other Leaves of Absence

Faculty may not teach for workload credit or for pay while on any kind of leave approved by the College's Personnel Committee. Any instructional activities that a faculty member engages in while on leave will be considered a volunteer activity.

V. Department Administration

FOR DISCUSSION: SEE HANDOUT

Departmental Administration and Support reassigned time is authorized to perform departmental and programmatic administrative duties, which includes service as a department chairs, deputy chair, or program director or coordinators.

Administrative Reassigned Time for departments will be allocated by the Provost on an annual basis and will be managed by the Chairs. If the Chair chooses to hire an additional deputy chair and take less reassigned time for him/herself, or to hire one less deputy and take more for him/herself, that would be acceptable. Department Administrative Reassigned time allocations will be made on an annual basis by the Provost. The Departments shall be notified as to their annual allocations prior to the fall schedule development.

VI. College and University Administration

College and University Administration is not tied to a particular department and is assigned when a member of the instructional staff provides administrative service for the university or the college.

A. General

Reassigned time may be authorized for college services such as

- service as chair of a college-wide committee such as the IRB;
- service to complete a special project such as a accreditation report or technical study; or
- coordination of an extension program or special academic program

The Provost will maintain an inventory of authorized reassignments.

B. Executive Officers

Executive Officers and other program coordinators and deputies for doctoral programs shall be reassigned in accordance with the reassignment authorized by the Graduate Center

C. University Administration

Reassigned time authorized by the University administration will be authorized in accordance with the terms of the assignment by the University.

D. Undergraduate and Graduate Program Coordinators

Reassigned time for graduate and undergraduate programs coordination or development will be allocated and authorized by the Provost.

VII. Other Workload

Other workload is a category to be routinely used to document workload credited from the past, such as credit hours related to workload averaging or the redemption of banked time.

Any other reassignment under this category must be specifically authorized by the Provost.

VIII. End-Year Workload Balances/Banked Time

FOR DISCUSSSION: See Handout

Overview of the Financial Plan Process

- University Budget Office (UBO) issues Budget Allocations to the Colleges (7/28/08)

- College staff prepares expenditure and allocation estimates based on UBO Instructions and current and prior year spending.

- Draft Financial Plan is developed in consultation with executive staff and the Financial Planning Subcommittee of the Budget Committee. (meetings held 8/4 and 9/22)

- Budget and Planning Committee reviews Draft Plan and makes recommendations on the financial and budgetary matters of the College

- Financial Plan due to University by October 6, 2008

2

FY 2009 University Allocation

- Initial allocation- $17.7 million reduction to CUNY's allocation

- Reduction met through:
    - Vacancy Control (Hiring "Pause")
    - Reductions in lump sums
    - Reductions to temporary services and OTPS

- Impact on John Jay : $1 million
    - $755,600 base reduction
    - $145,000 reduction CUE (Coordinated Undergraduate Education Program)
    - $100,000 reduction to other lump sums (Neighborhood Work Project, Testing , College Now, Supplemental Funding)

FY 2009 University Allocation (con't)

- Additional reductions announced in late August - $50.6 million University-wide as part of the Budget Agreement with the State
- University absorbed most of the reduction centrally through:
  - Use of reserves
  - Capital financing of equipment purchases
  - Savings on fringe associated with Hiring Pause

University Measures for Colleges to Manage Reductions

- Reduction of 1.5% of College base budgets (Impact on John Jay- $916,000)

- FY 2009 CUNY COMPACT deferred to 2010

- Hiring Pause on administrative positions

- Replacement of full time faculty, Investment Plan 2 positions and staff who provide direct student services are exempt from the hiring pause.

- Increase in Student Technology Fee ($25 per semester)

- Reduction in Revenue Targets to 07 Target

5

New Initiatives Funded in the University Allocation

- Investment Plan 2 -(8 positions, $1,286,000)
  - Faculty Conversions - $420,000
  - Library Acquisitions - $50,000
  - Student Recruitment Retention Programs - $621,000
  - Philanthropy and Institutional Support - $194,623

- Mental Health Counseling ($100,000)

- Adjunct Conversion Initiative (3 conversions)

- Doctoral Student Health Insurance (allocated in University budget)

Draft FY 2009 Financial Plan

	FY 2008 Financial Plan	FY 2008 Year End	FY 2009	FY 2010	FY 2011
BUDGET ALLOCATION AND REVENUE					
CUNY Revenue Target	$55,424,000	$54,457,000	$57,523,000	$57,523,000	$57,523,000
Actual Enrollment / FY08-09 Projection	10,922	11,057	11,124	11,124	11,130
Base Allocation	$56,537,480	$56,486,000	$59,334,400	$59,334,400	$59,334,400
Lump Sum Allocations	$7,000,300	$7,099,796	$6,707,800	$6,707,800	$6,707,800
Additional Allocations	$3,943,493	$6,661,651	$6,236,149	$6,236,149	$6,236,149
Current Year Gross Tuition Revenue expected above CUNY Target	$4,186,998	$5,403,046	$2,420,090	$1,920,090	$1,949,925
TOTAL BASE BUDGET ALLOCATION	$71,668,271	$75,650,493	$74,698,439	$74,198,439	$74,228,274
Prior Year Cutra Balance	$1,359,789	$1,010,700	$1,081,586	$0	$0
Lease Revenue	$1,612,825	$1,447,660	$1,447,660	$883,169	$417,999
TOTAL ADDITIONAL REVENUES	$2,972,614	$2,458,360	$2,529,246	$883,169	$417,999
TOTAL BUDGET ALLOCATION	$74,640,885	$78,108,853	$77,227,685	$75,081,608	$74,646,273
EXPENDITURES					
Personnel Services (PS)	$ 51,267,249	$ 50,142,685	$ 52,973,633	$ 52,973,633	$ 52,973,633
Adjuncts	$ 10,053,951	$ 10,435,058	$ 9,400,000	$ 8,900,000	$ 8,800,000
Temp Services:	$ 5,914,758	$ 7,236,863	$ 6,840,871	$ 6,840,871	$ 6,840,871
TOTAL PS:	$67,235,958	$ 67,814,606	$ 69,214,504	$ 68,714,504	$ 68,614,504
OTPS	$ 6,750,195	$ 7,765,000	$7,930,012	$ 6,949,105	$ 7,241,145
UBO Adjustment					
TOTAL OTPS :	$6,750,195	$ 7,765,000	$ 7,930,012	$ 6,949,105	$ 7,241,145
TOTAL FINANCIAL PLAN EXPENDITURES:	$73,986,152	$ 75,579,606	$ 77,144,516	$ 75,663,609	$ 75,855,649
Additional Reductions/Offsets			$ (800,000)	$ (1,000,000)	$ (1,400,000)
YEAR-END BALANCE:	$654,733	$2,529,246	$883,169	$417,999	$190,623

Financial Plan Allocation Assumptions

Enrollment/Revenue/Allocation Assumptions

- Enrollment will remain flat at 11,124 FTE's

- Revenue Target remains frozen at adjusted FY 2007 level ($57,523,000)

- 09 Compact allocation and revenue target removed

- 09 Reductions to College allocation considered as recurring base reductions

- Additional Allocations will remain constant and include IP1, IP2, Adjunct Prof Hour, PSC Contractual Release time, and Collective Bargaining

Financial Plan Expenditure Assumptions (PS)

Personal Service

- All Faculty vacancies will be filled and recruitment for tenure track replacements will continue

- Hiring Plan assumes hiring pause for non-exempt positions. All new non-exempt administrative vacancies will be filled 3 months after separation. Assumes all administrative vacancies will be filled by end of Fiscal Year

- Adjunct expenditures will be reduced due to appointment of substitute full time faculty

- Temporary Services spending adjusted to reflect conversion of part-time College Assistants to Full time staff.

- No reduction in Lump Sum Program Spending

Financial Plan Expenditure Assumptions (OTPS)

Other Than Personal Service

- Assume same level of spending as FY 08 actual for procurement of goods and services except for one time expenditures (Honors College and 54th St) and new initiatives.

- ½ year savings from University change in credit card processing included in OTPS projection.

- New Initiatives include North Hall space expansion/reorganization

- No reduction in Lump Sum Program OTPS Spending

Plan to Reduce Spending and Increase Revenues

Expenditure Reductions

Reduce 2009 - 2011 Temp Services by 2%	$	(83,000)
Reduce FY 2009 - 2011 OTPS by 1%	$	(77,000)
Reduce Administrative Travel Expenditures		($100,000)
Reduce printing of some materials available on Web		($15,000)
Additional Accruals from not filling all Admin Vacancies or further delay hiring		($200,000)
Potential Expense Savings		**($475,000)**

Revenue Offsets

Offsets from Continuing Education, Centers and Institutes	($125,000)
Increase Summer/Winter Session Enrollment by 10% in 09 and 10 (net increase after expenses)	($200,000)
Potential Revenue Increases/Offsets	**($325,000)**
Total Potential Savings/Revenue Offsets	**($800,000)**
Additional Savings/Offsets for FY 2010	(200,000)
Additional Savings/Offsets for FY 2011	(400,000)

Next Steps

- Discussion and Feedback to President Travis

- President approves final Financial Plan

- Submit to University on October 6, 2008

- Follow –up with Budget and Planning Committee and Financial
  Planning Subcommittee

    - Year End FY 2008 All Funds Report
    - 1st Quarter FY 2009 Reports
    - Quarterly Meetings

JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

DEAN OF GRADUATE STUDIES
OFFICE OF GRADUATE STUDIES

JANNETTE O. DOMINGO, PhD

September 22nd, 2008

Prof. Karen Kaplowitz, President
Faculty Senate
John Jay College of Criminal Justice
445 W. 59th Street
New York, NY 10019

Dear Prof. Kaplowitz;

Thank you again for disseminating the *Report* of the President's Advisory Committee on Graduate Studies to the Faculty Senate and for placing it on the Senate's agenda for October 6th, 2008. I am pleased to have this opportunity to discuss the *Report* with the faculty. I expect that a number of Advisory Committee members, including those nominated by the Faculty Senate, will participate in the discussion on October 6th.

The Advisory Committee's work, commissioned by the President, reflects the commitment to self assessment, change and development that has energized the College. The year- long deliberations of the Advisory Committee's subcommittees on governance; standards and student outcomes; curriculum and articulation; and new directions led to a total of 39 recommendations to the President. These recommendations will serve as catalysts for on going efforts to strengthen graduate studies by enhancing the quality of the administration and curriculum of our Master's programs, improving student outcomes, and fostering innovation. College wide discussions of the *Report* will provide opportunities to engage the community and to benefit from input that will help to build on and prioritize the *Report's* recommendations. I look forward to meeting with the Senate on October 6th.

Sincerely,

Jannette Domingo
Co-Chair, Advisory Committee
Dean of Graduate Studies

cc: Faculty Senate, President Jeremy Travis, Provost Jane Bowers, Advisory Committee on Graduate Studies

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Proposal to Establish Requirements for Writing Intensive Courses

Submitted by Dean José Luis Morín
Prepared by Prof. Mark McBeth, Deputy Chair of Writing Programs/English
Kevin Murtagh, CUNY Writing Fellow
Last revised on May 9, 2008

Presently, we have a "Writing Intensive" (hereafter WI) designation for undergraduate courses at John Jay College, and the college assigns certain courses as WI. During the Fall 2007 semester, 39 courses carried this designation. Despite the fact that the WI designation exists, we do not have official criteria that state what requirements need to be met in order for a course to be considered WI, faculty development for instructors who teach these WI courses, or procedures by which department chair assign these courses. One purpose of this proposal is to establish clear guidelines for the WI courses.

In regard to the Writing Intensive courses, this proposal will also establish that faculty teaching WI courses be certified by participating in faculty development workshops. These workshops focus on issues concerning student writing, and eight hours of workshop attendance would be required for faculty with WI certification.

Rationale for Requirements for WI Designation:

By instituting these WI criteria as college policy, John Jay will commit to the university's initiative of Writing across the Curriculum (WAC) and Writing in the Disciplines (WID). We can then guarantee to our students that we have provided them with ample opportunity and exposure to the high-level literacy abilities that they will need to continue to higher degrees and/or to compete in the job market.

By having official requirements, the College will be able to ensure that the designation is used consistently and that courses that carry it merit being called "Writing Intensive". A student registering for a WI course will understand the demands of the course and, thus, must invest in the requirements explicitly mandated by college policy. Consequently, we will be able to work towards ensuring that all of our WI-designated courses give the

students the writing experience that they deserve. Clear criteria for our WI courses also make articulation agreements easier as CUNY is in the process of streamlining transferring between colleges.

Requirements for All WI Designated Courses

The following proposed WI Course requirements specify the types of writing assignments, classroom activities, and learning goals that students should experience in Writing Intensive courses.

- ### *Qualitative Requirements for WI Courses (Instructional Methods & Assignments)*

The integration of the following WI course criteria will ensure that students, become fluent with the elements of academic writing, practice the processes and methods commonly used by effective writers, take ownership of the language and rhetorical strategies they employ, develop a working knowledge of the structures and mechanics of standard English, and experience a variety of writing tasks and scenarios. Engaging in these types of linguistic and rhetorical activities will broaden the scope of their reading and writing abilities as well as enhance their capacity for critical thinking.

Integration of "low-stakes" and "high-stakes" writing assignments

- Low-stakes assignments can be ungraded or count little toward the final course grade. Examples include freewriting, journals, and group writing activities. These types of activities can be incorporated as pre-reading activities to prepare students for classroom conversation, as in-class writing activities (informal "pop quizzes"), peer critique, or post-class annotations of lectures or discussions. These types of assignments help students retain important content information as well as explore how ideas and concepts in the course interrelate. They can contribute to their overall understanding of the coursework and build progressively toward more formal analytical assignments.
- High-stakes assignments typically weigh heavily on a student's course grade. Examples include lengthier essays, final papers, and structured group projects.

These types of assignments allow students to demonstrate their level of comprehension and mastery of a subject. The style of presentation for these assignments is more formal, contrasted with the informal style of the low-stakes writing.

Integration of peer review of writing assignments

> • Peer review allows students to read and critique the writing of their peers. With guidance from the instructor, this small group or homework activity helps students to promote their critical thinking about the content of a paper, to develop a language to discuss issues of writing, and to create a community of writers in the classroom.

Integration of self-reflective writing

> • Self-reflective writing asks students to reflect upon and write about the processes they go through while composing a writing assignment. It helps students comprehend the purpose of the assignment, the difficulties they face when composing, and the successes they achieve once they resolve their writing challenges.

- *Quantitative Requirements for WI Courses (Instructional Methods & Assignments)*

For 100-level WI courses:
> - At minimum, 10 pages of formal graded writing.
> - At minimum, 10 pages of informal low-stakes writing.

200-level WI courses:
> - At minimum, 15 pages of formal graded writing.
> - At minimum, 15 pages of informal low-stakes writing.

For 300-level WI courses:
> - At minimum, 20 pages of formal graded writing.
> - At minimum, 20 pages of informal low-stakes writing.

400-level WI courses:
> - At minimum, 25 pages of formal graded writing.
> - At minimum, 25 pages of informal low-stakes writing.

Note: The writing for any of these courses can be of varied lengths and grade value, depending up on the needs of the disciplinary field and the discretion of the individual instructors. The length and "weight" of each assignment should be explicitly expressed to students in written directions that articulate the expectations of the assignment.

Requirement for Certification of WI Instructors:

In order to be eligible to teach a WI course, a faculty member will fulfill a certification process. It should be noted that there is a precedent for this requirement, as many other CUNY Colleges have a certification process for WI instructors. Faculty members will receive WI Certification by participating in eight (8) hours of faculty development workshops specifically designed for WI instructors. These faculty development workshops will be provided by the college every semester and will be open both to full-time and part-time faculty. Once receiving this certification, fulfilling the criteria of WI courses, and teaching WI courses, The Dean of Undergraduate Studies will officially acknowledge this teaching and college service which should be included in Form C, tenure, and promotion materials.

Rationale for Requirement for Certification of WI Instructors:

By participating in these workshops, faculty members will learn about the requirements and expectations for WI courses and they will gain a variety of pedagogical techniques that will aid them in developing their students advanced literacy skills, processes, and behaviors. Workshops may address teaching issues of syllabus and/or assignment development, use of technology in the classroom, information-gathering techniques, or responses to student writing. Faculty could also accrue faculty development hours by receiving permission to visit a fellow instructor's classroom, examining what takes place in the class, and then preparing a written report that they can share with the visited colleague as well as with the WAC Coordinator.

Introducing students to the array of reading and writing conventions of different disciplines make them more flexible and supple writers; it also demonstrates to them the

unique methods of knowledge making of each discipline, thus inviting them into a rich academic discourse community. To guide students through these composing practices and getting them to fulfill writing expectations can often be difficult and perplexing, yet knowledge about the kinds of assignments and practices that are most effective is continually being updated, and research on effective pedagogy is ongoing. In these workshops, faculty members will learn innovative techniques to incorporate into their WI courses and be invited to reflect on the benefits and pitfalls of such practices. Consequently, not only will the students' college literacy experience be enriched but faculty will receive more satisfying student results

Process for Allocating and Verifying WI Courses

Department Chairs must present information to the Office of Undergraduate Studies, testifying that the faculty members chosen to teach WI courses are certified and that their syllabi integrate the writing techniques and teaching expectations outlined by these WI policies. Syllabi for WI courses will be submitted to the Office of Undergraduate Studies prior to the beginning of the semester in which the course will be taught.

Faculty Development for Writing-Intensive Certification

The following two-hour workshops offer a non-exhaustive list of the types of writing pedagogies and practices that faculty would examine in these faculty development workshops for Writing Intensive courses. Other workshops could also be offered that deal with discipline-specific writing issues. These workshops could either be conducted in two-hour increments during the regular school week or in longer six-hour sessions on the weekends, depending upon faculty needs and convenience.

These workshops will be coordinated and conducted by the WAC Coordinator, presently Prof. Mark McBeth, in collaboration with the Center for the Advancement of Teaching. He, and other writing directors who will subsequently take his place, will have PhDs in English Composition and Rhetoric so will have the background knowledge and practical expertise to lead these writing seminars. Other faculty members, such as the librarian in

charge of information literacy may also be invited to conduct workshops on research strategies and techniques.

The subject of these faculty development workshops have been based on the certification processes of other CUNY colleges, of other national writing programs, and the pedagogical queries that John Jay faculty have directed at Mark McBeth, both in his role as WAC Coordinator and Deputy Chair of Writing Programs. Beyond the practical application of writing techniques in courses, these workshops will also address issues such as students' advanced literacy anxieties, writer's block, and classroom dynamics.

In all of the following workshops, faculty will discuss how best to integrate writing into the classroom while not sacrificing the breadth of the course content. All writing-intensive workshops will be participatory and faculty will carry out the writing strategies that will be presented and discussed during each session.

Workshop 1. Reading to Better Writing: Strategies for "Bored" Readers
If we've heard it once, we've heard it a thousand times – "This reading was boring." But what does that mean? Is the reading really boring or do students not have the strategies to engage in college-level reading material? There is a close relationship between the acts of reading and writing in students' acquisition and synthesis of knowledge. In this workshop, faculty will discuss the relationship between these two types of literacy; they will explore reading strategies that may enable better student reading habits and abilities and, consequently, better writing habits and abilities.

Workshop 2. Responding to and Evaluating Student Writing: Pain-free Grading
In his funny and thought-provoking article "Repetitive Strain: The Injuries of Responding to Student Writing," Gordon Harvey writes, "[Evaluating and grading student writing] occupies an alarming portion of the collective educated mind: on a given weekday or Sunday evening between September and April, the number of people sitting down with coffee and a batch of student papers, or actively avoiding this, must be roughly the population of Cleveland." In this workshop, faculty read sample student writing and

consider productive and economic ways of responding to student writing. Faculty will also share various approaches to grading.

Workshop 3. Transparent Assignments: Clearing the Way for Successful Student Writing

In this hands-on workshop, faculty investigate the five aspects of assignment construction: expectations, directions, classroom preparation, learning outcomes, and learning assessment. How can faculty best assign, direct, and guide their students' writing? *and* How do we know if students learned anything from our assignments?

Workshop 4. Grammar: Global Perspectives/Local Practices – Using the John Jay Rhetoric, Strategies & Conventions

Grammar – the great bugaboo of the classroom! In this workshop, faculty discuss the issues and research about prescriptive grammar and, then, consider alternatives to the traditional red-inking approach of yesterday. You can leave your awk-frag-sp's at home.

When incoming freshman enter the college, they must now purchase the John Jay Rhetoric, Strategies & Conventions – a handbook that offers students guidance about writing composing strategies, research methods, and standardized English conventions. This student-friendly handbook not only offers students advice about the composition classroom but also about writing across the curriculum. In this workshop, faculty will explore the contents of this now-college-wide writing manual and how to use it effectively with students – both for crafting essays and perfecting them.

Evaluation and Assessment of WI Faculty Development Workshops

Instruction with the integration of writing remains a difficult task. When instructors strive to balance the content breadth of a course while guiding and encouraging students to write about that content, they often face their own pedagogical challenges. The eight hours of faculty development workshops offer us a forum in which to discuss our attempts, consider our successes and failures, and devise new methods and approaches to classroom writing. Eight hours may not be sufficient.

During these Faculty Development Workshops, responses from faculty will be solicited to assess the value of the workshops. Changes in WI certification requirement will be based upon these observations and evaluations by faculty. At the end of the year coordinators of this faculty development will report to the Curriculum Committee on how productive these workshops were for faculty.