

Faculty Senate Minutes #336

Friday, December 12, 2008

9:30 AM

Room 630 T

Present (45): Erin Ackerman, 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, Marcia Esparza, Beverly Frazier, Gail Garfield, Katie Gentile, P. J. Gibson, Amy Green, Richard Haw, Maki Haberland, Jay Hamilton, Kim Helmer, Heather Holtman, Karen Kaplowitz, Allison Kavey, Erica King-Toler, Ali Kocak, Tom Litwack, Vincent Maiorino, Evan Mandery, Nicholas Petraco, Michael Pfeifer, Tanya Rodriguez, Raul Romero, Francis Sheehan, Arthur Sherman, Richard Schweser, Staci Strobl, Robert Till, Shonna Trinch, Roberto Visani, Thalia Vrachopoulos, Valerie West

Absent (4): Michael Alperstein, Kirk Dombrowski, DeeDee Falkenbach, Ping Ji

Guests: Professors Ned Benton, Joshua Freilich, John Kleinig, Jeff Mellow, Chuck Strozier, Hung-En Sung

Invited Guests: President Jeremy Travis, Professor Sondra Leftoff

Agenda

- 1. Adoption of the agenda**
- 2. Adoption of Minutes #335 of the November 20, 2008, meeting**
- 3. Report on the Budget**
- 4. Discussion of the compromise proposal for a new Department of Criminal Justice**
- 5. Review of the agenda of the December 15 College Council meeting**
- 6. Proposed Revision of the Honorary Degree Procedures**
- 7. Discussion about the proposed template for Department Bylaws**
- 8. Invited Guest: President Jeremy Travis**
- 9. Report on the work of the General Education Task Force**
- 10. Discussion about the proposed new Honors Program**

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

2. Adoption of Minutes #335 of the November 20, 2008, meeting

Minutes #335 of the November 20, 2008, meeting were approved.

3. Report on the Budget: Senators Tom Litwack, Jay Hamilton, Karen Kaplowitz

Senator Litwack reported that because the College has received some unexpected funds, we are at least temporarily in the black. He said that the College cannot continue its current level of spending without going into deficit next year and, therefore, we must plan for harder times in the future.

Professor Ned Benton says he agrees with Senator Litwack that planning is imperative, especially since the faculty have not yet been given full budget information. For example, the adjunct budget is spent on many things in addition to adjuncts who teach, and we do not have full information about the adjunct budget expenditures.

President Kaplowitz said she wants to assure everyone that full-time faculty members are not in danger of losing their jobs because of the present financial problems. Senator Gail Garfield asked whether John Jay has had any investments which suffered during the recent financial meltdown. Senator Litwack said, so far as he knows, John Jay has no investments. President Kaplowitz said that there is a sum of about \$3 million in the John Jay Foundation, which may have been invested.

Senator Janice Dunham asked whether the proposed budget planning is code for planning cuts. Both Senator Litwack and President Kaplowitz said that planning also means making spending choices, not just cuts.

4. Discussion of the compromise proposal for the creation of a new Department of Criminal Justice and for the assignment of the B.A. and B.S. Criminal Justice degrees which is on the agenda of the December 15 College Council agenda [Attachment A1, A2, A3, B, C, D]

There was discussion about the forthcoming vote at College Council on the proposal to create a new department of Criminal Justice and to assign the BA Major to that department and to continue to have the BS major assigned to the LPS Department. President Kaplowitz referred to the answers to the Senate's questions, answers supplied by Maki Haberfeld on behalf of the LPS faculty; by the 18 signatories reviewed; and by the College academic administrators [Attachment A1, A2, A3] which were again provided with the agenda for today's meeting.

She also reviewed the College Council agenda for its Monday, December 15, meeting which includes the following items relevant to this issue:

- ◆ The petition by 18 faculty members to create a new Department of Criminal Justice [Attachment B]
- ◆ The statement by Professor David Brotherton, Chair, Sociology; Professor James Levine, Chair, Law, Police Science and Criminal Justice Administration (LPS) stating their support and endorsement of the proposal [Attachment C]
- ◆ A resolution of the Executive Committee of the College Council proposing that the B.A. in CJ be the sole responsibility of the new Department of CJ; that the B.S. in CJ be the sole responsibility of LPS; that an advisory committee be created for CJ majors, chaired by the Dean of Undergraduate Studies and comprised of one representative from each of the following departments: the new CJ dept; LPS; Government; Sociology; and that no later than September 2010 the CJ and LPS Departments shall submit proposed revisions of their majors [Attachment D]

President Kaplowitz opened this matter up for continued discussion by the Senate. She reported that the student members of the College Council have said that they all favor the proposed compromise creating a new department and dividing the majors between two departments. She also reported that the task force proposal from Professor Ned Benton was withdrawn.

Senator Maki Haberfeld said her department, LPS, is still not happy with the proposed advisory committee [see Attachment D].

Senator Jay Hamilton said that it looks to him like the proposed compromise was included in Senator Mandery's proposal for the new department on the College Council agenda. President Kaplowitz said that this amalgamation had happened by mistake, and that the College Council will vote first on the proposal for the creation of a new Department of Criminal Justice and only if that is approved will the Council vote on the resolution assigning the majors approved by the Curriculum Committee [Attachment D].

Senator Tom Litwack said it is clear to him that there has to be a separation into two departments and that the BA should go to the new department of CJ because that department has the larger number of faculty with international reputations. Senator Janice Dunham said that it is open to question whether the scholars who do research and who have an international reputation are committed to undergraduate teaching. She said our retention numbers are very low and we need good teaching and advising to remedy that problem. Senator Litwack acknowledged that Senator Dunham is raising an important issue.

Professor Jeffrey Mellow said he thinks research and teaching go hand in hand. Senator Dunham said there are data which show that many if not most of the researchers who petitioned to have a new department have not been heavily involved in undergraduate teaching. Senator Mandery, in answer to this, said much of the data presented to the Senate

are incorrect. He noted that he and Karen Terry and Todd Clear and other researchers among the signatories have been in the undergraduate classroom every year. He said the signatories to the proposal for a new department are committed to undergraduate teaching and also to replacing adjunct taught courses with full time taught courses.

Senator Gail Garfield said she supports President Kaplowitz's compromise proposal because she believes it provides a way for us to move forward. She says it really bothers her that we will have to start all over again if this proposal does not pass at the College Council. She said she hopes everyone will accept this proposal and vote for it.

Senator Haberfeld said that a majority in LPS faculty members do both teaching and research.

Senator P. J. Gibson said she agrees with Senator Dunham's concerns about undergraduate teaching. She said that many people join our faculty promising to teach undergraduates and then after being hired never see an undergraduate student. We need a way to make sure that new faculty members – and all our faculty members – teach our undergraduate students. She said we need to resolve this issue and not be forced to take it up again; we are not achieving what we need to with our students.

Senator Tonya Rodriguez asked whether the Council of Chairs is in support of the compromise proposal. President Kaplowitz said the Council of Chairs unanimously supports the proposal.

Senator Marcia Esparza spoke about her unhappiness with her current department and how, as one of the 18 signatories, she looks forward to joining the proposed new Department of Criminal Justice. Senator Jay Hamilton said we need to maintain oversight of the two departments and that he said he supports VP Sheehan's idea of non-interference in departments other than our own, but he foresees a possibility that by creating two such similar departments, we may inadvertently be setting up competition which will ultimately put more power in the hands of the administration and less in the hands of faculty.

Senator Garfield spoke at length about why this debate has been important for her to hear. She said she has heard the objections by LPS faculty and she believes that these objections are valid and deserve respect but at the same time she sees in the new proposals a chance for new possibilities for LPS as well as for the signatories of the proposal for a new department.

Senator Adam Berlin said he thinks Senator Garfield's remarks are a good note to end on because he hopes it is possible that like two pugilists who embrace at the end of a hard fought fight, the two contenders in this fight would be able to embrace. Senator Gibson said she wants to reinforce Senator Garfield's view that the dissenting views of LPS faculty have been heard by the Senate. Senator Haberfeld thanked Senators for these reassurances. She also asked that the Senate support the request made by LPS that they regain their right to elect their own chair. President Kaplowitz thanked Senators Haberfeld and Strobl for enabling the Senate to understand the criticisms of LPS faculty members of various aspects of the CJ proposals.

Senator Mandery said he had been a corporate litigator and has seen people work very hard, but he has never seen anyone work as hard as President Kaplowitz has worked at resolving this dispute and he said it is thanks to President Kaplowitz that we could have such a friendly resolution at the end of this process. The Senate applauded Karen Kaplowitz.

5. Review of the agenda of the December 15 College Council meeting

The agenda of the College Council meeting includes: a proposal to create a new Department of Criminal Justice; a proposal for renaming the Government Department to the Department of Political Science; a proposal for renaming the Physical Education and Athletics Department to the Department of Health and Physical Education; a resolution proposing the relocation of the BA and the BS in Criminal Justice majors and the creation of an advisory committee; the creation of three new courses in Latin American/Latino/a Studies; a proposed advanced graduate certificate in Forensic Accounting; and a new course in the MA in Criminal Justice program. (a proposal to create a Department of Criminal Justice and to assign responsibility to it for the BA in Criminal Justice program. [The agenda states that the first item is to create a department of CJ and to assign it the responsibility of the BA in CJ; but this item is a mistake. The item is to only to create a Department of CJ. A proposal later on the agenda is the assignment of the two CJ majors.] Also, the Committee on Graduate Studies (CGS) had also submitted a proposal for the MPA Inspector Online Program but on December 2 the Executive Committee of the College Council referred that proposal back to the CGS for further review.

6. Proposed Revision of the Honorary Degree Procedures [Attachment E]

President Kaplowitz reviewed the history of honorary degrees at the College. There originally had been a small committee of faculty appointed by the College president who recommended honorary degrees. Then in 1988, a convocation was held to inaugurate the opening of the then new T Building. Upon learning the names of the politicians who had been chosen and invited to receive honorary degrees at the convocation, the Senate drew up a new honorary degree procedure and brought it to the College Council which adopted the new procedure as College policy in 1989.

That was two decades ago and the procedure works very well but needs some revisions. The proposed changes are indicated by brackets for language that is to be deleted and underlining for language that is to be added [Attachment E].

A motion was made to further amend the procedure whereby the Committee on Honorary Degrees is to be added to those consulted in cases where the Faculty Senate or the President of the College propose to rescind the extended invitation for an honorary degree. The motion was

approved. The entire set of revisions was approved by unanimous vote. It will be submitted to the College Council for action.

7. Discussion about the proposed template for Department Bylaws [Attachment F]

The College's new Charter of governance requires each academic department to adopt bylaws, which are due by March 16 [revised deadline] for review by the College Council Executive Committee. This proposed template was created by Professors Ned Benton, Harold Sullivan, Counsel Rosemarie Maldonado, and Senate President Kaplowitz.

Senator Frazier moved that we accept the proposed template for department bylaws [Attachment F]. The motion was adopted by unanimous vote.

8. Invited Guest: President Jeremy Travis

President Travis identified the three issues he wishes to speak about: t what he characterized as the important and historic College Council vote coming up on Monday; the budget situation; and the College's fundraising activities.

President Travis said that although the discussions of the criminal justice issues have sometimes been more heated than he would have liked, he thinks the up side of all the passion displayed is that we all see that we all really care about the College and its students and its future. He expressed special thanks to the Faculty Senate for being the forum where the criminal justice issues could be discussed so successfully. He said it is impossible to imagine any other forum which would have worked as well. He said the role of Karen Kaplowitz has been absolutely indispensable and that we are all in her debt.

About the budget, President Travis said that because CUNY is unlike any other State agency, we are in better shape after the State-wide cuts than any other state agency. He said that the poorer students will not feel the tuition increases because of TAP and because some portion of the tuition increase will be put aside for financial aid for students who would otherwise have to drop out for financial reasons. He explained that CUNY had decided to impose the tuition increase beginning not until next fall because the University had made a contract with students about the costs of college for this academic year.

He said we have not cancelled any faculty searches and so the College will be able to maintain its efforts to increase course coverage by full time faculty. There was a discussion about the possibility of creating an emergency fund for students.

Senator Gail Garfield said that when CUNY Vice Chancellor for Fiscal Affairs Ernesto Malave last visited with our Senate, we discussed with him our desire to improve academic advisement at John Jay. She asked about the status of this project. President Travis said the College is committed to an academic advisement initiative and that we recently hired our first two professional academic advisors. Their operation will be housed in North Hall. He said the Senate should consider inviting the director of advisement to a Senate meeting to talk about the advisement program. He said the program will probably be announced to students during the spring semester.

He said the literature shows that public universities do well in times of recession, and John Jay is already doing well. Senator Valerie West asked about the changes in our student profile that are anticipated.

She thanked President Travis for his commitment that no faculty or departments will be housed in the Annex after the new building is opened, and the Senate applauded.

About fundraising, President Travis said he enjoys telling the John Jay story to potential donors. He invited Senators to suggest to him new ways to tell the John Jay story in order to raise funds.

9. Report on the work of the General Education Task Force: Senator Amy Green, Chair, General Education Task Force [Attachment G]

Senator Amy Green reported in her role as chair of the College Task Force on General Education, to give the Senate a sense of what the Task Force has been doing. The Task Force was charged with studying what is going on in Gen Ed elsewhere in the University and elsewhere in the country. Senator Green said the Task Force concluded that John Jay's current Gen Ed program is not bad but it is not exciting and they found a lot of exciting Gen Ed ideas elsewhere. Senators Adam Berlin, P. J. Gibson and Edward Davenport all spoke about the need for more teaching of grammar at John Jay. She walked the Senate through the Task Force's preliminary document [Attachment G].

10. Follow up meeting about the draft proposal for a new Honors Program: Invited guest: Professor Sondra Leftoff, Chair, Honors Program Task Force [Attachment H]

Professor Sondra Leftoff said that the December 3 revised draft report [Attachment H] for a new honors program, has had to be written in ignorance of where the General Education reform is headed, and so the report is incomplete, but she still wants a faculty response now so that her committee members can present a template for a new honors program to the Curriculum Committee in the spring. Senator JoEllen Delucia asked how the proposed new honors program differs from the honors program that currently exists at the College. Professor

Leftoff said the existing program is oriented to students interested in criminal justice related majors, while the proposed new program is designed for students in any major.

Senator Evan Mandery said that the retention rate in the current honors program is abysmal; the program starts with about 30 students and only 3 students produce the final paper. He is among those who think the current honors program needs to be scrapped entirely.

Professor Leftoff said there is a big dilemma in trying to create an honors program and trying to have it mesh with the differing honors requirements of each department.

Senator Valerie West said that if a student who qualifies for the honors program came to her for advice, she would advise the student to take the CUNY BA/MA program instead of an honors program. Senator West said that honors programs are resource hogs but they do provide a lot of “goodies” to the students, but this is for only a small number of students at a College that has a lot of students who also need resources.

Senator P. J. Gibson asked whether a student can get the BA/MA and also do the honors track. Senator Mandery said many students attempt to do both. They complete the BA/MA but they do not complete the capstone course for the honors program.

Senator Allison Kavey suggested that we let the departmental honors tracks run for a while instead of spending new resources on a new honors program. Senator Erin Ackerman said that as an undergraduate student she found that the honors program at her college had connected her to a community of really smart and serious students who were in majors other than hers and so she thinks there is a place for an honors program outside the majors.

Professor Leftoff asked why people are assuming that an honors program is expensive. President Kaplowitz replied that students who enter the honors program at Brooklyn College receive free tuition and a \$6,000 annual scholarship and it is the same at other colleges, such as Hunter College. John Jay cannot compete with these colleges financially. Senators said the answer in part is that the classes are small. The honors program capstone course has only four students and so that is very expensive. Also financial and other incentives are needed to attract and retain students.

President Kaplowitz said that her long-held objections to an honors program is that it would draw off and segregate the best students, students who otherwise would constitute the 4 or 5 students in a course who raise the level of study and the tone of the entire course for all students. Senator Valerie West said that given the test scores of our entering students in comparison with the other CUNY colleges, we do not have the critical mass for an honors program that would equal those on other campuses.

Professor Leftoff said she is getting the impression that no one in the Senate feels that the honors program is a project worth investing more time and effort in. President Kaplowitz said

that the Senate needs more information about admissions criteria and about many other issues before being able to decide.

Senator Mandery said that once we have a fuller proposal we need to decide on a College-wide freshman experience, we need to support the departmental honors tracks, and we need to decide how broad a college-wide honors program we want to have.

VP Francis Sheehan said that discussions about honors programs within majors miss the point of what a college-wide honors program should be about. He said there might be a group of honors forensic science students who talk among themselves at a high level about bullets and blood spatters, but there should be a way for them to get together with honors students from other disciplines so that they can apply their minds to other topics. Professor Leftoff thanked him for making this point which she said is very much what her committee has been working toward.

President Kaplowitz said she and her colleagues on the Senate look forward to receiving and reviewing a more fully developed proposal and thanked Professor Leftoff for meeting with the Senate again today.

The meeting was adjourned at 4 PM.

ATTACHMENT A-1

FROM PROFESSOR MAKI HABERFELD AND THE DEPARTMENT OF LAW, POLICE STUDIES & CJA

Questions asked by the Faculty Senate about the Proposal regarding the creation of a Department of Criminal Justice and the transfer of the CJ major to that department

I. QUESTIONS ABOUT THE PROCESS:

1. My concern is that this is a proposed solution to a departmental conflict. Is this accurate and, if not, in what ways is it more than this?

Most of the signatories from the LPS department have a history of attending few if any department meetings or have offices outside of the department with years of infrequent colleague contact.

It is not an exaggeration to say that some members of the department would not recognize these people if they walked past them in the halls.

As far as the non-signatories can tell, diverse motives have led people to become signatories of the proposal. Some of the signatories appear to feel that they need a new department in order to attain the recognition and/or power of which they feel unjustly deprived and/or to feel debased by their association with some or all of their colleagues in LPS. Others appear to fear that, because of the attitude of the administration, their careers will suffer if they remain in LPS.

2A. The arguments which arose at the Faculty Senate meeting on October 22 felt very similar to the objections from both sides last year: why was there no intradepartmental arbitration so that the entire department could present a proposal to the College?

Those who signed the petition for a new department seem unwilling to communicate with those not privy the discussion of the new department. It seems as if they believed they had the blessing of the administration to proceed with their wishes without consultation.

We are open to arbitration. However, any arbitration must take into account that most of these issues of conflict are personal and that there has been ongoing outside pressure to break up the LPS/CJA department prior to this present dispute. This pressure has led away from arbitration and toward the creation of a new department. We believe the creation of a new department or transfer of a major are ill-fitting responses to purely personal conflicts.

2B. Is it possible to involve mediators in efforts to resolve prior conflicts and to assist all parties in moving forward to create an amicable solution?

It would be difficult to involve mediators because many of those who are not signatories are unsure of what the signatories are unhappy about and what they hope to achieve. Without some knowledge of either the reasons for their unhappiness or their goals, it would be difficult to know where to begin a mediation process. To the best of our knowledge, when their proposal last year did not meet with approval, they did not attempt to meet with anyone to resolve their concerns.

Still we do want to emphasize that we are open to mediation and arbitration and it would be a good idea for the administration to bring an outside person to this process, and by an "outside" person we mean somebody from outside the college.

3A. Is the opposition to the proposal more on the basis of process or is it more on the basis of the content of the proposal?

Content; there is no indication the signatories are familiar with the courses in the major or have any intention of teaching any of them. The proposal appears to be little more than attempt to form a private club.

However, there is also a different view, held by the minority of the LPS members, that needs to be included in the responses and it stresses both content and process. This view holds that it must be emphasized that the conflict is not over the proposed concentration of the degree programs under one roof. This, in fact, has been the expressed goal of the department until November of 2007. The current conflict is over whether or not an additional department should be formed, and whether or not it should be formed on the basis of personal allegiance rather than substantive concerns. The process has been a separate cause for concern because of its mostly clandestine nature. The department and the John Jay community have been purposefully excluded from any effective participation.

3B. Are the faculty members from Law and Police Science who spoke in opposition to the proposal for departmental restructuring opposed more to the process of how the proposal was devised or opposed to its philosophical underpinnings?

4A. What was the process that resulted in the situation whereby 12 members of LPS are among the 18 signatories but the majority (30) of the members of LPS are not?

To the best knowledge of those who were not signatories, certain faculty members were asked to sign; those who were not asked never saw the proposal until it was published. Some people were asked, which has been established by one of the signatories sending an email explaining that he was asked and after consideration agreed; a second member of the department who did not become a signatory indicated in comments within the group that she had been asked but declined. Those who were not asked to sign asked for details of the proposal just days before it was "presented." This request was denied by Dean Levine on orders, according to him, from the Provost and the President.

4B. How were people selected to be signatories?

See above; the signatories would have to answer this question.

5A. What criteria will be used to exclude or accept faculty members who are not signatories who wish to become members of the new department?

See above; the signatories would have to answer this question.

5B. How could faculty from other departments join the Department of Criminal Justice once it is established?

See above; the signatories would have to answer this question.

5C. Can everybody in the current LPS Department be members of the newly proposed department if they desire to be?

See above; the signatories would have to answer this question.

6A. Was it known to the LPS Dept faculty that a proposal was coming forward?

Yes, it was announced by Dean Levine at a department meeting a couple of weeks or so prior to the proposal being made public.

6B. It was asserted that the proposal had not been previously circulated to LPS faculty who might have been interested in joining the new department. Is this true? If so, why not?

Each person must speak for his/herself. Possibly some saw it and chose not to sign. Many didn't see it and were never approached. At least one member of the department indicated she was asked but declined; and one person indicated he was asked and did sign. No others have indicated whether they were asked and declined or how those asked were selected. This can only be answered by the signatories.

II. QUESTIONS ABOUT THE EXISTING MAJORS IN CJ, POLICE SCIENCE, AND CORRECTIONS:

7. The LPS Department is actually named "Law, Police Science & Criminal Justice Administration." But we've heard nothing about the Criminal Justice administration (CJA) major. Why not?

8. Everyone refers to "the CJ major" but the College Bulletin lists two criminal justice majors: a Bachelor of Arts CJ major and a Bachelor of Science CJ. What is the difference between the two? Is the proposal from the signatories to transfer responsibility for both CJ majors to a new department?

The best way to discern this would be to read the descriptions in the college bulletin. There is a long history as to why two majors were agreed it; according to those active at the time, it had mostly to do with non-LPS departments being concerned their courses would not fill if not included in a major so they were included in the BA rather than the BS. The distinction was also made at a time when some degrees required more credits to graduate than others; the BA required 128 and the BS 120. It is now CUNY policy that all require 120 credits, which minimizes any differences that may have existed in the past.

9A. At the October 22 Faculty Senate meeting, President Travis called the CJ major as it now exists "a very weak major" and at the College Undergraduate Curriculum and Standards Committee a few days later the CJ coordinator, who is a member of the Government Dept and who is also a signatory of the proposal, called the major "a scandal." Please respond to these descriptions of the CJ major.

He would have to answer this because only he would know on what he bases this assessment.

9B. The proposal from the signatories states that at John Jay "the majors [in Criminal Justice] do not ensure that students are adequately prepared in each of the content areas recommended by the ACJS." Please respond to this statement. Also, please explain what the Academy of Criminal Justice Sciences (ACJS) is.

It is one of many academic-affiliation groups; membership is self-selected, there are no membership criteria except joining and paying dues. In fact, it is less prestigious than the American Society of Criminology and many of the participants at the annual meeting represent community colleges. Those who believe the ACJS recommendations should be followed should be questioned as to who developed the standard, why it is valid, how many colleges follow the recommendations, and whether following or not following in any way reflects on the quality of the program to those who are not members of the group. There is also a question as to whether these recommendations mean anything to students; if they are not eliminated from job or MA program considerations, of what relevance are the recommendations other than to ACJS members?

9C. The proposal from the signatories states that our CJ major does “not conform to national curriculum standards.” Please respond to this statement.

Those who made the statement must respond to this and must also explain what they mean by national curriculum standards. Who sets these; how valid are they; how might our graduates be hampered by this, etc. See above.

Also, it should be noted, however, that the design of the degree programs in the field of Criminal Justice is closely linked to the very identity of John Jay College and does not solely concern the department of Law, Police Science and Criminal Justice Administration. It also needs to be emphasized that the proposed new department would mean that the “content areas” described by ACJS would be spread across two departments, which would make it even more difficult for the college as a whole to find its identity with a unique set of degree programs.

10. Given the highly critical report by the outside evaluator of the CJ major in 2001 and the fact that the LPS Dept (which has had the most responsibility for the CJ major according to statements made by some LPS non-signatories) has not significantly revised or updated the major in the seven years since the external evaluation, what is the justification by the LPS non-signatories that they should continue to be responsible for the largest major in the college?

This response is from Maki Haberfeld:

I have never seen a copy of the 2001 outside evaluator’s report since I became Chair only in September of 2003. Upon assuming my position as Chair I immediately tasked a number of the faculty with the responsibility to revise the majors – a very extensive correspondence via e-mails is available for anybody to peruse. Due to various obstacles, intra-departmental that included the need to replace one coordinator against his will because he refused to revise the major and others from the administration like the transitions between the Provosts, the revisions were never finalized but the following e-mail dated August 12, 2007 attests quite clearly to what was happening and proves that the LPS department, at least under my chairmanship, was ALWAYS involved in the rethinking and revisions of the majors, I am attaching only the most recent e-mails but have in my possession many others, dated long before August 2007:

From: **Maki Haberfeld** <makih@sprynet.com>

Date: Sun, Aug 12, 2007 at 6:51 PM

Subject: Majors evaluation

To: Jane Bowers <jbowers@jjay.cuny.edu>

Cc: pmoskos@jjay.cuny.edu, Lior Gideon <lgideon@jjay.cuny.edu>, tsndrInd@jjay.cuny.edu, sergueic@jjay.cuny.edu, Staci Strobl <stacistrobl@gmail.com>, bmacnamara@ireland.com, jmorin@jjay.cuny.edu, kkilloran@jjay.cuny.edu, ghauss@jjay.cuny.edu, mhaberfeld@jjay.cuny.edu

Dear Jane,

I am writing this e-mail to confirm that I understood correctly what was conveyed to me during my Chair's annual evaluation, and forward this information to my majors' Coordinators, who already started working on filling the proper forms.

Two of our existing majors do not need to be evaluated and these are Criminal Justice – which will be evaluated by an external evaluator and therefore does not need to go through the self-evaluation at this point, and Legal Studies – which will be eliminated and a new major – Law and Society- will be created and housed in the Gov. Department.

Three other majors – Policing, Security and Corrections need the self-evaluation, one that was already conducted to be reflected on the forms can be downloaded from the Office of the Undergraduate Studies.

I instructed my 3 Coordinators to do so, despite the fact that we are still supposed to enjoy the summer break but I understand that this is a major priority and they are already working on this. The only piece of information that they are missing are the updated stats. from Gail Hauss Office and she will provide them with this info after the Labor Day.

My Coordinators will work with Kathy Killoran and Dean Morin to be sure that they follow the proper guidelines.

I hope that this summarizes what is expected from LPS in the near future, as far as our majors are concerned.

Maki

Dr. Maria (Maki) Haberfeld

Chair

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11. The LPS Department has always had solo responsibility for both the Police Science major and for the Corrections major. What is the status of these two majors in terms of revisions of each major, enrollment, number of baccalaureate graduates during the past two years, and findings of external evaluators?

From Maki Haberfeld:

These majors were revised or to be more precise many worked on the revisions for quite a few years and were stopped from implementing the revisions – the hold came from the administration and not from the department.

The Provost acknowledged the revision of the Corrections major and the Police Studies major was under revision when we were instructed by the Provost to put it on hold. However, both majors improved a lot during the past years, by creating new courses and revising old ones to meet the field demand and to compete with other schools course offering in those areas. This was based on the initiative of the LPS and CJA department and we were always in contact with the office of the Dean of the Undergraduate Studies. Please see above the cut and paste of Prof. Haberfeld's e-mail to Provost Bowers dated August 12, 2007.

In addition please see the cut and paste response to my response letter to the Provost about the revision of the majors – from September of 2007:

From: Jane Bowers [<mailto:jbowers@jjay.cuny.edu>]
Sent: Saturday, September 29, 2007 3:23 PM
To: 'Maki Haberfeld'
Cc: 'Jeremy Travis'; 'Prof. José Luis Morín'
Subject: Letter of September 7

Dear Maki,

Forgive me for responding to your very thoughtful letter, dated September 7, 2007, with an email and one that is rather tardy, at that. I was encouraged to note that you took up my suggestion of sharing my original letter to you with your faculty and that you shared your reply with them as well. I am pleased to see you and your faculty addressing the issues my letter raised. Indeed, as you know we have already had a very productive meeting about revising the Police Studies major, and I look forward to more such meetings. As your letter notes, Professor Gideon already had begun thinking about the Corrections major when I was still Dean. I enjoyed my conversation with him then, but I felt that the department's approach to curriculum revision--to create additional courses—should have followed a deeper consideration of the major, its goals, structure, and so forth. I am sure that this is the work that will occupy us this year, and I look forward to what will result from it. I note that you have built considerable strength in your corrections faculty over the past few years, and I am sure that they will collectively help us rethink this major.

All the best,

Jane

Jane P. Bowers, Ph.D.
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In addition please see e-mail from Jim Cauthen who was the CJ coordinator in 2006/7 and his memo to Kathy Killoran:

From: Jim Cauthen <jcauthen@jjay.cuny.edu>
Date: Fri, Sep 7, 2007 at 9:28 AM
Subject: Criminal Justice Major (B.A.) clean-up
To: Harold Sullivan <hsullivan@jjay.cuny.edu>, Maki Haberfeld <mhaberfe@jjay.cuny.edu>, David Brotherton <dbroth8948@aol.com>
Cc: Staci Strobl <stacistrobl@gmail.com>

Maki, Harold and David:

As you may recall, last semester we exchanged a number of e-mails (and I worked with others in your Departments) about a clean-up of the CJ majors. Jane wanted us to disclose "hidden" prerequisites and remove courses rarely offered or non-existent. There also was discussion of adding some courses to Part Five to give students more options. Through the e-mail exchanges, I think we agreed, in principle, on the proposed changes. I then met with Kathy Killoran at the end of last semester to go over them, and she suggested that these be set out in a memo to her at the beginning of this semester to go through the Curriculum Committee process.

Although Staci Strobl is the new CJ major coordinator, I told her I would be willing to complete this task and not dump it on her at the beginning of her term.

I have drafted a memo to Kathy (attached) that sets out the clean-up in detail. There were a few other courses originally suggested for deletion, but they are not included in the proposal because they are now being offered.

Although I think you all approved these changes generally last spring, before this begins the Curriculum Committee process, I have to relay to Kathy that the proposed changes have been formally approved by the CJ Major Committee. Do you approve of the attached?

Thanks.

Jim

P.S. There will be another memo coming your way dealing with a similar clean-up of the CJ B.S. major.

--
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MEMORANDUM

TO: KATHY KILLORAN

FROM: JIM CAUTHEN, GOVERNMENT DEPARTMENT

RE: PROPOSED REVISIONS TO CRIMINAL JUSTICE (B.A.) MAJOR

DATE: 9/5/07

Following up our meeting of last semester, I have attached a detailed outline of the proposed changes to the Criminal Justice major (B.A.) to be put before the Curriculum Committee. The purposes of these changes are to 1) disclose prerequisites to courses in the major when the prerequisites are not courses required earlier in the major or required as part of General Education; 2) remove courses from the major that are non-existent or have not been offered for many years; and 3) include additional courses in Part Five, giving students more options to meet a requirement of the major they often have difficult meeting because of the limited courses currently offered.

1. Disclosing prerequisites in the major description: The proposed addition to the major informs students of what some refer to as "hidden prerequisites." These are prerequisites for courses offered in the major made up of courses that a student would not take as part of General Education or major requirements. Oftentimes a student will plan their course of study in the major then realize, often late in their college career, that a course they planned to take to fulfill a major requirement includes a prerequisite they have not taken. These prerequisites are set out in the course descriptions, but also including them in the description of the major will better inform students.

2. Removing courses that do not exist or have not been offered recently: The proposed deletions of courses from the major include one course that does not exist (Psychology 235) and two courses (COR 402 and GOV 470) that have not been offered in years. COR 402 has not been offered since 1998, and GOV 470 has not been offered since 2000.

3. Adding courses to Part Five (Humanistic Perspectives on Criminal Justice): Students often have difficulty meeting this requirement in the major because many of the courses are not offered every semester and those that are offered may not fit into their schedule. When I was CJ Major Coordinator, I gave out more substitutions in this section than any other. The proposed additions to the major will help alleviate this problem.

Proposed Revisions to Criminal Justice (B.A.) Major (9/5/2007)

I. The “Prerequisites” paragraph in the introduction to the major should be amended to read as follows (additions in underlined italics):

Prerequisites. Government 101 and Sociology 101. Students are strongly urged to complete Sociology 101 and Government 101 during their first year at the College. (These partially fulfill the College's general education requirements in the social sciences.) Criminal Justice 101 is the required first course within the major and, like Government 101 and Sociology 101, is a prerequisite for many subsequent courses in the major.

Other courses also have prerequisites beyond courses previously taken in the major:

- In Concentration A, Psychology 101 is a prerequisite for Psychology 370/Law 370.
- In Concentration B, African American Studies Sociology 110 or 121 is a prerequisite for African American Studies Sociology 215.
- In Concentration C, Public Administration 240 is a prerequisite for Public Administration 360.
- In Concentration D, Corrections 101 is a prerequisite for Corrections 320, Corrections 201 is a prerequisite for Corrections 415, and Psychology 101 is a prerequisite for Psychology 272.
- In Concentration E, Psychology 242 is a prerequisite for Psychology 372.^a
- In Part Five, Humanistic Perspectives on Criminal Justice, Puerto Rican/Latin American Studies Literature 107 and 108 require an understanding of spoken Spanish, and English 102 or 201 is a prerequisite for Spanish 208.

II. Courses to be removed from the major:

A. Concentration D (Corrections):

- Corrections 402 – Administration of Community-Based Correctional Programs

B. Concentration E (Crime and Society):

- Psychology 235 – Social Psychology and the Criminal Justice System

C. Part Five (Humanistic Perspectives on Criminal Justice):

- Government 470 – The Political Theory of Criminal Justice

III. Courses to be added to the major:

A. Part Five (Humanistic Perspectives on Criminal Justice)

- Government 319 – Gender and the Law
- Literature 315 – American Literature and the Law

^a In the 2005-2007 Undergraduate Bulletin, COR 415 has COR 301 as a prerequisite; however, COR 301 does not exist. The assumption is that it is a typographical error, and it should be COR 201. That correction should be made to the course description to COR 415.

12. Why not phase out the Criminal Justice BA major, allow the new department to take responsibility for the Criminal Justice BS major and limit the enrollment in the BS major in a manner similar to Forensic Psychology and Forensic Science? In essence every undergraduate major at John Jay is "criminal justice." Phasing out the CJ Bachelor of Arts would free-up many students to enroll in the currently under-utilized majors such as Police Science and Corrections (which have tremendous curricular overlap with the CJ BA major) and other majors such as Economics and even the newly created and proposed liberal arts majors.

III. QUESTIONS ABOUT THE COMPOSITION, PURPOSE, VISION, AND GOALS OF THE PROPOSED NEW DEPARTMENT:

13. What exactly is the CJ resolution? Is it to create a new Department of CJ with the signatories – and only the signatories – as the founding members? If so, that needs to be stated.

14A. What is the vision – the aim and goal – for the new department?

14B. How large would the new department be?

14C. What is the curricular vision behind the new department?

15A. How do the credentials of the signatories differ from those of the LPS non-signatories such that justifies the transfer of responsibility of the CJ major to the signatories?

From the perspective of the non-signatories there is no difference in the credentials, educational background, research and publications and international and national recognition.

15B. Why should we entrust the college's largest major to the signatories rather than to any other group?

16. Who is doing research in the areas encompassed by a first-rate CJ major?

Rather than ask this question, a more basic question is what research is encompassed by a first-rate CJ major? Who determines in an interdisciplinary field that one area of research is more important than another?

What a first-rate CJ major needs to encompass is open to debate. Taking the six "content areas" referred to by ACJS, research interests seem to be evenly distributed across the current faculty of the existing department.

Please see the link to the ACJS standards: http://www.acjs.org/pubs/167_667_3517.cfm

17A. Is there racial inclusiveness among the signatories?

For the signatories to answer.

17B. Are the signatories qualified to teach and examine the ways in which ethnicity, race, class, gender, and sexual orientation impact criminal justice?

For the signatories to answer.

17C. It is a legitimate concern that any new department be diverse, especially when a national oversight committee has already noted weaknesses in coverage of race, ethnicity and gender issues in the curriculum. How does the proposed new department plan to remedy this important critique?

For the signatories to answer.

18. Does the new department need to be named "Criminal Justice" given that the name of the College is John Jay College of Criminal Justice and given that criminal justice is taught by many departments?

For the signatories to answer.

19. Years ago Psychology and Counseling split into two departments. The two had to articulate what function such a split would fill for the College and how each would be different from the other. Can we have a similar analysis showing how a Department of Criminal Justice would be different from other departments at John Jay?

For the signatories to answer.

20A. How would the creation of the proposed department benefit our students?

We, at the LPS-CJA see no benefit for the students by transferring the largest and most important major in this college to a department that has no track record of running/supervising/ governing any major since they are not formed as of yet.

20B. How would the creation of the proposed department strengthen the College as a whole and enhance its reputation as a leader in the field of criminal justice education?

For the signatories to answer.

20C. How would this new department impact other departments such as Sociology, etc.?

For the signatories to answer.

IV. QUESTIONS ABOUT THE PROPOSED NEW MAJOR IN CJ:

21A. At the October 22 Faculty Senate meeting, one of the non-signatory LPS members distributed charts that he compiled of undergraduate and graduate teaching and of teaching in the undergraduate CJ major during the Fall 2008 and Spring 2009 semester. Are these charts accurate? What is the record during those same semesters of undergraduate and graduate teaching and teaching in the undergraduate CJ major of those faculty who are LPS non-signatories?

The charts were based on the information that is available on the College website – the Registrar's Office.

The following questions – from 21B through 23B – are for the signatories to answer

21B. Even if there are some errors, the charts distributed at the Faculty Senate meeting suggest that the majority of signatories do not teach in the undergraduate CJ major, which has by far the largest number of students of any major at John Jay. How is this going to be addressed? Are the signatories willing to teach these courses or is CJ going to be another undergraduate major in which students never really have classroom contact with the professors in their identified departments?

21C. Who will teach the undergraduates in the CJ major if it is transferred to a new department as proposed?

21D. If this proposal were approved, how much undergraduate teaching would the signatories expect to do or would commit to doing?

21E. The premise of the proposed new CJ Department appears to be that it would improve the College's CJ major: who is expected to teach the approximately 40 courses offered in this undergraduate major each semester?

21F. By and large, the signatories to the proposal for the new department do not now teach at the undergraduate level. For many years it has been our goal and that of 80th St. that we decrease our over-reliance on adjunct faculty because the presumption is that students and student outcomes are harmed by having so few sections taught by full-time faculty. How will the proposed new department, to begin in February 2009, cover the class grid and improve student learning?

21G. It was stated that only a small minority of the signatories to the proposal presently teach courses in the Criminal Justice major. Please respond to this statement.

22. Assuming the charts distributed to the Faculty Senate on October 22 are accurate, is the teaching load of the signatories a reflection of released time given because of grants for research?

23A. What will the newly revised CJ major look like and what courses will it consist of?

23B. What would the curriculum of a revised CJ major look like?

The above questions – from 21B through 23B – are for the signatories to answer.

V. QUESTIONS ABOUT THE IMPACT ON NON-SIGNATORY LPS FACULTY:

24. What are some of the possibilities and opportunities for the faculty of the LPS Dept if the proposal is approved?

The very realistic scenario is that the remaining 30 faculty members of LPS&CJA will be left with fewer than 400 students to teach (according to data on 2008 enrollment), which means the possibility of loss of jobs for majority of LPS&CJA faculty within 1-2 years. With that in mind the opportunities become scarce, as enrollment will go down.

Even given the transfer of the BS – CJ major we would gain just additional 800 students that will still leave us struggling, given the decline in enrollment in the BS CJ major. We cannot seriously be counting on the students currently enrolled in the Associate degree, as this will be phased out very soon and their numbers, as of today, do not provide any guarantee for the future enrollment.

25A. Looking at the CJ major in the Bulletin, it is clear that most of the courses in this major are in Police Science and in Law and in Corrections. What will be the impact on the LPS non-signatories, given that in 2007 only 31 baccalaureate students majoring in Police Studies graduated and that in 2007 only 7 baccalaureate students majoring in Corrections graduated?

From Maki Haberfeld:

See our answer above, in addition please see the following:

- 1. Each full time faculty needs to teach 4 sections one semester and then 3 the following – I will base my calculation on the 4 semester section because this is the larger number we must consider**
 - 2. 30 full time faculty times 4 sections a semester means that we need 120 sections for our full timers – not for adjuncts, not for substitutes – just for our FULL time faculty**
 - 3. The minimum number of students per section has been changed –we used to be able to run a section with minimum 10 – I was informed by VP Saulnier's office that this is not the case any more, I was not given the new minimum number of students required to run a section but I assume that this will be close to 15.**
 - 4. 120 sections times 15 students equals 1800 students per semester – assuming that each one of them takes only one class with us**
 - 5. If they take two classes – then we need only 900 students**
 - 6. If they take 3 classes with us – only 600 BUT – in most cases they take either one or two classes with us**
 - 7. Given the above numbers and what we have left with the Police and Corrections majors – less than 400 students – there is no way for us to survive even factoring the graduate sections that some of us are offered but please note that we don't have to be offered any graduate classes – these are not ours in terms of the scheduling**
-

8. If we add the BS in CJ – we are gaining 800 plus students that will allow us to have enough sections if the students are taking 2 or 3 classes with us if they take only one – we are still very short since we only have less than 1200 students with the BS CJ
9. The above numbers – in all 3 majors are in steady decline – so, it is feasible to extrapolate that we will have less and less – despite our efforts to recruit and retain
10. We will not be able to hire new faculty and our overall survival will be measured each year by the exact number of students we enroll
11. The only comfortable margin that we might have is the shared governance of the BA major – or as Gloria suggested tonight in our discussion with Adina – if we are given an ownership of two tracks in the BA major – this is something I will try to explore tomorrow at the ASC meeting – if I can get hold of Travis during the JJ reception
12. On the bright side – we can always try to get release time from grants, hope to be given more graduate courses, take a Sabbatical, etc. – but, it will be very, very tight – with BS CJ in our hands – without it though – we are absolutely doomed.

It is imperative to stress that WE SHOULD NOT take into consideration the Associate Degree students as their numbers INFLATE in the MOST ARTIFICIAL manner the number of students the LPS will be left with. This major will be phased out in the very near future and we should not be misled by these numbers. We are talking about the future of the LPS/CJA for decades to come not years to come. It is a FALSE distinction to include them and one that gives an appearance of a totally skewed numeric perspective.

Therefore:

New Department with BA:

Currently 2,503 students. Assuming 15 students per course per semester they will have 167 sections with each of the 18 signatories assigned to teach 9.3 courses per semester!

If we assume each section needs at least 20 students than they have to offer 125 sections that will result in each signatory teaching 7 courses (or 6.9 to be more exact).

Here is the formula: $(2,503/15 \text{ students taking one course per semester})/18 \text{ signatories} = 9.3 \text{ courses}$

LPS&CJA with the BS:

Currently we have 1,205 students enrolled (without looking at the graduating students). Assuming 15 students per semester taking one course provides us with only 80 sections (80.3 to be exact). 80 sections divided by 30 full time faculty members leaves each LPS&CJA faculty with 2.6 courses to teach per semester.

The formula: (1,205/15 students taking one course per semester)/30 current LPS&CJA faculty members = 2.6 courses.

**Assuming each course has 20 students the formula will be:
(1,205/20 students taking one course per semester)/30 current LPS&CJA faculty members = 2 courses.**

Just not enough sections to teach – and, based on the above calculations show that we may lose between 13-17 jobs within a year-two.

We can, of course, go and ASK the new department to give us sections to teach – but, we certainly do not want to find ourselves in a role of adjuncts to the newly created department. Also, reliance on other graduate courses will put us in the same position – of asking for a section and not to be entitled to a section because it is offered out of our department. In sum, we will be teaching at the pleasure of the new department and the graduate studies.

25B. There are relatively few students majoring in Corrections and in Police Science yet there would be approximately 30 faculty members in the resulting Department of Law and Police Science. Would there be a sufficient number of students to make this department viable?

No – please see the above explanations.

25C. What will happen to the existing tenured and non-tenured faculty, if in fact, the LPS Department cannot sustain enrollment in their two remaining majors?

This is for the administration to answer.

25D. If the proposal is approved, the current LPS Department will be left with two majors only: Corrections and Police Science. (It was agreed between LPS and the Government Department more than a year ago to move the Legal Studies major to the Government Department.) What assurances, and based on what calculations, will be provided to the LPS non-signatories that there will be enough students in the near future who will major in Corrections and/or Police Science, given the declining number of students enrolled in these majors not just at John Jay but around the country and the increased number of students at John Jay majoring in CJ?

Please see our answers to questions 24 and 25 A

25E. Exactly how would the LPS Department be threatened?

Please see our answers to questions 24 and 25 A – in addition our name, which reflects the flagship status of the department will be immediately affected by the creation of the new department of Criminal Justice, which by the virtue of being housed in the College of Criminal Justice will by default assume the flagship status.

25F. If this proposal is successful, what protections will there be for untenured LPS members among the non-signatories? -

This is to be answered by the administration.

26. Would there be joint appointments for faculty who wish to have such an appointment between a new CJ Department and the LPS Department? If so, how would joint appointments be handled in the Personnel process? (Joint appointments are known to be difficult on the faculty member.)

This is for the administration to answer.

27. The number of students at John Jay will stay same as it is now or will increase. Yet the non-signatories of LPS state that if the CJ major is transferred to a different department and if it is revised by the signatories they will have nothing to teach. Are the non-signatories in LPS suggesting that they are unable or unwilling to prepare new courses and new syllabi? CJ includes disciplines they already teach in. At most there will be new courses in those same disciplines or newly configured curricula drawing on those same disciplines. In other words, are they saying that they are saying they are able or willing to teach only the courses they currently teach?

If anyone should want to make an issue of this point, then the ones forming the new department should be the ones to shape new courses and syllabi and recruit new students - not the majority (a.k.a. non-signatories), who constitute the heart and soul of the department of Law, Police Science, and Criminal Justice Administration and who teach the majority of courses in the CJ major. We, the majority, have dedicated our lives and careers to our CJ students, our department, our college, and our broader community. We always wanted to stay together as one family. So now, why are WE the ones who have to recruit new students?

At the same time, we are ready and happy to improve our CJ major, add new courses, and revise existing ones. We were doing this, but were told to stop.

Many of the non-signatories are prepared to develop new courses (and did in the past few years) but the question is whether there would be students to take the courses. Preparing new courses is labor-intensive; it is unlikely faculty, particularly junior faculty, would be willing to undertake this process without some indication that the courses would have sufficient enrollment to run.

In addition, an important point is that many if not most of the courses required in any CJ major are currently being taught by the non-signatories. To change this by making them develop entirely new courses for which a need is not clearly discernible, would mean a tremendous waste of resources.

ATTACHMENT A-2

FROM PROFESSOR EVAN MANDERY AND 17 OTHER SIGNATORIES

**Questions asked by the Faculty Senate about the Proposal regarding the
creation of a Department of Criminal Justice and the transfer of the CJ
major to that department**

I. QUESTIONS ABOUT THE PROCESS:

1. My concern is that this is a proposed solution to a departmental conflict. Is this accurate and, if not, in what ways is it more than this?

The signatories to the proposal represent six different departments including Anthropology, Government, History, Latin American & Latina/o Studies, and Sociology. The six faculty members representing these five departments have no stake in the LPS debate. Moreover, the central question here is curricular in nature: what should be the future of the criminal justice majors at the College?

2A. The arguments which arose at the Faculty Senate meeting on October 22 felt very similar to the objections from both sides last year: why was there no intradepartmental arbitration so that the entire department could present a proposal to the College?

2B. Is it possible to involve mediators in efforts to resolve prior conflicts and to assist all parties in moving forward to create an amicable solution?

Dean Levine undertook to do just this following his appointment as chairperson of LPS in November, 2007 (following the removal of LPS's then-chairperson). Dean Levine has detailed these ultimately unsuccessful efforts in several public fora.

3A. Is the opposition to the proposal more on the basis of process or is it more on the basis of the content of the proposal?

3B. Are the faculty members from Law and Police Science who spoke in opposition to the proposal for departmental restructuring opposed more to the process of how the proposal was devised or opposed to its philosophical underpinnings?

This question is directed to another person or group.

4A. What was the process that resulted in the situation whereby 12 members of LPS are among the 18 signatories but the majority (30) of the members of LPS are not?

4B. How were people selected to be signatories?

No one was selected to be a signatory. Last year, thirteen faculty members, including eight members of LPS, proposed creating a department of Crime, Law & Policy. This proposal did not advocate shifting either the CRJ BA or BS. Rather, it proposed the creation of a new major, distinct from the criminal justice BA and BS. Nevertheless, the majority of LPS fiercely opposed the proposal in a public email forum moderated by the Faculty Senate. Following the removal of LPS's chairperson, the signatories tabled the proposal to be revised and resubmitted this fall. At its first fall faculty meeting this year, Dean Levine reminded LPS that a revised proposal would be submitted in accordance with the schedule laid out by President Travis in his

September 8 memorandum to the college. President Travis also told the Faculty Senate at its first meeting this year that a revised proposal would be submitted. Several faculty members reached out to the signatories to last year's proposal and expressed an interest in signing on to the revised proposal. Each of these faculty members was welcomed.

5A. What criteria will be used to exclude or accept faculty members who are not signatories who wish to become members of the new department?

5B. How could faculty from other departments join the Department of Criminal Justice once it is established?

5C. Can everybody in the current LPS Department be members of the newly proposed department if they desire to be?

6A. Was it known to the LPS Dept faculty that a proposal was coming forward?

6B. It was asserted that the proposal had not been previously circulated to LPS faculty who might have been interested in joining the new department. Is this true? If so, why not?

As noted above, at its first faculty meeting this year, Dean Levine reminded LPS that a revised proposal would be submitted in accordance with President Travis's memorandum. President Travis also told the Faculty Senate at its first meeting this year that a revised proposal would be submitted. With respect to joining the new department, President Travis and Provost Bowers have explained the mechanism by which faculty members can propose to join the new department during the period between the College Council vote and, if that vote is positive, referral of the resolution to the CUNY Board of Trustees. Following approval of the department by the Board, application would be to the P&B.

II. QUESTIONS ABOUT THE EXISTING MAJORS IN CJ, POLICE SCIENCE, AND CORRECTIONS:

7. The LPS Department is actually named "Law, Police Science & Criminal Justice Administration." But we've heard nothing about the Criminal Justice Administration (CJA) major. Why not?

The Department of Public Management has sole control of the CJA major, as it has historically. The CJA major has never been part of LPS.

8. Everyone refers to "the CJ major" but the College Bulletin lists two criminal justice majors: a Bachelor of Arts CJ major and a Bachelor of Science CJ. What is the difference between the two? Is the proposal from the signatories to transfer responsibility for both CJ majors to a new department?

At its November 14 meeting, the Curriculum Committee approved locating the CJ BA in the new department of criminal justice and the BS in LPS. The Curriculum Committee resolution sets a deadline of June 2010 for each department to submit a revision of the major it will administer. It is widely agreed that the existing BA and BS are not materially distinct. Part of the mandate of the Curriculum Committee is to grow these majors in distinct ways that serve the diverse needs of the student body.

9A. At the October 22 Faculty Senate meeting, President Travis called the CJ major as it now exists "a very weak major" and at the College Undergraduate Curriculum and Standards Committee a few days later the CJ coordinator, who is a member of the Government Dept and

who is also a signatory of the proposal, called the major “a scandal.” Please respond to these descriptions of the CJ major.

9B. The proposal from the signatories states that at John Jay “the majors [in Criminal Justice] do not ensure that students are adequately prepared in each of the content areas recommended by the ACJS.” Please respond to this statement. Also, please explain what the Academy of Criminal Justice Sciences (ACJS) is.

9C. The proposal from the signatories states that our CJ major does “not conform to national curriculum standards.” Please respond to this statement.

Both the existing criminal justice B.A. and B.S. fall short of the standards articulated by the Academy of Criminal Justice Sciences. Established in 1963 to foster professional and scholarly activities in the field of criminal justice, ACJS is the largest such organization of its kind. As part of its mission, ACJS maintains an evidence-based certificate review program for criminal justice programs. John Jay’s criminal justice degree programs do not meet these standards (the relevant portions of which are attached as Appendix C). This deficiency was noted in the most recent external review report on the Criminal Justice major, written by Dr. Albert Roberts of Rutgers University in July 2001, subsequent to the May 2001 site visit of the external reviewers. Dr. Roberts recommended that the curriculum be revised “in accordance with the program standards of the Academy of Criminal Justice Sciences.”

Specifically, the existing majors are deficient in at least six major ways: (1) they fail to satisfy required content areas, (2) they do not provide for systematic examination of issues of diversity in criminal justice, (3) they do not require students to apply ethical perspectives to criminal justice problems, (4) they do not offer criminal justice electives, (5) they do not, as part of the major, make internship opportunities available to students, (6) and they do not offer adequate course offerings within the major.

Required Content Areas. The current B.A. (which the Curriculum Committee has charged the new department to revise) requires six core offerings: CRJ 101 (Introduction to Criminal Justice), Law 203 (Constitutional Law), Sociology 203 (Criminology), Corrections 201 (The Law and Institutional Treatment), Law 206 (The American Judiciary), and Police Science 201 (Police Organization and Administration). It also requires that one skills course be taken, either Social Science Research 325 (Research Methods in Behavioral Sciences) or Statistics 250 (Principles and Methods of Statistics). (A description of the B.A. is attached as Appendix B). Inexplicably, the required Police Science and Corrections courses are not the introductory courses in these fields.

It is thus possible to complete the B.A. without taking a course in criminal law and criminal procedure, without taking a course in quantitative methods, without taking a course in qualitative methods, and without taking any course that considers issues of race, ethnicity and justice in the criminal-justice context. Each of these is a required core content area under the ACJS guidelines. Dr. Roberts recommended that criminal justice majors go beyond the ACJS requirements and take “two courses on criminal justice statistics or sociological statistics” and a computer applications course.

Race, Ethnicity and Gender. As noted, study of race, ethnicity and gender is not part of the core requirement for the criminal justice B.A. As constructed, only five courses with a race or gender focus may be used to count toward the major: (1) Government 313 (The Law and Politics of Race Relations) for students concentrating in “Law and Due Process,” (2) Police Science 235 (Women and Policing) for students concentrating in “The Police and the Community,” (3) Corrections 320 (Race, Class, and Gender in a Correctional Context) for students concentrating in “Corrections,” (4) Latin American Studies Law 325 (The Latina/Latino Experience of Criminal Justice), and (5) Sociology 420 (Women and Crime). None of these courses is offered within the criminal justice major. It is thus possible to complete the B.A.

without taking any course that studies race, ethnicity and gender in the context of criminal justice.

Ethical Perspectives. The core requirements for the B.A. do not require any course on the philosophical underpinnings of criminal justice. As with race and gender, it is possible to complete the B.A. without taking any course that focuses on ethics in the criminal justice context.

Criminal Justice Electives. There are no criminal justice electives.

Internship Opportunities. The major does not offer any internship opportunities. No internship experience can be used to satisfy a requirement for the major.

Course Offerings within the Major. ACJS standards explicitly and implicitly express the goal that course offerings be concentrated within the major. Guideline B.10 states:

No more than 50% of required criminal justice courses at the baccalaureate level can come from an associate degree program. A baccalaureate major in criminal justice should require one-third of its semester hours in criminal justice and related cognates.

In Fall 2009, John Jay offered six courses in criminal justice. Of these, three courses are duplicates of courses offered by other departments. The non-duplicative offerings were: CRJ 101, CRJ 255 (Computer Applications in Criminal Justice), and CRJ 425 (Seminar on Major Works in Criminal Justice). The remaining offerings were: CRJ 321 (Police Ethics), which is Philosophy 321; CRJ 322 (Judicial and Correctional Ethics), which is Philosophy 322, and CRJ 420 (Women and Crime), which is Sociology 420. CRJ 255 satisfies the B.S. skills requirement, but does not count towards the B.A. It is thus likely that almost all students at John Jay completing the B.A. will graduate having taken exactly two courses in criminal justice.

10. Given the highly critical report by the outside evaluator of the CJ major in 2001 and the fact that the LPS Dept (which has had the most responsibility for the CJ major according to statements made by some LPS non-signatories) has not significantly revised or updated the major in the seven years since the external evaluation, what is the justification by the LPS non-signatories that they should continue to be responsible for the largest major in the college?

This question is directed to another person or group.

11. The LPS Department has always had solo responsibility for both the Police Science major and for the Corrections major. What is the status of these two majors in terms of revisions of each major, enrollment, number of baccalaureate graduates during the past two years, and findings of external evaluators?

Data responsive to this question is best provided by the Provost's office.

12. Why not phase out the Criminal Justice BA major, allow the new department to take responsibility for the Criminal Justice BS major and limit the enrollment in the BS major in a manner similar to Forensic Psychology and Forensic Science? In essence every undergraduate major at John Jay is "criminal justice." Phasing out the CJ Bachelor of Arts would free-up many students to enroll in the currently under-utilized majors such as Police Science and Corrections (which have tremendous curricular overlap with the CJ BA major) and other majors such as Economics and even the newly created and proposed liberal arts majors.

The overall review of criminal justice offerings, endorsed by Provost Bowers to the Curriculum Committee at its November 14 meeting, proposes to address precisely this sort of question.

III. QUESTIONS ABOUT THE COMPOSITION, PURPOSE, VISION, AND GOALS OF THE PROPOSED NEW DEPARTMENT:

13. What exactly is the CJ resolution? Is it to create a new Department of CJ with the signatories – and only the signatories – as the founding members? If so, that needs to be stated

The resolution is to create a new department of criminal justice. Creation of new departments is a Presidential authority, to be exercised on advice of the College Council. President Travis has said at several public fora that he will appoint all of the signatories to the proposal to the new department and that the Provost may recommend to President Travis the appointment of additional interested faculty members based on the best interests of the College.

14A. What is the vision – the aim and goal – for the new department?

14B. How large would the new department be?

14C. What is the curricular vision behind the new department?

We intend to change the B.A. to conform with ACJS standards and adopt and exceed the best practices of leading criminal justice programs in the nation.

Required Content Areas. The revised major should require that students be exposed to *all* of the content areas required by ACJS: administration of justice, corrections, criminological theory, law adjudication, law enforcement, and research and analytical methods. A point of emphasis in the new major will be to expose students to both quantitative and qualitative research methods with the goal that students have the analytical skills to complete original research projects.

Race, Ethnicity and Gender. Understanding the social and political dynamics of race and gender as they impact structures and outcomes within the criminal justice system is critical to any student engaged in serious study in this field. We will work with the Gender Studies Committee, the African-American Studies Department, Latino/a Studies, and the Women's Center to develop a comprehensive and current core offering for students, and additional specialty classes on relevant topics for students who wish to make this set of issues the focus of their study.

Ethical Perspectives. We envision a core requirement exposing students to the philosophical underpinnings of criminal justice.

Internship Opportunities. We envision internships and service being a part of the experience of most, if not all, BA students. We will work with organizations engaged in criminal justice research and affairs including government agencies, private foundations, and law enforcement to generate research and experiential opportunities for students. We will develop an academic course as a platform for these opportunities and integrate this into the revised curriculum.

Course Offerings Within the Major. We intend to substantially expand the course offerings in criminal justice. Over time, we will meet the ACJS goal of one-third of coursework being done within the major. These expanded offerings will include the aforementioned courses on race, gender and crime, criminal justice ethics, and an additional array of offerings that allow students outside the major to take electives in criminal justice.

Additional Opportunities for Students. We will create a formal mechanism for academic advisement within the department. This structure will pair students with a faculty mentor. We

will create a curricular platform for students to do original research, in conjunction with a faculty mentor, and to present this research, where appropriate, as part of their capstone experience.

15A. How do the credentials of the signatories differ from those of the LPS non-signatories such that justifies the transfer of responsibility of the CJ major to the signatories?

15B. Why should we entrust the college's largest major to the signatories rather than to any other group?

16. Who is doing research in the areas encompassed by a first-rate CJ major?

Attached as Appendix A are biographical sketches of the signatories, including their qualifications to teach in and shepherd the revision of the CJ BA, and a description of their research interests.

17A. Is there racial inclusiveness among the signatories?

17B. Are the signatories qualified to teach and examine the ways in which ethnicity, race, class, gender, and sexual orientation impact criminal justice?

17C. It is a legitimate concern that any new department be diverse, especially when a national oversight committee has already noted weaknesses in coverage of race, ethnicity and gender issues in the curriculum. How does the proposed new department plan to remedy this important critique?

The biographical sketches, attached as Appendix A, include descriptions of the research and teaching of the faculty members in these areas. The plan to address the deficiencies of the curriculum is laid out in the answer to question 14. The signatories are individually and collectively committed to the importance of race, ethnicity, gender and sexual orientation to the criminal justice curriculum, and to the diversity of the new department. Four of the eighteen signatories are persons of color.

18. Does the new department need to be named "Criminal Justice" given that the name of the College is John Jay College of Criminal Justice and given that criminal justice is taught by many departments?

The title "criminal justice" is the recognizable commodity to prospective students and faculty members. Criminal justice programs are among the fastest growing the country.

19. Years ago Psychology and Counseling split into two departments. The two had to articulate what function such a split would fill for the College and how each would be different from the other. Can we have a similar analysis showing how a Department of Criminal Justice would be different from other departments at John Jay?

As provided for by the Curriculum Committee, the new criminal justice department would run the following programs and majors: Criminal Justice BS, Criminal Justice AS, Corrections BS, Corrections AS, Police Studies BS, and Police Studies AS. The new department would develop a liberal-arts criminal justice degree in accordance with the vision laid out above and the qualifications of its faculty, as set forth in the biographical sketches.

20A. How would the creation of the proposed department benefit our students?

20B. How would the creation of the proposed department strengthen the College as a whole and enhance its reputation as a leader in the field of criminal justice education?

20C. How would this new department impact other departments such as Sociology, etc.?

The CRJ BA has fallen short of national standards for at least a decade and arguably longer. Students will benefit from the creation of a major that includes an emphasis on quantitative and qualitative research methods, ethical reasoning, the study of race, ethnicity and crime, and creates new meaningful internship and research opportunities.

The new department would have minimal impact on Sociology and all other departments, including LPS. Sociology is among the departments represented on the advisory committee to the CJ BA, established by the Curriculum Committee at its November 14 meeting. In terms of scheduling, the new department would control courses only in the CRJ area. As noted above, there are only six CRJ courses currently offered at John Jay, three of which are duplicative of courses in other departments. Thus the scheduling of only three courses would be affected by the new department. Students in the revised CJ BA would be expected to take courses in other departments as part of the major, just as students in Sociology, Government and other majors are required to take courses in other departments. We expect that the traditional comity that has existed among chairs at John Jay will continue.

IV. QUESTIONS ABOUT THE PROPOSED NEW MAJOR IN CJ:

21A. At the October 22 Faculty Senate meeting, one of the non-signatory LPS members distributed charts that he compiled of undergraduate and graduate teaching and of teaching in the undergraduate CJ major during the Fall 2008 and Spring 2009 semester. Are these charts accurate? What is the record during those same semesters of undergraduate and graduate teaching and teaching in the undergraduate CJ major of those faculty who are LPS non-signatories?

21B. Even if there are some errors, the charts distributed at the Faculty Senate meeting suggest that the majority of signatories do not teach in the undergraduate CJ major, which has by far the largest number of students of any major at John Jay. How is this going to be addressed? Are the signatories willing to teach these courses or is CJ going to be another undergraduate major in which students never really have classroom contact with the professors in their identified departments?

21C. Who will teach the undergraduates in the CJ major if it is transferred to a new department as proposed?

21D. If this proposal were approved, how much undergraduate teaching would the signatories expect to do or would commit to doing?

21E. The premise of the proposed new CJ Department appears to be that it would improve the College's CJ major: who is expected to teach the approximately 40 courses offered in this undergraduate major each semester?

21F. By and large, the signatories to the proposal for the new department do not now teach at the undergraduate level. For many years it has been our goal and that of 80th St. that we decrease our over-reliance on adjunct faculty because the presumption is that students and student outcomes are harmed by having so few sections taught by full-time faculty. How will the proposed new department, to begin in February 2009, cover the class grid and improve student learning?

21G. It was stated that only a small minority of the signatories to the proposal presently teach courses in the Criminal Justice major. Please respond to this statement.

Professor Norman Olch's chart excluded teaching in the doctoral program, official mentoring of students at the masters and doctoral level, teaching in the undergraduate honors

program, and contained several additional material inaccuracies. Professor Olch's chart also ignores the substantial administrative roles performed by the signatories. The signatories include the director of the masters program, the executive officer of the doctoral program, the deputy executive officer of the doctoral program, the directors of the undergraduate honors program, the editor of *The Journal of Quantitative Criminology*, the editor of *Police Quarterly*, the editor of *Criminal Justice Ethics*, the director of the criminal justice BA and BS, the director of the BA in international criminal justice, and the deputy chairperson of LPS.

The signatories are committed to personally teaching in the undergraduate program and to substantially improving the critical metric of full-time faculty coverage, the percentage of student sections taught by full-time faculty members. Part E of this question contains a material inaccuracy, which points to a critical failing of the existing state of affairs. There are not 40 CRJ courses at the college. A total of six exist, and only three of these are taught by CRJ faculty. In Fall 2008, 67 sections of these six courses were offered. Of these sections, thirteen were taught by full-time tenure-track faculty members. Two of these thirteen sections were taught by non-LPS faculty, and three by signatories to this proposal. Most criminal justice majors at John Jay will graduate having taken two criminal justice courses, and meeting in a classroom setting either zero, one or two full-time faculty members.

22. Assuming the charts distributed to the Faculty Senate on October 22 are accurate, is the teaching load of the signatories a reflection of released time given because of grants for research?

As stated above, the Olch chart contained several material inaccuracies. Furthermore, the signatories collectively have more than \$3 million in grant-funded research, which gives them reassigned time and allows them to mentor and train students at the undergraduate through doctoral levels. As reflected in their bios, the signatories have a history of teaching in the criminal justice program and have made a commitment to continuing to do so at the undergraduate level. In addition, the signatories also have substantial administrative roles, including:

Clear, Chair, John Jay Partnership for CJ (articulation agreements with jr. colleges)
Freilich: Deputy Executive Officer, PhD in Criminal Justice
Heffernan: Director, M.A. in Criminal Justice
Kennedy: Director, Center for Crime Prevention and Control
Kleinig: Director, Institute for Criminal Justice Ethics
Latzer: Coordinator, Criminal Justice B.A. & B.S.
Mandery, Deputy Chairperson, LPS
Mellow: Senior Research Associate, Criminal Justice Research and Evaluation Center
Natarajan: Coordinator, International Criminal Justice B.A.
Strozier, Director, Center on Terrorism
Terry: Executive Office, PhD in criminal justice

Additionally, Clear and Lynch are Distinguished Professors.

- 23A. What will the newly revised CJ major look like and what courses will it consist of?
23B. What would the curriculum of a revised CJ major look like?

This is discussed at length in the answer to question 14 above.

V. QUESTIONS ABOUT THE IMPACT ON NON-SIGNATORY LPS FACULTY:

24. What are some of the possibilities and opportunities for the faculty of the LPS Dept if the proposal is approved?

This question is directed to LPS. As a group, the eighteen signatories are committed to working collegially to making sure that the BA and BS evolve in distinct and independently vibrant directions.

25A. Looking at the CJ major in the Bulletin, it is clear that most of the courses in this major are in Police Science and in Law and in Corrections. What will be the impact on the LPS non-signatories, given that in 2007 only 31 baccalaureate students majoring in Police Studies graduated and that in 2007 only 7 baccalaureate students majoring in Corrections graduated?

25B. There are relatively few students majoring in Corrections and in Police Science yet there would be approximately 30 faculty members in the resulting Department of Law and Police Science. Would there be a sufficient number of students to make this department viable?

25C. What will happen to the existing tenured and non-tenured faculty, if in fact, the LPS Department cannot sustain enrollment in their two remaining majors?

25D. If the proposal is approved, the current LPS Department will be left with two majors only: Corrections and Police Science. (It was agreed between LPS and the Government Department more than a year ago to move the Legal Studies major to the Government Department.) What assurances, and based on what calculations, will be provided to the LPS non-signatories that there will be enough students in the near future who will major in Corrections and/or Police Science, given the declining number of students enrolled in these majors not just at John Jay but around the country and the increased number of students at John Jay majoring in CJ?

25E. Exactly how would the LPS Department be threatened?

25F. If this proposal is successful, what protections will there be for untenured LPS members among the non-signatories?

The data responsive to this question is best provided by Provost Bowers. We do note, however, that question 25D contains a material inaccuracy. LPS will have control of the following programs and majors: Criminal Justice BS, Criminal Justice AS, Corrections BS, Corrections AS, Police Studies BS, and Police Studies AS. It will have far and away the largest number of students in its majors of any department of the college.

26. Would there be joint appointments for faculty who wish to have such an appointment between a new CJ Department and the LPS Department? If so, how would joint appointments be handled in the Personnel process? (Joint appointments are known to be difficult on the faculty member.)

This question is directed to another person or group. Provost Bowers previously addressed the Faculty Senate about the issue of joint appointments.

27. The number of students at John Jay will stay same as it is now or will increase. Yet the non-signatories of LPS state that if the CJ major is transferred to a different department and if it is revised by the signatories they will have nothing to teach. Are the non-signatories in LPS suggesting that they are unable or unwilling to prepare new courses and new syllabi? CJ includes disciplines they already teach in. At most there will be new courses in those same disciplines or newly configured curricula drawing on those same disciplines. In other words, are

they saying that they are saying they are able or willing to teach only the courses they currently teach?

This question is directed to another person or group. We note, however, that the question is premised on a misconception. The transfer of the CJ BA and CRJ courses would affect fewer than ten individual sections taught by LPS non-signatories.

Respectfully submitted:

Todd Clear, LPS
Marcia Esparza, Latin American & Latina/o Studies
Joshua Freilich, Sociology
William Heffernan, LPS
Stanley Ingber, LPS
David Kennedy, Anthropology
Dennis Kenney, LPS
John Kleinig, LPS
Barry Latzer, Government
James Lynch, LPS
Evan Mandery, LPS
Jeffrey Mellow, LPS
Mangai Natarajan, Sociology
Frank Pezzella, LPS
Charles Strozier, History
Hung-En Sung, LPS
Karen Terry, LPS
Valerie West, LPS

Attachments:

Biographical Sketches (App. A)
CRJ BA Requirements (App. B)
ACJS Guidelines (App. C)

APPENDIX A

FACULTY BIOS

Todd R. Clear is Distinguished Professor at John Jay. One of the original founders of the revived undergraduate honors program at the College, Todd has directed and taught regularly in the program since 2004. He is a certified ACJS undergraduate program reviewer, and chaired the John Jay partnership for CJ that created the AA programs for all six of the CUNY community colleges to send students to JJ as juniors. Todd received his Ph.D. in Criminal Justice from The University at Albany in 1978. He has also held professorships at Ball State University, Rutgers University, and Florida State University (where he was also Associate Dean of the School of Criminology and Criminal Justice). He has authored 11 books and over 100 articles and book chapters. His most recent book is *Imprisoning Communities*, by Oxford University Press (May 2007). Todd is currently involved in studies of religion/spirituality and crime, the criminological implications of “place,” the economics of justice reinvestment, and the concept of “community justice.” Todd has served as president of The American Society of Criminology, The Academy of Criminal Justice Sciences, and The Association of Doctoral Programs in Criminology and Criminal Justice. Published studies list Clear as among the most frequently cited criminologists in America. He was the founding editor of the journal *Criminology & Public Policy*, published by the American Society of Criminology.

Marcia Esparza, Ph.D. is an Assistant Professor in the Latin American and Latina/o Studies Department. Marcia teaches international criminal justice, which includes transitional justice and genocide, and comparative crime in the Caribbean. Most of her courses are cross-listed with gender studies courses. She is an active member of the John Jay community, and has represented her department at the Faculty Senate and College Council. She has also helped found two student clubs.

From 1997 through 1999, she carried out fieldwork with war survivors for the United Nations’ Truth Commission in Guatemala. Marcia is the Director of the Historical Memory Project, a resource center documenting state violence and genocide in the Americas. Her forthcoming book, *State Violence and Genocide in Latin America: The Cold War Years* (Routledge, 2009) is an edited volume with renowned authors from Latin America and the United States. Her second book, in progress, *Who Will Disarm Them? Guatemala’s Postwar Militarization*, is an examination of the failure to demilitarize former paramilitary forces in Guatemala through DDR Programs (Disarmament, Demobilization and Reintegration). She has presented her research in Athens, Greece, Granada, Spain and Chile, among other places. She is a board member of the *Revista de Genocidio* (Journal of Genocide), the first journal to be published in Spanish on the topic. Marcia is currently developing an electronic resource on the prevention of genocide.

Associate Professor **Joshua D. Freilich** has been teaching at John Jay College since 2000. He has taught classes at the undergraduate, graduate and doctoral levels, from introductory classes to doctoral seminars. This includes over fifteen sections of criminology (Sociology 203). He has also taught in the Interdisciplinary Studies Department and in the honors program. As part of that program he taught the honors seminar thesis class and worked with the students on undergraduate theses that they then presented at a national conference. Joshua served on, is chairing, or is on the thesis and dissertation committees of, sixteen doctoral students, five MA students, and five undergraduate students. He also serves as an advisory board member of the Alliances for Graduate Education and the Professorate (AGEP) Program (GC, CUNY), funded

by the National Science Foundation, which is responsible for the recruitment, support and retention of minority students at the Graduate Center .

Born and raised in Brooklyn, Joshua is a Brooklyn College, CUNY graduate (1990). He earned his PhD in Criminal Justice from the University at Albany, SUNY (2001) and his J.D. from Brooklyn Law School (1993). Joshua is currently the Deputy Executive Officer of the Criminal Justice Ph.D. program. His research interests include: (1) terrorism, (2) far-right wing ideology and crime, (3) environmental criminology, and (4) criminological theory. He is a lead investigator for the National Consortium for the Study of Terrorism and Responses to Terrorism (START), a Center of Excellence of the U.S. Department of Homeland Security. Joshua has received grants from DHS and START totaling \$900,000. He has published one book, edited five books or special journal issues and published or has in press 24 journal articles and book chapters (six of which are co-authored with students). This work has appears in top-tier outlets such as *Law & Human Behavior*, *Criminology & Public Policy*, *Criminal Justice & Behavior*, *Justice Quarterly* (three times), *Prison Journal*, and *Behavioral Sciences & the Law*. Currently five PhD students are using data from his funded research projects for their doctoral dissertations. He has employed more than 20 students (high school, undergraduate and doctoral) as research assistants, who have won five undergraduate research awards from START, one graduate fellowship from DHS, six pre-doctoral research awards from START, and additional support from ICPSR, MSU, JJC, and GC, CUNY.

Joshua is also active in the larger criminal justice community. Joshua is co-Chair of the program committee for the 2009 American Society of Criminology meetings, and he is the program committee and Chair of the hate-crimes section for the 2009 Academy of Criminal Justice Sciences meetings. Since 2006 Joshua has been a reviewer for DHS Scholarship and Fellowship Program and in 2008 he chaired the social science panel of this program. He has also been a peer-reviewer for articles in a dozen different journals including *Criminal Justice Policy Review*, *Criminology & Public Policy*, *Justice Quarterly*, and *Social Problems*.

William Heffernan, Professor, has been a member of the John Jay faculty since 1979. He is currently the director of the M.A. program, a core faculty member in the doctoral program, and teaching the undergraduate capstone course in law. Bill holds a B.A. from Columbia University, an M.A. and PhD in history from Harvard, and a J.D. from University of Chicago. He has edited three books and written approximately 30 law review articles.

Stanley Ingber has been a Professor at John Jay since 1996. He is one the most active teachers in the undergraduate program, regularly teaching courses in constitutional law, criminal law, and jurisprudence. A graduate of Brooklyn College and Yale Law School, Stan is the author of approximately 20 law review articles, with an emphasis on civil liberties issues. Stan has also edited five books. He has served in the American Bar Association section on Criminal Justice as chair of the Police Practice Subcommittee, chair of the Sentencing Policy Subcommittee, and member of the Prison and Jail Committee. He has also served in the American Bar Association section on Individual Rights as the vice-chair of the Criminal Justice Committee.

David M. Kennedy is the director of the Center for Crime Prevention and Control and Professor in the Department of Anthropology. From 1993 through 2004, he was a senior researcher and adjunct lecturer at the Program in Criminal Justice Policy and Management, Kennedy School of Government, Harvard University. His work focuses on strategies for assisting troubled communities. He has written and consulted extensively in the areas of community and problem solving policing, police corruption, and neighborhood revitalization. He is the co-author of *Beyond 911: A New Era for Policing*, and author of *Deterrence and Crime Prevention*.

Reconsidering the Prospect of Sanction. David has a wide range of research under way: on gangs/gang violence, drug markets, the victimization of undocumented workers, aboriginal chronic offenders (in Adelaide, Australia), and street robbery. He is also working to launch a domestic violence project, working to launch a project on the influence of intervention in prison gangs in the community, and continues to implement the award-winning “Ceasefire” gang violence and “High Point” drug market strategies he developed, which were adopted by the DOJ, several states, and multiple independent jurisdictions.

Professor **Dennis Jay Kenney** regularly teaches courses in Research Methods, Organized Crime, Transnational Crime, Police Issues, Police and the Community, and the Management of Criminal Justice Agencies. Currently, he is developing a concept for a degree program focused on international work in the development of a Culture of Lawfulness. Dennis holds a Ph.D. in criminal justice from Rutgers University. Dennis has more than 35 years of experience in varied aspects of criminal justice – as a Florida police officer; a director of research and planning in Savannah, Georgia; a project director for the Police Foundation; a university professor at both the Western Connecticut State University and the University of Nebraska at Omaha; and as an Associate Director and Director of Research for the Police Executive Research Forum (PERF). He is the author or co-author of numerous articles and books including *Police Pursuits: What We Know* (2000), *A Conflict of Rights* (1999), *Crime in the Schools* (1998), *Organized Crime in America* (1995), and *Crime, Fear and the New York City Subways* (1986). Additionally, Dennis consults regularly to numerous police agencies, has managed sponsored research and technical assistance projects, and is past editor of the *American Journal of Police* and current editor of *Police Quarterly*. Dennis has recently completed complex projects including nationwide surveys of citizens and police in both Yemen and Albania, an evaluation of U.S. sponsored training of police in Ukraine, and a multi-year, multi-city study of abortion-related conflict and violence from the public safety perspective (Kaiser Family Foundation). For the past several years Dennis has led a team of researchers conducting evaluations of school-based efforts to combat organized crime and corruption now underway in Mexico, the Republic of Georgia, Peru, Colombia and Panama.

John Kleinig is Director of the Institute for Criminal Justice Ethics and Professor of Philosophy in the Department of Law, Police Science and Criminal Justice Administration and in the PhD Programs in Philosophy and Criminal Justice. He is also Strategic Research Professor at Charles Stuart University and Professorial Fellow and Program Manager in Criminal Justice Ethics at the Centre for Applied Philosophy and Public Ethics (Canberra, Australia). Prior to coming to John Jay College, Kleinig taught for seventeen years at Macquarie University (Sydney, Australia). His early and continuing interests have been in moral and social philosophy, particularly criminal justice ethics though he has also done extensive work in philosophy of education and bioethics. Since 1987 he has been an editor of *Criminal Justice Ethics*, the only journal exclusively covering this field. He is author the author/editor of sixteen books. Of particular relevance, in 2008 he published *Ethics and Criminal Justice: An Introduction*, a book Cambridge University Press hopes will become the leading undergraduate text in criminal justice ethics (for an early review, see: <http://ndpr.nd.edu/review.cfm?id=14066>). John has taught CRJ 321, Police Ethics, a course he helped design on more than fifteen occasions. He regularly teaches in the masters and criminal justice doctoral programs and, occasionally, in the doctoral program in philosophy at the graduate center. He is the PI on a \$243,000 NSF grant on “Privacy and Security: Global Standards for Ethical Identity Management in Liberal Democratic Societies.”

Barry Latzer, J.D., Ph.D., is Professor of Government and a member of Doctoral and Master's Faculties in Criminal Justice. He is the current Coordinator of the Criminal Justice Major and previously served as Coordinator of the Legal Studies Major. Barry has taught in the undergraduate program since 1978. Courses include: Issues in Criminal Justice (CRJ 710), Capital Punishment (CRJ 725), Constitution and Criminal Justice (CRJ 723), Punishment & Responsibility (CRJ 729), Criminal Law (CRJ 734) and Seminar on Major Works in Criminal Justice (CRJ 425). Barry is the author of three books, including a 922-page treatise, *State Constitutional Criminal Law*. He also wrote and published approximately three dozen scholarly articles, and served as a Contributing Editor for the *Criminal Law Bulletin* (1991-2000). Latzer was the recipient of a \$123,000 National Institute of Justice Research Fellowship (2004-2005) for a project entitled: "A Multistate Analysis of Time Consumption in Capital Appeals." He served as an Assistant District Attorney in Brooklyn from 1985 to 1986.

Distinguished Professor **James Lynch** joined the John Jay faculty in 2006. He teaches in the masters and doctoral program in criminal justice and regularly mentors student dissertations. He is currently editor of the *Journal of Quantitative Criminology*, which is housed at John Jay. Prior to coming to John Jay, Jim was a member of the American University faculty for 20 years teaching courses including Introduction to Criminal Justice, Introduction to Policing, Issues in Criminal Justice, Cross-National Comparisons of Crime and Criminal Justice, Introduction to Quantitative Methods, and Introduction to Survey Research. Jim was chair of the Department of Justice, Law and Society in which capacity he was responsible for the undergraduate and masters' level curriculum, undergraduate counseling, recruitment for the masters' program and faculty hiring, including tenure track, temporary, and adjunct faculty.

Jim's research interests include victimization theory, crime statistics and survey methodology, and the role of coercion in social control. Lynch received his Ph.D. from the University of Chicago in Sociology and joined the Bureau of Social Science Research in 1980 where he was the manager of the National Crime Survey Redesign. Jim has published three books, 25 refereed articles, and over 40 book chapters and other publications. He was elected to the Executive Board of the American Society of Criminology in 2002 and has served on the editorial boards of *Criminology* and the *Journal of Quantitative Criminology* and as Deputy Editor of *Justice Quarterly*. He has also chaired the American Statistical Association's Committee on Law and Justice Statistics.

Evan J. Mandery is an Associate Professor in LPS. Since joining John Jay he has taught criminal law, evidence, and constitutional law to undergraduates. He is one of the regular instructors, founding faculty, and directors of the undergraduate honors program. He has taught CRJ 710 and the death penalty to masters students and, on alternating years, has been a core faculty member in the doctoral program. Evan is an extremely active member of the college community. He has been a member of the Faculty Senate and College Council continuously since 2001, a member of the college Curriculum Committee, member of the executive committee of the doctoral program on three occasions, a member of three search committees including the most recent Provost search, a member of the Critical Choices Task Force, a member of Provost Bowers' recent initiative for recognition of teaching, and for the past five years either one of or the deputy chairperson of LPS. He is a graduate of Harvard College and Harvard Law School, the author of a textbook on capital punishment, a dozen law review articles on the death penalty, one work of non-fiction, and one novel.

Jeff Mellow is an Associate Professor in the Department of Law, Police Science and Criminal Justice Administration. Jeff has taught sixteen different criminal justice courses in the last ten

years. The majority of his teaching has been at the undergraduate level and includes courses in race and crime, gender and crime, and corrections. His dissertation, from the State University of New York at Albany, developed and validated a questionnaire to measure ethnicity for legal, security, programming and reporting purposes with prison populations. During his tenure at Bloomfield College, Jeff was the coordinator of the criminal justice program and served as an advisory committee member at the Seth Boyden Housing Project Community Resource Center in Newark, NJ. He is presently Chair of the AA Degree Educational Partnership Committee at John Jay College.

Jeff is a Senior Research Associate at the Criminal Justice Research and Evaluation Center at John Jay, Advisory Board Member of the National Institute of Corrections' Transition from Jail to the Community Project, and Site Director in Manhattan for the Office of National Drug Council Policy's Arrestee Drug Abuse Monitoring Program. His research interests are primarily focused on offender reentry and the factors that facilitate and/or impede successful reintegration into the community. Jeff is a principal investigator on several research projects, including the Evaluation of the Community-Oriented Corrections Health Model in the Washington, DC Jail System, a two-year study funded by the Robert Wood Johnson Foundation. He is co-author of *The Jail Administrator's Toolkit for Reentry* and has recently been published in the *Journal of Criminal Justice*, *Journal of Urban Health*, *Journal of Correctional Health Care* and *Federal Probation*.

Professor **Mangai Natarajan Ph.D.** joined John Jay in September 1994. Since she joined John Jay in 1994, she has developed nine new courses, including six courses for the undergraduate ICJ program, two Masters courses and a PhD course. Mangai is director for the International Criminal Justice Major. Mangai has a B.S. degree in Natural Science, an M.A. in Criminology (Psychology) and a Master's diploma in Indo-Japanese Studies from the University of Madras, India. She was also trained in India as a counselor for juvenile delinquents and women in distress. She moved to US from India in 1985 and obtained a PhD from Rutgers in criminal justice) in 1991. She is an active policy-oriented researcher who has published widely, not just on drug trafficking, but also on women police and domestic violence. She has been conducting comparative research on women policing in India for more than two decades and has published on the topic widely. Mangai teaches in the undergraduate, graduate and Ph.D. programs and is the founding coordinator of the International Criminal Justice Major, one of the fastest growing and most popular majors at John Jay. She published a text for use in the major titled *International Crime and Justice* (McGraw-Hill, 2005), and is currently working on a revised edition of this book.

Frank Pezzella joined the John Jay College of Criminal Justice faculty in Spring of 2007 in the Department of Law, Police Science and Criminal Justice Administration. Professor Pezzella has taught core courses in the criminal justice major to undergraduate students. During his first year, he taught five sections of CRJ 101(Introduction to Criminal Justice). This semester he is teaching two sections of CRJ 101 and two sections of in Law 206 (The American Judiciary). In the spring, he is scheduled to teach CRJ 425 (Major Works in Criminal Justice). Professor Pezzella has served on the LPS departmental grade appeals committee for two consecutive years. Prior to coming to John Jay, Professor Pezzella was a criminal justice practitioner primarily with the New York State Judiciary, where he served as a Principal Court Analyst and Deputy Chief Clerk. His research has focused on the injuries associated with hate crime victimizations, cultural resilience, and protective factors that deter delinquency and violence. He was also an adjunct professor at Marist College School of Social Sciences where he taught Juvenile Justice and Juvenile Delinquency courses to undergraduates. He is completing his dissertation on

“Authoritarian Parenting: a race socializing protective factor that deters high risk African American youth from delinquency and violence” at the SUNY Albany School of Criminal Justice. He expects to complete his Ph.D. in the spring of 2009.

Charles Strozier is Professor of History, John Jay College and the Graduate Center, City University of New York, and, since 2001, Director of the Center on Terrorism. He is also a practicing psychoanalyst. In the 1990s, his interests led him to develop a course on “Apocalyptic Violence and the New Terrorism,” which he developed into a two-semester sequence for M.A. students on “Terrorism and Politics” and “Terrorism and Apocalyptic Violence.” He has been teaching this sequence regularly for the last seven years. He also teaches more occasionally a course on “September 11, 2001.” He is the author or editor of nine books and has written scores of articles on the psychological aspects of terrorism, history, and related topics. His book *Heinz Kohut: The Making of a Psychoanalyst* was nominated for the Pulitzer Prize in 2001.

Associate Professor **Hung-En Sung** (Ph.D., SUNY-Albany) joined the John Jay faculty in 2006. Before that he served as a research associate for five years in the Division of Policy Research and Analysis at the National Center on Addiction and Substance Abuse at Columbia University. Professor Sung has taught CRJ 425 (Major Works in Criminal Justice), COR 415 (Major Works in Corrections), and CRJ 716 (Using Computers in Social Research) since Fall 2006. He is currently serving on the Curriculum Committee of LPS as well as on the Curriculum Committee of the Doctoral Program in Criminal Justice. Professor Sung is now the principal investigator of two CUNY-funded research projects and two externally-funded projects, with topics revolving around the rehabilitation of drug-abusing and dually-diagnosed offenders and the reentry of jail inmates in New York City. He published 15 refereed journal articles during 2005-2008 and currently has eight manuscripts under review for publication. Professor Sung is also co-editing two books in corrections and comparative criminal justice.

Karen Terry is a Professor in the Department of Law, Police Science and Criminal Justice Administration and the Executive Officer of the Doctoral Program in Criminal Justice. Karen has been active in teaching, mentoring, research and service to the college since joining the faculty ten years ago. She has taught 14 different classes at the undergraduate, graduate and doctoral levels. This includes 12 sections of CRJ 101, from writing-intensive seminars to a large lecture with 130 students. She has also taught in the Interdisciplinary Studies Department and in the honors program. As part of that program she taught the honors seminar thesis class and worked with the students on undergraduate theses that they then presented at a national conference. She is chairing or on the thesis/dissertation committees of 11 doctoral students, eight masters students, and five undergraduate students. She has employed more than 20 students on grants (undergraduate, graduate and doctoral) and has published with 12 of them. She has been an academic director of the criminal justice honors program and served on the General Education Committee (including as chair for one semester), Writing Across the Curriculum committee, the committee for assessing CUNY collaborative grants, and the Research Advisory Committee, among others.

Karen holds a doctorate in criminology from Cambridge University and has been at John Jay since Fall 1998. Her main area of research is in the field of sex offender treatment, management, supervision and policy evaluation. Most recently, she has been involved with studies evaluating the problem of sexual abuse of minors in the Catholic Church. She belongs to the American Society of Criminology and the Academy of Criminal Justice Science (and has been a conference sub-chair since 2003 for sex offender-related research panels). She is also on the Board of Directors for the Male Survivor Organization and is on the Advisory Board for the

Alliance of Graduate Education and the Professorate (AGEP) at CUNY, which is responsible for the recruitment, support and retention of minority students at the Graduate Center.

Valerie West joined the John Jay faculty in the fall of 2007 in the Department of Law, Police Science, and Criminal Justice Administration. She received her Ph.D. in sociology from New York University in 2006. Since joining John Jay, Valerie has taught core courses in the criminal justice major. Her first year at John Jay she taught four sections of CRJ 255 (Computer Applications in Criminal Justice) and one section of CRJ 425 (Major Works in Criminal Justice), a required senior seminar. This fall Professor West is teaching CRJ 716 (Using Computers in Social Science Research), a required MA statistics class, and CRJ 802 (Advanced Quantitative Methods), a requirement in the Ph.D. program. This spring she will teach CRJ 394 (Punishment and Society), an experimental course she developed, and CRJ 703 (Penology), an MA elective course.

Prior to coming to John Jay, Professor West was a Senior Research Analyst at the Center for Crime Community & the Law at Columbia University School of Law, and the Center for Violence Research and Prevention at Columbia University School of Public Health. Her research and scholarship have focused on the interaction of crime, inequality, law, and social policy. Her work appears in journals such as, *Criminology*, *The Journal of Law and Social Inquiry*, *Empirical Legal Studies*, and *The Journal of Criminal Law and Criminology*. One article "The Decline of the Juvenile Death Penalty: Scientific Evidence of Evolving Norms" (2005), which she co-authored with Professor Jeffery Fagan of Columbia Law School, was included in an Amicus Brief to the United States Supreme Court in *Roper v. Simmons* (2005).

Professor West has written extensively on the role of race and place in: capital sentencing, the re-adoption of capital punishment, the capital review process, and incarceration. She is currently examining the neighborhood effects of incarceration and race on voting participation (registration and turnout) in New York City between 1990 and 2002. In addition, she is researching the influence of race on clearance rates for capital homicide and capital sentencing. She is also developing a long-term research project on incarceration and community disenfranchisement.

APPENDIX B

The Criminal Justice (BA) major provides opportunities for the study of many facets of the criminal justice system. This major will interest students who plan to attend graduate or professional school or to pursue careers in criminal justice or other public service agencies.

PART 1. CORE COURSES

Subtotal: 9 credits

Required

Criminal Justice 101 Introduction to Criminal Justice

Law 203 Constitutional Law

Sociology 203 Criminology

PART 2. CRIMINAL JUSTICE INSTITUTIONS

Subtotal: 9 credits

Required

Corrections 201 The Law and Institutional Treatment

Law 206 The American Judiciary

Police Science 201 Police Organization and Administration

PART 3. SKILLS

Subtotal: 9 credits

Select one

Social Science Research 325 Research Methods in the Behavioral Sciences

Statistics 250 Principles and Methods of Statistics

PART 4. CONCENTRATIONS-OF-CHOICE

Subtotal: 9 credits

Select one concentration and complete three courses in it with at least one course at the 400-level.

Concentration A. Law and Due Process

Anthropology 330 American Cultural Pluralism and the Law

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Government 215 The Legislative Process

Government 230 Principles of Constitutional Development

Government 313/Law 313 The Law and Politics of Race Relations

Government 375 Seminar in Law, Order, Justice and Society

Government 430 Problems in Civil Rights and Civil Liberties

History 277 American Legal History

Law 301 Jurisprudence

Law 310/Philosophy 310 Ethics and Law

Law 401 Problems of Constitutional Development

Psychology 370/Law 370 Psychology and the Law

Puerto Rican/Latin American Studies Justice 322 Civil Rights and Civil Liberties in the Urban

Latina/o Communities

Sociology 305 Sociology of Law

Concentration B. The Police and the Community

African-American Studies Sociology 215 The Police and the Ghetto

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Philosophy 321/Criminal Justice 321 Police Ethics

Police Science 202 Police and Community Relations

Police Science 204 The Patrol Function

Police Science 207 The Investigative Function

Police Science 235 Women in Policing

Police Science 245 Community Policing

Police Science 301 The Police Manager

Police Science 309 Comparative Police Systems

Police Science 401 Seminar in Police Problems

Psychology 271/Police Science 271 The Psychological Foundations of Police Work

Concentration C. The Courts and the Criminal Justice System

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Government 308 State Courts and State Constitutional Law

Government 435 Seminar in Judicial Processes and Politics

Law 202 Law and Evidence

Law 204 Criminal Law of New York

Law 209 Criminal Law

Law 212 The Criminal Process and the Criminal Procedure Law

Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics

Public Administration 360 Court Administration

Sociology 206 The Sociology of Dispute Resolution

Concentration D. Corrections

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Corrections 202 The Administration of Correctional Programs for Juveniles

Corrections 282 Principles of Correctional Operations

Corrections 303 Comparative Correction Systems

Corrections 320 Race, Class and Gender in a Correctional Context

Corrections 402 Administration of Community-Based Correctional Programs

Corrections 415 Major Works in Corrections

Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics

Psychology 272 Correctional Psychology

Sociology 216 Probation and Parole: Principles and Practices

Sociology 301 Penology

Concentration E. Crime and Society

Anthropology 110/Psychology 110/Sociology 110 Drug Use and Abuse in American Society

Anthropology 230 Culture and Crime

Criminal Justice 236/Sociology 236 Victimology

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Economics 170 Introduction to the Economics of Crime and Social Problems

Economics 315/Police Science 315 An Economic Analysis of Crime
Economics 360/Sociology 360 Corporate and White Collar Crime
History 320 The History of Crime and Punishment in the United States
Police Science 405 Organized Crime in America
Puerto Rican/Latin American Studies Law 325 The Latina/o Experience of Criminal Justice
Psychology 372 Psychology of Criminal Behavior
Sociology 215 Social Control and Gender: Women in American Society
Sociology 309 Juvenile Delinquency
Sociology 420/Criminal Justice 420 Women and Crime

PART 5. HUMANISTIC PERSPECTIVES ON CRIMINAL JUSTICE

Subtotal: 3 credits

Select one

Drama 225 Criminal Justice in the Theater
Government 319 Gender and the Law
History 219 Violence and Social Change in America
History 224 The History of Crime in New York City
History 325 Criminal Justice in European Society: 1750 to the Present
Literature 315 American Literature and the Law
Literature 327 Crime and Punishment in Literature
Puerto Rican/Latin American Studies Literature 107 Criminal Justice Themes in Poetry and Drama
Puerto Rican/Latin American Studies Literature 108 Criminal Justice Themes in the Essay, Short Story and Novel
Spanish 208 The Theme of Justice in 20th-Century Spanish Literature

Total: 33 credits

APPENDIX C

Academy of Criminal Justice Sciences Certification Standards for College/University Criminal Justice Baccalaureate Degree Programs

Adopted by ACJS Executive Board: May 2, 2005
Amended October 28, 2005

Quality Standards for the Baccalaureate Degree in Criminal Justice

Section A: Program Mission and History

Standards:

A.1 The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.

A.2 A history of the program is provided.

Selected Indicators:

I- Statement of program mission and purposes [A.1]

A.a.

I- Statement of institutional mission and purposes [A.1]

A.b.

I-A.c. Statement demonstrating how program mission and purpose derived from and is consistent with institution's mission and purpose [A.1]

I- Brief history of the program, describing its evolution from inception to present form [A.2]

A.d.

Section B: Program Structure and Curriculum

Standards:

B.1 The program clearly specifies and publishes program goals, objectives, and requirements. The institution's mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.

B.2 The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.

B.3 The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-

conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities.

- B.4** The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.
- B.5** The broad scope of the field of criminal justice is reflected in the undergraduate curriculum and is a balanced presentation of the issues of the field. All baccalaureate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

Table 1: Required Content Areas and Related Topics

Content Area	Related content topics include but are not limited to:
Administration of Justice	Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice
Corrections	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders
Criminological Theory	The nature and causes of crime, typologies, offenders, and victims
Law Adjudication	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making
Law Enforcement	History, theory, practice and legal environment, police organization, discretion, and subculture
Research and Analytic Methods	Quantitative - including statistics - and qualitative, methods for conducting and analyzing criminal justice research in a manner appropriate for undergraduate students

- B.6** In addition to the content areas above, an undergraduate program in criminal justice includes a systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program's curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.
- B.7** A variety of criminal justice electives are available consistent with faculty, resources, and program objectives. Some degree programs will offer concentrations in specific areas,

depending upon the composition of the student body and faculty expertise.

- B.8** Programs have elective internship opportunities available to upper-level students. Measures are taken to ensure that internships are integrated into the academic component of the program and related to educational objectives.
- B.9** The purpose of undergraduate programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. Programs should familiarize students with facts and concepts and teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice programs include the development of critical thinking; communication, technology, and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.
- B.10** The undergraduate criminal justice program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, and rigorous body of coursework. Baccalaureate and associate degree programs should coordinate their curriculum efforts in order to facilitate transfer of students. No more than 50% of required criminal justice courses at the baccalaureate level can come from an associate degree program. A baccalaureate major in criminal justice should require one-third of its semester hours in criminal justice and related cognates.
- B.11** All undergraduate programs in criminal justice are part of a broadly based degree program with a balance of general education, required and elective courses in criminal justice and in related fields (cognates), and unrestricted electives wherever possible.

Selected Indicators:

- I-** Statement of program goals and objectives, including those for concentrations and options
- B.a.** [B.1]
- I-** Statement of all places where program goals and objectives are published including page
- B.b.** numbers, if applicable, and copies of relevant pages of these publications [B.1]
- I-** Indication that the institution's mission and purposes are reflected in the specific
- B.c.** educational objectives of the program [B.1]
- I-** Expected learning outcomes for each course [B.1; B.8]
- B.d.**
- I-** Demonstration that students' mastery of the program's stated learning objectives and
- B.e.** outcomes are formally and systematically assessed prior to completion of the program with documentation of methods and measures utilized [B.1]
- I-** Indication of where objectives of all criminal justice programs are taught in curriculum and
- B.f.** how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity [B.1; B.3; B.6]
- I-** Comparison of the mean grade point average of criminal justice students with the mean
- B.g.** grade point average institution-wide [B.2; B.4]
- I-** Statement regarding method used to ensure programs and courses are dynamic and
- B.h.** responsive to new developments in the field and new modes of inquiry [B.2]
- I-** Outline of curriculum, including required courses and number of semester/quarter hours in
- B.i.** criminal justice, cognate areas, and elective courses [B.2; B.7; B.8; B.9; B.10]
- I-** Course syllabi and copies of final exams for each criminal justice course [B.2; B.3; B.4;
- B.j.** B.8]
- I-** Comprehensive evaluation or capstone experience [B.3]
- B.k.**
- I-** Evidence, when applicable, that students taught on other than the usual semester/quarter
- B.l.** hour basis, through distance learning modalities, or through different divisions of the institution acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities

[B.3]

- I-** Statement of methods used to evaluate student performance. Evidence that methods of
- B.m.** evaluating student performance are comparable to other programs throughout the institution and that the methods are appropriate and consistent with institutional and academic standards [B.4]
- I-** Indication of course(s) in which specific content areas are found in the core curriculum
- B.n.** [B.5; B.9]
- I-** Evidence that available criminal justice electives are consistent with faculty, resources,
- B.o.** and program objectives [B.7]
- I-** When degree programs offer concentrations, evidence that these concentrations are
- B.p.** supported by student body composition and faculty expertise [B.7]
- I-** Evidence that elective internships are integrated into the academic component of the
- B.q.** program and related to educational objectives [B.8]
- I-** Evidence that graduates are critical thinkers with effective oral and written communication
- B.r.** skills [B.9]
- I-** Evidence that graduates are familiar with criminal justice facts and concepts and can apply
- B.s.** the knowledge to problems and changing situations [B.9]
- I-** Explanation of rationale behind sequencing of courses [B.9]
- B.t.**
- I-** Evidence that the program coordinates curriculum to facilitate student transfer from
- B.u.** associate degree programs [B.10]
- I-** Undergraduate catalog [B.11]
- B.v.**

ATTACHMENT A-3

FROM PROVOST JANE BOWERS

Administration's Answers to Questions Asked by the Faculty Senate about the Proposal Regarding the Creation of a Department of Criminal Justice

November 17, 2008

I. *QUESTIONS ABOUT THE PROCESS:*

1. My concern is that this is a proposed solution to a departmental conflict. Is this accurate and, if not, in what ways is it more than this?

It is not accurate to conclude that this proposal is a response to a departmental conflict. A group of eighteen faculty members from six different departments have come together and proposed to constitute themselves as a new department, the Department of Criminal Justice. They have indicated to the President and Provost that their scholarly, academic, and pedagogical interests would be better served in a new department of Criminal Justice than in their current departments.

This proposal also addresses a curricular problem. The signatories have proposed that the new department take responsibility for the Criminal Justice majors. Heretofore, governance of the Criminal Justice BA and BS has been shared by three departments—Law, Police Science, and Criminal Justice Administration (LPS); Government; and Sociology—rotating every three years from one to the other. These majors have not been revised since they were externally evaluated in 2001, at which time it was recommended that the majors be brought into alignment with the standards of the Academy of Criminal Justice Sciences. In part, this inaction can be attributed to the shared governance of the majors. No one department has had ownership of the majors or taken responsibility for them. Thus, no one department could be charged with curricular revision and assessment planning. Although the proposal for a new department is independent from the proposal for changing the governance of the Criminal Justice majors, assigning responsibility to a single department will give the new department the authority to revise the curriculum, advise students, and manage the major. The college can then hold the new department accountable for learning outcomes and student success.

Assigning responsibility for these majors to a single department requires the action of the Undergraduate Curriculum and Academic Standards Committee (UCASC). Therefore, the chairs of the three departments that currently share responsibility for the Criminal

Justice majors are proposing to give responsibility for the BA to the proposed Department of Criminal Justice and for the BS to the existing Department of LPS.

2A. The arguments which arose at the Faculty Senate meeting on October 22 felt very similar to the objections from both sides last year: why was there no intradepartmental arbitration so that the entire department could present a proposal to the College?

2B. Is it possible to involve mediators in efforts to resolve prior conflicts and to assist all parties in moving forward to create an amicable solution?

Dean James Levine, who was appointed chair of the department in December 2007, did attempt to bring the sides together during the past year, meeting individually with faculty and holding regular department meetings of all faculty at which important departmental issues were discussed. At the beginning of Dean Levine's tenure as chair, Provost Bowers charged the department with resolving its differences and electing a P&B in May 2008 that would represent the divergent points of view in the LPS Department. Dean Levine proposed a slate of candidates for P&B that would be representative of the divergent interests of the faculty and sought to get support for this electoral compromise. These efforts were unsuccessful.

3A. Is the opposition to the proposal more on the basis of process or is it more on the basis of the content of the proposal?

3B. Are the faculty members from Law and Police Science who spoke in opposition to the proposal for departmental restructuring opposed more to the process of how the proposal was devised or opposed to its philosophical underpinnings?

Faculty members opposed to the proposal who have spoken to the Provost have expressed three concerns: 1) whether they will be able to continue teaching the courses they have always taught; 2) whether this shift of responsibility for the majors will impact their job security; 3) how they can support a proposal that will result in a group of faculty revising the criminal justice curriculum before they know what the revised curriculum will look like.

4A. What was the process that resulted in the situation whereby 12 members of LPS are among the 18 signatories but the majority (30) of the members of LPS are not?

4B. How were people selected to be signatories?

Twelve of the signatories to the proposal to form a new department are in LPS. Seven of these were among the signatories to the proposal put forward last year for a new department and a new major of Crime, Law, and Policy. That group of faculty withdrew their proposal in view of the controversy over it. The President assured the signatories that they would be able to bring a proposal forward this year if they still wished to constitute themselves as a separate department. In September the President consulted with the

Faculty Senate and Council of Chairs to 5A. What criteria will be used to exclude or accept faculty members who are not signatories establish a procedure for consideration of proposals on department reorganizations. President Travis sent out a memo to all members of the faculty delineating this procedure. In addition, the intention of the signatories to put forward a proposal was announced at a meeting of the LPS department on September 25, 2008. Hearing of their intention, some members of the LPS department approached the original signatories and asked if they too could sign on to the new department. When the proposal was submitted to Ms. Mayra Nieves it bore the names of additional LPS signatories and some additional signatories from five other departments. The original signatories have assured me that they did not approach faculty and ask them to join the new department. Rather, according to the original signatories, the additional signatories approached members of the original group. The purpose of the vetting procedure established by the President is to give all members of the faculty an opportunity to review, comment on, and assess the proposals drafted by groups of faculty. There will also be an opportunity for other faculty members to request a transfer to the new department if the proposal is approved by the College Council.

who wish to become members of the new department?

5B. How could faculty from other departments join the Department of Criminal Justice once it is established?

5C. Can everybody in the current LPS Department be members of the newly proposed department if they desire to be?

Faculty members who wish to join the proposed new department have two options for doing so.

Option 1: If the resolution to create the new department is approved by the College Council on December 15, it will be forwarded to the University by January 5, 2009, for consideration of the Board of Trustees. Between December 15 and December 22, 2008, faculty who wish to join the new department may write a letter of interest to the Provost. The Provost will recommend to the President such appointments to the new department as are in the best interests of the college. The President will make the final decision.

Option 2: Once the department is constituted, it will elect a P&B. At that time, faculty who wish to join the new department may apply to the department's P&B for appointment to the department. The department will recommend appointments to the Provost and the President. As with all appointments, the final decision will be made by the Board of Trustees upon the recommendation of the President.

The two options have different implications for seniority and tenure. Faculty considering joining the new department, if approved, should review the February 27, 2007 Memorandum from Counsel Rosemarie Maldonado to assess the impact on their status.

6A. Was it known to the LPS Dept faculty that a proposal was coming forward?

6B. It was asserted that the proposal had not been previously circulated to LPS faculty who might have been interested in joining the new department. Is this true? If so, why not?

Dean Levine made an announcement to the entire LPS department at its September 25, 2008 meeting that a proposal was being drafted and would be submitted, following the process set up for this purpose, to the secretary of the College Council by the announced deadline.

II. QUESTIONS ABOUT THE EXISTING MAJORS IN CJ, POLICE SCIENCE, AND CORRECTIONS:

7. The LPS Department is actually named “Law, Police Science & Criminal Justice Administration.” But we’ve heard nothing about the Criminal Justice administration (CJA) major. Why not?

The Criminal Justice Administration and Planning major belongs to the Department of Public Management. The LPS department plays no role in the governance or administration of that major though courses taught by LPS faculty are part of the major. The LPS department does not have a Criminal Justice Administration major, despite the department’s name.

8. Everyone refers to “the CJ major” but the College Bulletin lists two criminal justice majors: a Bachelor of Arts CJ major and a Bachelor of Science CJ. What is the difference between the two? Is the proposal from the signatories to transfer responsibility for both CJ majors to a new department?

science major than the BS. Unlike the BA, the BS guarantees that all graduates will have had some exposure to the three central institutions of criminal justice: courts, police, and corrections. These differences and similarities are represented graphically on the next page.

The original proposal was to transfer both majors to the new department. Karen Kaplowitz, President of the Faculty Senate A put forward a compromise proposal to give the BA to the proposed Criminal Justice Department and the BS to the LPS department, charging each department with revising its major so as to revitalize the curricular offerings and distinguish

There are two Criminal Justice degrees, a Bachelor of Arts and a Bachelor of Science. The Undergraduate Bulletin states, “The Bachelor of Science degree differs from the Bachelor of Arts degree because of its emphasis on the institutions of criminal justice, particularly the police, courts and corrections” (p. 9). However, the two majors have much in common, including many courses in common. Both have Gov 101 and Soc 101 as prerequisites. Both require CRJ 101 and Law 203 (Constitutional Law). The BA also requires Soc 203 (Criminology). Both require skills courses. The BA gives a choice between Social Science Research and Statistics. The BS has more skills choices, and it would be possible for a

student to graduate with the BS without having taken Statistics or Social Science Research. The BA degree requires students to take at least one course from a list of “Humanistic Perspectives on Criminal Justice.” Both degrees have concentrations in the police, the courts, and corrections (in the BS these are called “parts” rather than concentrations). The BA also has concentrations in “Law and Due Process” and “Crime and Society.” The BA requires a student to select one concentration, while the BS requires the student to take two courses from each of its parts (“Police,” Law and the Courts,” and “Corrections”). Depending on course selection, a student’s BA degree might not differ appreciably from her colleague’s BS degree. However, the BA is more like a liberal arts, social it clearly and definitively from the other.

Comparison of Criminal Justice BA to Criminal Justice BS

Basis of Comparison	Criminal Justice BA	Criminal Justice BS
Prerequisites	Gov 101 & Soc 101	Gov 101 & Soc 101
Required Core Courses	CRJ 101, Law 203, & Soc 203	CRJ 101 & Law 203
Skills Courses	Social Science Research 325 or STA 250	1. Computer Skills: CRJ 255, or MAT 279, or PSC 216, or PAD 241 2. Research Skills: LAW 350, or MAT 220, or Social Science Research 325, or STA 250.
Concentrations/Parts	Choose one concentration: Law & Due Process, or The Police and Community, or The Courts and the Criminal Justice System, or Corrections, or Crime and Society	Take two courses from each part: Police, and Law and the Courts, and Corrections
Additional Category	Humanistic Perspectives on Criminal Justice (choose one from a list of courses)	Senior Requirement (choose one from a list of courses)

9A. At the October 22 Faculty Senate meeting, President Travis called the CJ major as it now exists “a very weak major” and at the College Undergraduate Curriculum and Standards Committee a few days later the CJ coordinator, who is a member of the Government Dept and who is also a signatory of the proposal, called the major “a scandal.” Please respond to these descriptions of the CJ major.

9B. The proposal from the signatories states that at John Jay “the majors [in Criminal Justice] do not ensure that students are adequately prepared in each of the content areas recommended by the ACJS.” Please respond to this statement. Also, please explain what the Academy of Criminal Justice Sciences (ACJS) is.

9C. The proposal from the signatories states that our CJ major does “not conform to national curriculum standards.” Please respond to this statement.

“The Academy of Criminal Justice Sciences is an international association established in 1963 to foster professional and scholarly activities in the field of criminal justice. ACJS promotes criminal justice education, research, and policy analysis within the discipline of criminal justice for both educators and practitioners” (ACJS website).

In 2001, the Criminal Justice majors were reviewed by external evaluators. Their report pointed to several ways in which the majors do not conform to ACJS Minimum Standards for Criminal Justice Education. Nothing was done to revise the majors in response to this evaluation.

In May 2005, new ACJS Certification Standards for Academic Programs were approved by the ACJS Executive Board. Distinguished Professor Todd Clear, one of the signatories to the proposal for a Criminal Justice Department and a past president of ACJS, was on its executive board when these certification standards were developed and approved. The goal of ACJS in adopting these Standards and implementing a Certification Review process was “to measurably improve the quality of criminal justice education. For several years, ACJS had Minimum Standards for Criminal Justice Education and these standards were used in a peer review process through ACJS Academic Review. The new standards and process represent an evolution from ‘peer review’ to ‘certification.’ The ACJS Certification is designed to evaluate evidence-based compliance with the Certification Standards” (ACJS website).

Since fall 2005, the Office of Undergraduate Studies at John Jay College, upon the direction of then Provost Basil Wilson, has attempted to bring about a revision of the Criminal Justice majors so as to meet the national certification standards. To date, that attempt has been unsuccessful. The best the Office of Undergraduate Studies could do was to propose the elimination of courses from the two majors that had not been offered for four to ten years but were still listed in the bulletin. This was accomplished in 2008.

In short, the Criminal Justice majors (BA and BS) have not been significantly revised in nearly a decade and do not conform to the ACJS certification standards.

10. Given the highly critical report by the outside evaluator of the CJ major in 2001 and the fact that the LPS Dept (which has had the most responsibility for the CJ major according to statements made by some LPS non-signatories) has not significantly revised or updated the major in the seven years since the external evaluation, what is the justification by the LPS non-signatories that they should continue to be responsible for the largest major in the college?

11. The LPS Department has always had solo responsibility for both the Police Science major and for the Corrections major. What is the status of these two majors in terms of revisions of each major, enrollment, number of baccalaureate graduates during the past two years, and findings of external evaluators?

The Corrections self study was rejected by the College Curriculum Committee, and a blue ribbon panel met in 2004-2005 to study the major. It released a report in 2005. The LPS Department, which has sole authority for this major, has taken no action in response to its findings.

The recommendations of the Police Studies external evaluators, submitted in 2001, have not resulted in any revisions to that major or any other response to the evaluation by the LPS Department, which has sole authority for this major.

The LPS Department also had sole responsibility for the Security Management major until fall 2008, at which time it and the two LPS faculty members active in that major went to the new Department of Protection Management. The Security Management self study was also rejected by the College Curriculum Committee, resulting in another blue ribbon panel in 2004-2005. No action has been taken in response to this panel's report.

In her 2007 evaluation letter to Professor Maki Haberfeld, then Chair of the LPS Department, Provost Bowers put Professor Haberfeld and the department on notice that the curriculum of its majors must be attended to. The Provost met with members of the department, and it was decided that the Police Studies major would be the first to be revised. The revision of Police Studies that LPS put forward as an initial response to this charge was unacceptable. Nothing more has been done to revise that major or any other major for which the department is responsible in whole or in part.

Enrollment in the Corrections major has trended downward since 1994, from 2% of majors (119 students) in 1994 to 1% (109 students) in 1995 to 0% (23 students) in 2007. Police Studies has also trended downward from 11% (573 students) in 1994 to 6% (480 students) in 2002 to 3% (291 students) in 2007. Security management has gone from 2% (119 students) to 1% (85 students) over the same period of time.

12. Why not phase out the Criminal Justice BA major, allow the new department to take responsibility for the Criminal Justice BS major and limit the enrollment in the BS major in a manner similar to Forensic Psychology and Forensic Science? In essence every undergraduate major at John Jay is "criminal justice." Phasing out the CJ Bachelor of Arts would free-up many students to enroll in the currently under-utilized majors such as Police Science and Corrections (which have tremendous curricular overlap with the CJ BA major) and other majors such as Economics and even the newly created and proposed liberal arts majors.

The criminal justice major in most other colleges has become a liberal arts, social science major. However, there is a need at John Jay for a major that deals with the institutions of criminal justice—their impact, organization, and administration—rather than with crime and justice as social phenomena and policy matters. If the LPS department were to revise the Criminal Justice BS to strengthen its focus on courts, corrections, and police as institutions, we could imagine the Corrections and Police Studies majors being phased out in favor of the newly revised Criminal Justice BS.

III. QUESTIONS ABOUT THE COMPOSITION, PURPOSE, VISION, AND GOALS OF THE PROPOSED NEW DEPARTMENT:

13. What exactly is the CJ resolution? Is it to create a new Department of CJ with the signatories – and only the signatories – as the founding members? If so, that needs to be stated.

The original resolution to form a new Department of Criminal Justice has been widely circulated.

Faculty who need a copy may request one of Ms. Mayra Nieves, Secretary to the College Council. That resolution may well be revised when it comes forward to the Executive Committee of the College Council to be included on the agenda of the December 15 meeting of the Council to reflect the compromise proposal for assignment of the CJ BA to the proposed new Department of Criminal Justice and the CJ BS to the LPS Department. The signatories will be founding members of the new department, but others may become founding members. See answer to questions 5A, 5B, and 5C in this document for information about how non-signatory faculty can become founding members.

14A. What is the vision – the aim and goal – for the new department?

14B. How large would the new department be?

14C. What is the curricular vision behind the new department?

All parts of question 14 are best answered by the signatories.

15A. How do the credentials of the signatories differ from those of the LPS non-signatories such that justifies the transfer of responsibility of the CJ major to the signatories?

15B. Why should we entrust the college's largest major to the signatories rather than to any other group?

Questions 15A & 15B are best answered by the signatories.

16. Who is doing research in the areas encompassed by a first-rate CJ major?

Question 16 is best answered by the signatories.

17A. Is there racial inclusiveness among the signatories?

Yes, the signatories are racially inclusive. We always strive in our faculty searches and appointments to find the most qualified and most diverse faculty we can. The Provost will encourage the proposed Department of Criminal Justice, as she does every department to which she gives lines, to further diversify its faculty by conducting broad and vigorous searches and by taking advantage of the University's diversity hiring initiatives: the Latino Faculty Recruitment Initiative, out of the Office of Academic Affairs, and the Inclusive Excellence Initiative, out of the Office of Faculty/Staff Relations.

17B. Are the signatories qualified to teach and examine the ways in which ethnicity, race, class, gender, and sexual orientation impact criminal justice?

Question 17A is best answered by the signatories.

17C. It is a legitimate concern that any new department be diverse, especially when a national oversight committee has already noted weaknesses in coverage of race, ethnicity and gender issues in the curriculum. How does the proposed new department plan to remedy this important critique?

See answer to 17A.

18. Does the new department need to be named "Criminal Justice" given that the name of the College is John Jay College of Criminal Justice and given that criminal justice is taught by many departments?

Question 18 is best answered by signatories.

19. Years ago Psychology and Counseling split into two departments. The two had to articulate what function such a split would fill for the College and how each would be different from the other. Can we have a similar analysis showing how a Department of Criminal Justice would be different from other departments at John Jay?

Question 19 is best answered by the signatories.

20A. How would the creation of the proposed department benefit our students?

20B. How would the creation of the proposed department strengthen the College as a whole and enhance its reputation as a leader in the field of criminal justice education?

Questions 20A and 20B are best answered by the signatories.

20C. How would this new department impact other departments such as Sociology, etc.?

The Sociology Department and four others would lose one to two faculty members. The faculty members in question already have the blessing of their current chairs to join the new department. In the case when the departure of a faculty member from his/her current department would seriously reduce the teaching power of a department because of its small size, the Provost will consider replacing that faculty member with a line for a new hire.

The Sociology Department and the Government Department support the creation of the Department of Criminal Justice and the assignment of responsibility for the CJ BA to it and for the CJ BS to the LPS Department. The Sociology, Government, Philosophy, and other departments whose faculty currently teach in the CJ majors will continue to be needed to teach in those majors.

IV. QUESTIONS ABOUT THE PROPOSED NEW MAJOR IN CJ:

21A. At the October 22 Faculty Senate meeting, one of the non-signatory LPS members distributed charts that he compiled of undergraduate and graduate teaching and of teaching in the undergraduate CJ major during the Fall 2008 and Spring 2009 semester. Are these charts accurate? What is the record during those same semesters of undergraduate and graduate teaching and teaching in the undergraduate CJ major of those faculty who are LPS non-signatories?

Of the total number of undergraduate teaching hours taught by faculty in LPS (full and part time), the full time faculty have taught 34% in fall 2005, 42% in fall 2006, and 38% in fall 2007. Over the same period of time the percentage of undergraduate instructional hours delivered by full time faculty in the college as a whole was 37.2%, 39.3%, and 42.8%. The Provost's hope for all departments and for the college is that the percentage of full time faculty hours will increase and the percentage of part time hours will decrease. The assignment of full time faculty to

undergraduate teaching and the planned establishment of workload policies and workload management processes will have an effect on these percentages. The departure of the signatories from LPS may or may not affect these percentages, but the new department, like all departments, will be held accountable for its undergraduate teaching coverage.

21B. Even if there are some errors, the charts distributed at the Faculty Senate meeting suggest that the majority of signatories do not teach in the undergraduate CJ major, which has by far the largest number of students of any major at John Jay. How is this going to be addressed? Are the signatories willing to teach these courses or is CJ going to be another undergraduate major in which students never really have classroom contact with the professors in their identified departments?

21C. Who will teach the undergraduates in the CJ major if it is transferred to a new department as proposed?

21D. If this proposal were approved, how much undergraduate teaching would the signatories expect to do or would commit to doing?

21E. The premise of the proposed new CJ Department appears to be that it would improve the College's CJ major: who is expected to teach the approximately 40 courses offered in this undergraduate major each semester?

21F. By and large, the signatories to the proposal for the new department do not now teach at the undergraduate level. For many years it has been our goal and that of 80th St. that we decrease our over-reliance on adjunct faculty because the presumption is that students and student outcomes are harmed by having so few sections taught by full-time faculty. How will the proposed new department, to begin in February 2009, cover the class grid and improve student learning?

21G. It was stated that only a small minority of the signatories to the proposal presently teach courses in the Criminal Justice major. Please respond to this statement.

Questions 21B through 21F are best answered by the signatories. See answer to Question 21A for answer to 21G.

22. Assuming the charts distributed to the Faculty Senate on October 22 are accurate, is the teaching load of the signatories a reflection of released time given because of grants for research?

Best answered by the signatories.

23A. What will the newly revised CJ major look like and what courses will it consist of?

23B. What would the curriculum of a revised CJ major look like?

The signatories wish to bring the CJ BA in conformity with the standards of their national

organization (see answer to questions 9A, B, & C). It is premature to speculate on exactly how the major will turn out. Professor Ned Benton has submitted a proposal to the UCASC for the establishment of a task force to examine all of our criminal justice curriculum and to recommend the best course of action to clarify the mission and scope of each major and to merge, eliminate, and redesign majors so that we have an effective set of distinct majors related to criminal justice.

V. QUESTIONS ABOUT THE IMPACT ON NON-SIGNATORY LPS FACULTY:

24. What are some of the possibilities and opportunities for the faculty of the LPS Dept if the proposal is approved?

The LPS Department will participate in the review of our criminal justice curriculum, referenced in question 23. The LPS Department will have the opportunity to revise the Criminal Justice BS, the Corrections BS, and the Police Studies BS to bring them up to date and to address concerns raised by external evaluators and blue ribbon panels that have evaluated these majors in the past.

25A. Looking at the CJ major in the Bulletin, it is clear that most of the courses in this major are in Police Science and in Law and in Corrections. What will be the impact on the LPS non-signatories, given that in 2007 only 31 baccalaureate students majoring in Police Studies graduated and that in 2007 only 7 baccalaureate students majoring in Corrections graduated?

25B. There are relatively few students majoring in Corrections and in Police Science yet there would be approximately 30 faculty members in the resulting Department of Law and Police Science. Would there be a sufficient number of students to make this department viable?

25C. What will happen to the existing tenured and non-tenured faculty, if in fact, the LPS Department cannot sustain enrollment in their two remaining majors?

25D. If the proposal is approved, the current LPS Department will be left with two majors only: Corrections and Police Science. (It was agreed between LPS and the Government Department more than a year ago to move the Legal Studies major to the Government Department.) What assurances, and based on what calculations, will be provided to the LPS non-signatories that there will be enough students in the near future who will major in Corrections and/or Police Science, given the declining number of students enrolled in these majors not just at John Jay but around the country and the increased number of students at John Jay majoring in CJ?

25E. Exactly how would the LPS Department be threatened?

25F. If this proposal is successful, what protections will there be for untenured LPS members among the non-signatories?

There will be 27 full time tenure track (or lecturer) faculty members left in LPS when the LPS signatories leave the department. These 27 faculty members will continue to teach in the Criminal Justice BA, BS, and MA, the International Criminal Justice BA, and the majors in Police Studies, Corrections, and Legal Studies. They will be fully engaged with these teaching duties. There will be no loss of lines in the department unless faculty retire or leave the college. As is standard practice for all departments, when a faculty member leaves or retires from a particular department, that person's line comes back to the Office of the Provost for reassignment based on enrollment needs and institutional priorities.

With the compromise proposal for location of responsibility for the CJ BA & BS in two departments, the LPS department will have the following majors under its sole authority: CJ BS & AS; Police Studies BS & AS; Corrections BS & AS. A total of 4,025 are enrolled in these degree programs. Twenty-seven faculty members will have more than enough work to do to deliver a quality educational experience to these students. By comparison, the Sociology Department with 31 faculty members has one major under its sole authority, Criminology, with 609 students and still must hire part time faculty to help with the coverage of its courses. Not only is the Sociology Department not in danger of having its full time faculty numbers reduced, it is currently authorized to search for two additional faculty members.

26. Would there be joint appointments for faculty who wish to have such an appointment between a new CJ Department and the LPS Department? If so, how would joint appointments be handled in the Personnel process? (Joint appointments are known to be difficult on the faculty member.)

Not immediately. A task force under the auspices of the Provost has developed draft guidelines for joint appointments. In each joint appointment, there is a home department in which tenure resides and a secondary department to which the faculty member is partly or wholly assigned for teaching and service. However, the Provost will use the capacity for joint appointments sparingly. The decision to search for or to accept a jointly appointed faculty member must be agreed to by the P&B committee of the home department.

27. The number of students at John Jay will stay same as it is now or will increase. Yet the non-signatories of LPS state that if the CJ major is transferred to a different department and if it is revised by the signatories they will have nothing to teach. Are the non-signatories in LPS suggesting that they are unable or unwilling to prepare new courses and new syllabi? CJ includes disciplines they already teach in. At most there will be new courses in those same disciplines or newly configured curricula drawing on those same disciplines. In other words, are they saying that they are saying they are able or willing to teach only the courses they currently teach?

Best answered by LPS non-signatories.

ATTACHMENT B

"Department of Criminal Justice"

Rationale

Last year, the college reorganized several departmental structures to align them with the educational priorities of the college, to support curriculum development and management, to promote student success, and to provide an appropriate academic home for faculty in particular disciplines including economics, philosophy, art, and music. This process of thinking about the best structures to promote student success continues this year at President Travis's invitation, and must consider one of the majors at the center of John Jay's mission, the Criminal Justice BA. This degree program is not currently administered by a single department. Rather, responsibility for the Criminal Justice BA rotates every three years among the departments of Law, Police Science & Criminal Justice Administration, Government, and Sociology. This degree program has enrolled over a quarter of all undergraduate students for the past several years. In the past five years the College has awarded 1,656 BA degrees in Criminal Justice.

The rotating administration of our Criminal Justice BA program deviates from national practice and has serious consequences for our students. Moreover, the Criminal Justice BA does not conform to national curriculum standards. Please see Appendix A for a description of these standards as defined by The Academy of Criminal Justice Sciences (ACJS). Specifically, the major does not ensure that students are adequately prepared in each of the content areas recommended by the ACJS: Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement, and Research and Analytic Methods. Moreover, the current curriculum does not require the study of race, ethnicity, gender, and justice in core courses, as suggested by ACJS guidelines. The most recent external review report on the Criminal Justice BA, written by Dr. Albert Roberts of Rutgers University in July 2001, subsequent to the May 2001 site visit of the external reviewers, recommended that the curriculum be revised "in accordance with the program standards of the Academy of Criminal Justice Sciences."¹ Specifically, Dr. Roberts recommended that criminal justice majors take "two courses on criminal justice statistics or sociological statistics" and a computer application course. Seven years after this report, the Criminal Justice BA curriculum has not been revised to meet ACJS standards.

Dr. Roberts' report suggests that the structural problems are entwined with the substantive deficiencies of the major. Indeed the very conduct of the self-study was symptomatic of the diffusion of administrative responsibility for the majors. Dr. Roberts was quite frank about the lack of faculty participation in the self-study. Few faculty provided CVs and syllabi. Similarly few participated during Dr. Roberts' site visit. He wrote, "According to the *Undergraduate*

¹ The External Review Report is available in the Office of Undergraduate Studies.

Bulletin (2000-2001), there are 30 full-time faculty and 56 adjunct faculty in the Departments [sic] of Law, Police Science, and Criminal Justice Administration. Although an important part of the traditional protocol of external reviews/site visits involves meeting with and interviewing full-time faculty, it seemed that only one criminal justice faculty member was scheduled to meet with us." The lesson of the self-study and the site visit is that no one took ownership of the major in 2001. This absence of ownership persists and the curricular changes recommended have still not been made.

Resolution

Whereas, At its November 14, 2008, meeting, the College's Undergraduate Curriculum and Academic Standards Committee voted 15 yes -3 no, with 7 abstentions, in favor of awarding sole control of the Criminal Justice BA major to the new Department of Criminal Justice in the event that the department is created, therefore,

Be It Resolved:

- 1) That a Department of Criminal Justice be established, and
- 2) That the new Department of Criminal Justice be given sole authority for the Criminal Justice BA major in accordance with the provisions of the November 14, 2008, Undergraduate Curriculum and Standards Committee resolution.

Todd Clear, LPS

Marcia Esparza, Latin American & Latina/o Studies

Joshua Freilich, Sociology

William Heffernan, LPS

Stanley Ingber, LPS

David Kennedy, Anthropology

Dennis Kenney, LPS

John Kleinig, LPS

Barry Latzer, Government

James Lynch, LPS

Evan Mandery, LPS

Jeffrey Mellow, LPS

Mangai Natarajan, Sociology

Frank Pezzella, LPS

Charles Strozier, History

Hung-En Sung, LPS

Karen Terry, LPS

Valerie West, LPS

ATTACHMENT C

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Resolution Proposing Relocating the B.A. and the B.S. Criminal Justice Majors

RATIONALE:

Since their inception, the B.A. and B.S. degrees in criminal justice at John Jay College of Criminal Justice have suffered from the lack of a single academic unit at the college which has responsibility for their supervision. Rotating governance of the criminal justice majors among three departments has resulted in administrative confusion and lethargy regarding the need to ensure the academic integrity of the majors. This was most notably manifested in the unresponsiveness to a call for significant revision of the majors recommended by an external reviewer in 2001. His strongly-worded suggestions for curricular overhaul have gone unheeded.

The unwieldy governance system in place has been harmful to students majoring in criminal justice. They currently take many of their courses in one department, Law, Police Science, and Criminal Justice Administration, only to be told that the coordinator of the major is in another department, Government, literally across the street in North Hall. Moreover, their education is impaired by out-of-date sets of required courses and concentrations that have resisted substantial revision. Unlike the major in criminology, which receives the full-fledged attention of the sociology department, or the major in government, which is constantly under the scrutiny of the Government Department, the majors in criminal justice seem to be on no one's radar screen. Given that one-third of all John Jay undergraduates receive either a B.A. or a B.S. in criminal justice, the current organizational scheme entailing diffusion of responsibility and seeming administrative indifference is untenable.

RESOLUTION:

We, the three chairs of the departments now responsible for the criminal justice majors, therefore propose: that the Bachelor of Arts Major in Criminal Justice become the sole responsibility of a new Department of Criminal Justice and that the Bachelor of Science Major in Criminal Justice become the sole responsibility of the Department of Law, Police Science and Criminal Justice Administration; that an advisory committee be created for criminal justice majors, chaired by the Dean of Undergraduate Studies and comprised of one representative from each of the following departments: the proposed department of criminal justice; the department of law, police science and criminal justice administration; government, and sociology; and that the Department of Criminal Justice and the Department of Law, Police Science, and Criminal Justice Administration submit to the Undergraduate Curriculum and Standards Committee proposed revisions of the Criminal Justice B.A. and B.S. majors no later than September 2010.

David Brotherton, Chair, Sociology

James P. Levine, Chair, Law, Police Science, and Criminal Justice Administration

Harold Sullivan, Chair, Government

ATTACHMENT D

Executive Committee of the College Council

Based on the recommendations of the Committee on Undergraduate Curriculum and Academic Standards, be it resolved that: the Bachelor of Arts Major in Criminal Justice become the sole responsibility of a new Department of Criminal Justice and that the Bachelor of Science Major in Criminal Justice become the sole responsibility of the Department of Law, Police Science and Criminal Justice Administration; that an advisory committee be created for criminal justice majors, chaired by the Dean of Undergraduate Studies and comprised of one representative from each of the following departments: the proposed department of criminal justice; the department of law, police science and criminal justice administration; the department of government, and the department of sociology; and the proposed Department of Criminal Justice and the Department of Law, Police Science, and Criminal Justice Administration submit to the Undergraduate Curriculum and Academic Standards Committee proposed revisions of the Criminal Justice B.A. and B.S. majors no later than September 2010.

December 2, 2008

ATTACHMENT E

John Jay College Procedure for Awarding Honorary Degrees

Proposed by the John Jay Faculty Senate and
Approved on May 24, 1989 by the John Jay College Council

N. B. New language proposed by the Faculty Senate Executive Committee is underlined and proposed deletions are in brackets. Changes approved by the Faculty Senate shall be forwarded to the College Council, for action by the Council.

Honorary degrees shall be awarded in accordance with the City University of New York Bylaws and the Guidelines of the Board of Trustees. The procedure shall be as follows:

1. Any member of the John Jay community may nominate a person for an honorary degree. To be valid, nominations for honorary degrees must be received by the Committee on Honorary Degrees [.] by a date established and publicized to the College community by the Committee.
2. a. The Committee on Honorary Degrees shall consist of seven tenured full-time members of the faculty, who hold the rank of associate professor or above, and who are nominated by, but not restricted to, members of the Faculty Senate and who are elected by the full-time faculty in a mail ballot to serve three-year terms. Members of the Committee may stand for election to additional three-year terms, upon nomination by the Faculty Senate. The counting of ballots shall be conducted by the Committee on Faculty Elections.

b. The members of the Committee on Honorary Degrees shall elect the chairperson of the Committee to serve two-year terms, from among the members of the Committee.
3. The Committee on Honorary Degrees shall examine, on a confidential basis and, except for the chairperson of the Committee, without knowledge of the identity of the nominators, the credentials of nominees for honorary degrees and shall recommend, in a timely fashion, worthy candidates to the Faculty Senate. [The Faculty Senate will announce to the faculty a discussion of the candidates to be held at its next regularly scheduled meeting or at a sooner, special meeting.]
4. [At this meeting,] [t] The Faculty Senate shall meet in closed session, which shall be open only to members of the Faculty Senate and any guest(s) invited by the Senate or its Executive Committee, to consider the candidates recommended by the Committee. A[a]fter confidential deliberation, and without knowledge of the identity of the nominators, the Faculty Senate shall vote on the proposed candidates and shall forward the names of those candidates who have been approved for an honorary degree by a three-quarters affirmative vote of those members of the Faculty Senate present and voting to the President of the College for his or her approval and transmission to the Chancellor and the Board of Trustees for their approval.
5. If the number of honorary degree candidates approved by the Faculty Senate exceeds the number of honorary degrees that the CUNY Board of Trustees permits be granted at an academic convocation or commencement ceremony, then the Faculty Senate shall vote by secret ballot to rank order the candidates and shall transmit its recommendations to the President of the College.

6. [5.] It [will] shall be the responsibility of the President of the College, or of his or her designee, to inform forthwith each candidate [selected] approved by the Faculty Senate and by the President to receive an honorary degree that he or she has been so selected.

7. If a candidate approved by the Faculty Senate and informed by the President of the College agrees to accept the honorary degree but is unable to attend the commencement ceremony or convocation, which is a requirement of the CUNY Board of Trustees, then the invitation shall be extended by the President of the College until the following commencement or convocation, but such an extension shall be for a maximum of one year. Such an extended invitation shall be rescinded if the Faculty Senate or the President of the College in consultation with the Faculty Senate determines that this is in the best interests of the College.

8. [6]. The Faculty Senate shall [suggest] recommend to the President of the College which candidate or candidates shall be invited to [deliver the commencement address] speak at the commencement or convocation ceremony, although it [will] shall be the right of the President to make the final decision as to who [will] shall be the [commencement] speaker(s).

9. [7]. The awarding of honorary degrees shall accord with the principles of pluralism and diversity to which the University is committed.

Faculty - definition: Faculty for the purposes of this Procedure [includes] comprises those full-time members of the faculty who hold the rank of distinguished professor; professor; associate professor; assistant professor; instructor; lecturer; [senior college laboratory technician; college laboratory technician].

Department Bylaws Template

Version 1.1

Note: Sentences in **BOLD** are required and may not be modified.
Sentences in *ITALICS* are explanatory and are not be included in the final version.
All other sentences are optional and may included, deleted or modified.

Article 1: Title and Purpose

This document is the Bylaws of the Department of _____ at John Jay College of Criminal Justice, City University of New York. Bylaws are required pursuant to Article II Section 3 of the College Charter. The purpose of the document is to define the governance, organization and operation of the department.

Article 2: Department Chair

The chair of the department shall be the chief executive officer. He or she must hold professorial rank, and shall be elected by secret ballot for a term of three (3) years by an absolute majority of all voting members of the full-time faculty of the department, as defined in Article I, Section 3.a.i, subject to the approval of the President and the CUNY Board of Trustees.

Elections shall be held in May of the year in which the chairperson's term expires. The new chairperson shall take office as of July 1 of the year in which he or she is elected.

A department may want to specify that there may be one or more deputy chairs, and specify authority, function, and mode of appointment or election.

Article 3: Departmental Committee on Faculty Personnel and Budget

The Committee on Faculty Personnel and Budget shall be chaired by the chair of the department. In addition, the full-time faculty of the department, as defined in Article I, Section 3.a.i, shall elect four (4) full-time members of the faculty, as defined in Charter Article I, Section 3.a.i, each of whom shall serve for one year. At least four (4) of the committee members shall be tenured. If the department has fewer than four (4) tenured faculty members, the committee shall be established as set forth in Article 9.1 of the Bylaws of the CUNY Board of Trustees.

The committee shall vote on all faculty personnel actions. Initial appointments of regular and substitute faculty shall require a majority vote of the committee.

The committee shall also approve any departmental budget proposals, and approve any expenditure plans for funds allocated to the department. The Chair shall provide quarterly expenditure reports to the committee.

The committee shall approve assignments to faculty offices and other departmental spaces

The committee shall act as the search committee for each faculty search, or may designate a search committee to make recommendations to the Departmental Committee. Regardless of the approach, initial appointments of regular and substitute faculty shall require a majority vote of the committee.

Article 4: Departmental Committees

The department shall elect a Committee on Student Grade Appeals consisting of full-time members of the faculty, as defined in Charter Article I, Section 3.a.i.

The faculty may vote to designate the Departmental Committee on Faculty Personnel and Budget to serve as the Student Grade Appeals Committee.

The department shall elect a Curriculum Committee consisting of full-time members of the faculty, as defined in Charter Article I, Section 3.a.i.

The faculty may vote to designate the Departmental Committee on Faculty Personnel and Budget to serve as the Departmental Curriculums Committee.

A department may want to specify other committees in this section.

Article 5: Departmental Representatives

The department shall elect representatives to college governance committees as provided by the charter, including representatives to the College Council, the Faculty Senate, and the Committee on Undergraduate Curriculum and Academic Standards.

The Department Committee on Faculty Personnel and Budget, or the faculty by vote at a department meeting, may instruct the department representatives to college committees as to how to vote on an upcoming issue.

Article 6: Undergraduate Program Governance

The Chair shall serve as or appoint a coordinator for each of the undergraduate majors offered by the department. Each coordinator shall serve on the Council of Undergraduate Program Coordinators as defined in Charter Article I, Section 9.j.

Article 7: Students

This section might document how the department provides for systematic student input on curricular and personnel matters.

Article 8: Departmental Policy

Departmental policy may be established by vote of the eligible faculty at a regular meeting. Alternatively, departmental policy may be established by the Departmental Committee on Faculty Personnel and Budget, or the Department Curriculum Committee, provided however that the policy shall not take effect until after the next scheduled faculty meeting when the faculty may vote to modify or disapprove the policy. If the policy is not modified or disapproved at such a meeting, it takes effect.

Article 9: Meetings, Elections and Voting

The department holds faculty meetings not less than twice each semester. Elections shall be held in May of each year.

Each member of the full-time faculty, as defined in Article I, Section 3.a.i, shall be allowed one (1) vote in all College and departmental elections.

The election of the Chair and the members of the Committee on Faculty Personnel and Budget shall be by secret ballot, and election shall require a majority of the eligible voting faculty members in the department. If, after three ballots, a candidate does not receive the necessary number of vote for each position, the candidate receiving the highest number of votes shall be recommended to the President, who may accept or reject the recommendation.

Candidates for all other positions may be nominated individually or as a slate of candidates, and the election may be by show of hands.

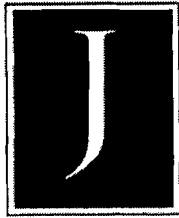
There shall be action minutes of all department meetings.

The annual evaluation of the Chair by the President and Provost shall be distributed to the faculty upon receipt by the Chair, and shall be placed on the agenda of the next faculty meeting for discussion.

A department may want to include specific language from the departmental elections guidelines.

Article 10: Amendments to the Bylaws

These Bylaws may be amended by vote of a majority plus one of the department full-time faculty in a noticed meeting where a quorum of the full-time faculty is present. The amendment must then be submitted to the Executive Committee of the College Council. When the Executive Committee of the College Council approves the amendment, it shall then be considered final and shall take effect immediately.



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

The Future of General Education

at

John Jay College of Criminal Justice

A Report from the Task Force on General Education

Executive Summary

December 1, 2008

John Jay College of Criminal Justice The Task Force on General Education

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The Task Force would like to thank the following for their time, expertise, and advice: Professor Schevaletta Alford, Chair of SEEK; Gail Hauss, Director of Institutional Research; and Professor Karen Kaplowitz, English and President of the Faculty Senate. For assistance with preparation of this report, we would also be grateful to Professor Nancy Egan of the Library and Justine Ganz of the Center for the Advancement of Teaching. We would especially like to express our thanks to Sandrine Dikambi and the staff of the Office of Undergraduate Studies for handling everything else with grace and good sense.

Executive Summary

The Task Force on General Education was convened in the Spring of 2007 by Jane Bowers, who was then Dean of Undergraduate Studies and is now Provost and Senior Vice President for Academic Affairs. Dr. Bowers charged the group to study General Education at John Jay, at our sister CUNY campuses, and at colleges and universities around the country and to produce a report to the community that would help us to assess the status of our nearly four-decades- old General Education program in the contexts of a national General Education reform movement and a parallel CUNY-wide initiative. This report is the result of the Task Force's research and deliberations. It does not propose a new or modified curriculum but rather lays out an array of issues and options that may guide curricular development.

"General Education is so important to our students that institutions should always be seeking to improve the program," says a leader in the field.¹ John Jay's General Education program was first developed in the 1960s and underwent revision in 1975 and 1989 when requirements in ethnic studies, philosophy and physical education were added. In the 1990s, the General Education program requirements were reduced slightly because CUNY mandated a cap of 120 credits for the baccalaureate degree at all campuses. Beyond these minor modifications, however, the structure of the program has remained essentially unchanged for more than thirty years.

The Task Force found that the original design, intent, and coherence of our General Education program have eroded over the years, due in large part to fiscal constraints and a lack of program oversight, and that today's students and faculty are neither aware of its pedigree nor excited about teaching or taking the courses. By examining both traditional and innovative General Education programs at institutions from the Ivy League to urban community colleges, the Task Force discovered a wide variety of designs and strategies that might serve as models for revitalizing our own program. For example, while our current program is foundational—all of the courses are at the 100 and 200 levels—many campuses have General Education programs that scaffold the undergraduate experience from first semester to senior year.

In June 2008, six members of our Task Force attended the Association of American Colleges and Universities (AAC&U) Institute on General Education, a selective, annual program that brings together campus representatives and national and international experts in establishing goals and devising General Education programs tailored to the specific needs of individual institutions. One of the most important ideas the team brought back from the experience was the value of adopting a set of transparent learning objectives, not just for the General Education program, but across all aspects of the undergraduate curriculum, including majors and co-curricular activities (e.g., internships, study abroad, service learning, club activity, student governance, etc.).

The report offers two sets of goals and objectives gleaned from the Task Force's multi-faceted study of best practices in General Education. First are the Proposed Learning Objectives for Undergraduate Education at John Jay College. Second are Guiding Principles for Effective General Education at John Jay College (see pages 3 and 5). The Task Force invites the College community to participate in a campus-wide conversation about the Learning Objectives and

¹ Ann Ferren, "Models of General Education," AAC&U Institute on General Education (2008), p. 1.

Guiding Principles so that they can be revised and presented for adoption by the Committee on Undergraduate Curriculum and Standards and, ultimately, by the College Council in Spring 2009.

The report is organized into seven chapters on

- Rethinking General Education at John Jay College
- The Process and Methodology used by the Task Force on General Education at John Jay College
- The History and Status of the General Education program at John Jay College
- Proposed Institutional Learning Objectives for Undergraduate Education at John Jay College
- Proposed Principles for Effective General Education at John Jay College
- Models of General Education
- The Future of General Education at John Jay College

John Jay's General Education program is poised at the confluence of sweeping transformations. We are witnessing the rapid emergence of what President Jeremy Travis calls "the New John Jay." Among the many changes underway, we are in the process of phasing out associate degree programs and transitioning to senior college status; raising admissions standards; reintroducing liberal arts majors; reorganizing academic departments; and assimilating more than 145 additional tenure-track faculty hired since 2005. We are also stepping up our emphasis on global study, implementing educational partnerships with the six CUNY community colleges, and preparing to welcome the additional transfer students those partnerships will channel to the College in the next couple of years.

In this context, the Task Force offers its findings and is excited to welcome the rest of the faculty, as well as students, staff, and administrators into the conversation about the purpose, goals, and strategies that will re-shape our General Education program. Over the coming months, members of the Task Force will meet with the Committee on Undergraduate Curriculum and Standards, the Council of Chairs, the Faculty Senate, the Council of Coordinators of Majors and Programs, the Student Council, and individual departments when invited, to hear feedback on the report and its recommendations.

We understand that discussions about changes to John Jay's General Education program have been difficult in the past and that caring and well-intentioned people may hold widely divergent views about what will best serve the College and our students. The Task Force intends the process of sharing our findings and collecting reactions to be positive, transparent, and inclusive. We are confident that the mutual commitment to student success that has always distinguished the John Jay College community will keep our purpose, our discourse, and our aspirations high.

Proposed Learning Objectives for Undergraduate Education at John Jay College of Criminal Justice

Reasoning and Analysis: the ability to

- observe, sort, prioritize, and structure evidence;
- analyze different kinds of data;
- understand the distinction between evaluative and factual statements;
- solve problems through evidence-based inquiry (i.e., recognizing, using, and evaluating evidence in support of a hypothesis, theory, or principle);
- employ mathematical methods in the service of inquiry and quantitative and comparative analysis.

Communication Literacy: the ability to

- communicate clearly in standard written and spoken English;
- understand and target an audience;
- comprehend and discuss complex material, including texts, media, and numerical data;
- comprehend not only the broad or general points, but also the small details and nuances that contribute to (or complicate) the larger meanings of texts and other sources of information and knowledge;
- maintain self-awareness and critical distance as a reader/viewer/listener or as a producer of texts and other sources of information.

Information Literacy: the ability to

- understand how information in various formats is generated and organized;
- find and navigate appropriate resources in print and electronic formats;
- critically evaluate information for usefulness, currency, authenticity, objectivity and bias;
- recognize the importance of point of view in understanding, interpreting, and evaluating sources of information;
- understand issues surrounding plagiarism, copyright, and intellectual property and cite sources appropriately;
- use information in an effective and responsible manner.

Technological and Computer Literacy: the ability to

- conduct complex and dynamic Internet and database searches;
- use technologies to construct and disseminate their own knowledge and opinions;
- use common workplace software applications.

Ethical Practice: the ability to

- cultivate self-understanding by situating one's own experiences and perceptions in historical, cultural, and psychological contexts;
- use cross-cultural knowledge to explore multiple perspectives and ways of understanding;
- articulate the ethical dimensions of personal, academic, social, and political issues and choices;
- be an informed and responsible citizen of the world.

Creativity: the ability to

- understand artistic expression as a form of inquiry and problem solving, and problem-solving as a form of creativity;
- recognize and experience some of the methods and forms of artistic and imaginative expression.

Intellectual Maturity: the ability to

- be curious, tolerate ambiguity and disagreement, persist in the face of obstacles, and achieve critical distance;
- live a "good life" by developing the habits of introspection, personal and civic responsibility, and communication necessary for effective interaction with others;
- understand and embrace learning as a life-long process that enriches and gives meaning to daily experience.

Essential Knowledge: some familiarity with

- world history and the historical contexts of world languages, religions, and cultures;
- science and scientific methodologies and approaches to knowledge;
- the ideas of major thinkers and the works of major writers and artists;
- the nature and operations of various economic and political systems;
- the grammar, vocabulary, and syntax of another language;
- the social, political, and economic institutions of the United States;
- global interdependence; the impact on other parts of the world of seemingly disparate social, political, economic, cultural and environmental phenomena;
- the ways that technologies, information, and culture interact.

Proposed Principles for Effective General Education at John Jay College

To provide a framework for decision-making and the design of a revised General Education program at John Jay, the Task Force on General Education distilled its findings of best practices into a set of nine guiding principles. They are presented below and followed by extended discussions of Principles 1, 3, 5 and 9. We also provide examples of those principles in action at other institutions. As with the Learning Objectives, our goal is to achieve campus-wide consensus and have the principles ratified by the College Council in Spring 2009.

An Effective General Education Program at John Jay will:

1. **Have a clear purpose** that can be succinctly stated and explained and has a distinct identity at and beyond our campus. The purpose can relate directly or indirectly to the mission of the college.
2. **Foster, assess, and certify an agreed-upon set of learning objectives**, including skills and/or areas of knowledge.
3. **Scaffold undergraduate education at all stages and include cornerstone, milestone, and capstone experiences.** Learning objectives should be embedded across the curriculum at developmentally appropriate stages throughout the student's career. The General Education program should include upper-level courses that provide opportunities to integrate and apply the skills and knowledge acquired in lower-level courses and to demonstrate progress toward meeting the learning objectives. There should also be a reciprocal relationship between General Education and the majors, so that the learning objectives are reinforced consistently across all facets of the student's academic program. Co-curricular activities might also be incorporated into the overall structure of the General Education program.
4. **Enjoy high institutional priority.** The college could demonstrate this by: 1) establishing a faculty committee to oversee General Education; 2) creating the position of a faculty coordinator or dean for General Education; 3) funding faculty development programs and providing incentives for faculty to create, teach, and assess the General Education program and courses; 4) recognizing the scholarship of teaching and learning as equal to traditional disciplinary scholarship (thus the Office for the Advancement of Research would value and reward both, as would the faculty personnel process); and 5) recognizing faculty participation in pre-major advising.
5. **Focus on pedagogy.** An integrated General Education program considers not only what is to be taught but how. A variety of learning-centered teaching strategies should be marshaled to meet the Learning Objectives. The college should provide significant support for teaching faculty through formal training and informal curricular and pedagogical exchange. The new Center for the Advancement of Teaching provides a faculty-centered venue for these development activities.

6. **Be deliberately and explicitly student-centered.** The General Education program should be tailored to the particular needs and interests of the John Jay student body and responsive to changes over time in those needs and interests. This student-centered approach might be achieved by some or all of the following: 1) availability of pre-major academic advisement for students; 2) acknowledgement and accommodation of different perspectives, learning styles, and “ways of knowing”; 3) development of interactive pedagogies; and 4) engagement with Student Development staff to develop a holistic approach to supporting student achievement.
7. **Provide one or more common experiences for ALL students.** General Education puts its “signature” on all graduates. All students would share one or more common academic experience(s): these might be one or more core courses, a research project, a service-learning experience, or something else yet to be imagined.
8. **Build community among all JJC constituencies** by: 1) building on a shared commitment to the Learning Objectives; 2) encouraging cross-disciplinary and interdisciplinary communication and collaboration among faculty; 3) developing a sense of “JJC citizenship” in students; and 4) creating and strengthening connections among students, faculty, administrators, staff, and alumni/ae through research projects, discussions, mentoring and advisement, internships, and other activities.
9. **Be Flexible and Accountable.** Assessment, review, and revision should: 1) be built into the General Education program; 2) occur regularly and systematically; and 3) involve alumni, potential employers, and graduate programs, as well as current students and faculty.

The Honors Program at John Jay College
Honors Program Revised Design

A. Mission Statement

The Honors Program at John Jay College reflects the unique mission of the college in its academic focus on the liberal arts, the study of justice, and the desire to “inspire both students and faculty to [attain/maintain] the highest ideals of citizenship and public service” (John Jay College Mission Statement). The program will combine the rigors of a liberal arts education with a commitment to the common good both as the theme of the program and as a basis for research projects by students. The program emphasizes critical thinking, creativity and ethical decision-making with attention to global concerns, community responsibility and civic mindedness. Students will be challenged to consider questions of the common good in academic pursuits, community concerns and expanding global interconnections.

B. Principles of the Program

The undergraduate program at John Jay College has maintained a commitment to academic excellence along with a long-standing commitment to considering issues of the common good. The proposed design for an honors program is based on this commitment to fostering opportunities for intellectual growth and civic responsibility for our students. The committee developed the following principles which guided the development of the proposed program. The Honors Program at John Jay College will demonstrate commitment to:

1. access and diversity of our student body.
2. the educational needs of our existing highly motivated and academically promising undergraduate students.
3. the college’s mission of educating for justice and preparing students to be responsible citizens in the global community.
4. the core values of a liberal arts education
5. opportunities for the faculty to develop innovative curriculum and pedagogy

We imagined a program that would develop students’ appreciation of the range of liberal arts disciplines and their epistemologies and emphasize their relevance to themes of community and the common good, and thereby prepare students for a unique journey as citizen-scholars.

C. Benefits of the Program

The development of this program is an important advance and a unique model in undergraduate education. It provides a model of education which stresses the theme of the common good as a core concern in curriculum and an organizing principle in educating students to become citizen-scholars in a global community. It is particularly

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relevant to the John Jay College undergraduate experience where the union of academics and civic engagement remain core values. The Honors Program will provide the following benefits:

- new learning opportunities for our students;
- a mechanism to foster community amongst our students;
- new bridges between the college and the surrounding community;
- new curriculum development opportunities for the faculty, including a capstone research option;
- development of models of collaboration across disciplines;
- improvement of retention at the college;

General goals:

The program seeks to educate global citizens who understand the relevance of academic study in appreciating the world they have inherited and in enriching the lives of individuals and communities both locally and globally. The program is designed as a model curriculum for our institution which allows students to pursue questions of the common good through academic pursuits, field experiences and research opportunities. It stresses the development of academic foundations relevant to an educated citizenry. It emphasizes disciplinary approaches to interdisciplinary questions. By stressing questions of the common good, the program will enable students to consider their scholarly concerns in the context of their ongoing views of and commitments to civic life.

Specific goals:

The program is designed to build community amongst highly motivated students at a large commuter college, to provide them with challenging and unique learning experiences and opportunities to collaborate on projects beyond the boundaries of the classroom. The curriculum in the first two years provides students with a common core focusing on the question of the common good and the context of the global city. In the 3rd and 4th years, students may choose to pursue two different approaches to the idea of the common good: one emphasizing research in their chosen disciplines, the other research that applies this idea to addressing contemporary community problems. The latter prepares students to consider how the academy can effectively collaborate with communities in addressing the common good through academic projects and discipline based research, including a senior capstone project. The senior capstone seminar will provide an opportunity for all students in the program to explore and share how their education has prepared them for their roles as scholars, practitioners and citizens of a global community.

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The combination of Honors Core courses and disciplinary courses takes students on a journey from engagement to expertise, while providing the flexibility to respond both to individual student interests and faculty research agendas. In its emphasis on writing, academic rigor and field work, the program helps students make creative and ethical connections in and between the many communities of our city and world.

In combining new Honors core courses with existing and proposed courses in John Jay's various academic departments, the program provides new opportunities for curriculum development and pedagogical innovation.

D. Structure of the Program

The proposal is for a 4 year program which students can enter in either the first, second or third year. All Honors Core courses emphasize writing, research and fieldwork.

The Honors Program is comprised of two aspects: the "**Honors Core**" and the "**Disciplinary Component**." The Honors Core will involve a (maximum) sequence of six "core" courses within the Humanities, Social Sciences and Sciences (see Course Descriptions and Curriculum Template). While each course builds on the previous one, they all share the same emphasis on research, writing and field experiences.

In the Disciplinary Component, students will be required to take three courses from a list of select courses offered by departments, chosen in consultation with a faculty advisor and selected for inclusion based on a determination of their relevance to the goals of the program. The Disciplinary Component might include a combination of existing courses and newly-designed experimental courses.

The Core Courses in combination with the Disciplinary Component provide students with a liberal arts foundation while preparing them to formulate and carry out research projects that enable them to address concepts of the common good from multiple perspectives.

All students in the program will complete a capstone experience. Students may choose one of two options for their capstone experience. Each option requires a research project. Option A enables students to design a research project exclusively within their major under the guidance of a faculty member in the major. Option B enables students to design a research project which addresses and acts to solve a community-based problem relevant to the theme of the common good. Students may work in interdisciplinary research teams in Option B. Projects may range from subway poetry to crime prevention, but they will share the goal of promoting the common good. The junior year methodologies course will prepare students to pursue one of these two options in their senior year. All students in the program will participate in a joint senior seminar in the spring of their senior year to discuss their research projects and its relevance to the theme of the common good.

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FRESHMAN YEAR

Goals:

Engage in critical thinking/logic
Develop student community
Appreciate the social fabric of the city
Understand relationship of globalization and NYC

Fall Semester

The City as Context Part I (3 credits, will satisfy gen ed/ENG 101 Composition requirement).

The City as Context I: Exploration and Community in the Global City

New York City will provide the context for this introduction to the Honors Program and to the college. Students will use the city's abundant resources to examine questions that are central to the Honors experience. Concepts of "community" and the "common good" will be examined both in and out of the classroom in writing-intensive interdisciplinary courses taught by full-time faculty from different departments. While syllabi for this course will change depending on the professor, "The City as Context" will allow students to begin the conversation about how modernity, creativity, globalization, and mobility – hallmarks of New York life -- impact how we understand and experience who we are and what we have in common. The course will emphasize community building within the classroom and community exploration outside of it.

Spring Semester

The City as Context Part II: (3 credits, will satisfy gen ed/ENG 201 Composition requirement)

The City as Context II: Exploration and Community in the Global City

This is a continuation of the Fall semester course which will include a greater attention to how writing shapes and is shaped by different disciplines while maintaining the emphasis on student community building, and on an interdisciplinary understanding of what constitutes, threatens and invigorates the common good.

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SOPHOMORE YEAR

Goals:

Develop deeper understanding of concepts of the common good within disciplines

Develop understanding of interdisciplinary models

Apply the idea of the common good as a conceptual frame of analysis

Part I. Fall or Spring Semester

Intellectual Foundations I: What is the Common Good? (3 credits, will satisfy gen ed)

Intellectual Foundations I: What is the Common Good?

This course will emphasize how different disciplines frame seminal questions about the historical, religious, scientific and philosophical contexts that have shaped and continue to shape questions of the common good. The course will address themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. The course will emphasize writing, research and community experiences consistent with the other offerings in the Honors Core.

Part II. Fall or Spring Semester.

Intellectual Foundations II: Leadership and the Common Good (3 credits, will satisfy gen ed)

Intellectual Foundations II: Leadership and the Common Good

This course will examine models and ideas of leadership across cultures and over time, keeping in mind how questions of the common good shape such models and ideas. The course will enable students to consider the relation between collective goals, individual needs, and the challenges that leaders and communities face in promoting the common good. The final project for this course will use John Jay College as a case study. *

Students can develop and implement this project for credit in the junior year.

JUNIOR YEAR

Goals

Understand disciplinary epistemologies and methodologies
Explore globalization in contemporary societies
Explore real-life processes of addressing the common good

Comparative Epistemologies and Methodologies: Choose Option A or B (3 credits, will satisfy gen ed or major requirement)

**Comparative Epistemologies and Methodologies A:
The Idea of the Common Good across Disciplines**

Introduces students to disciplinary approaches to formulating research questions and the underlying epistemologies that determine these approaches. Epistemologies and methodologies in the humanities, social sciences and sciences will be explored and compared as students develop expertise as researchers and come to understand how each discipline contributes their methodologies to addressing issues of the common good. Each student will develop a research proposal on an aspect of the common good, incorporating at least two of the three areas of the liberal arts and sciences.

**Comparative Epistemologies and Methodologies B:
Formulating Research Questions on the Common Good**

Introduces students to disciplinary approaches to formulating research questions and the underlying epistemologies that determine these approaches. The course will enable students to appreciate the unique contributions of each of the liberal arts and sciences in defining and addressing social issues for the common good. Students learn how to be observers, interviewers, researchers and members of collaborative research teams. Students learn how to assess issues from the public's perspective. Each student will develop a research proposal that will address a community concern through designs which are academically rigorous, theoretically based and geared toward social change and the common/public good.

Students will choose one of these two options, in consultation with their major and honors advisors. Option 2 prepares students for the senior capstone option of Research in/for the Common Good.

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SENIOR YEAR

Goals

Understand how to engage in research for the common good

Learn to apply knowledge and academic resources to research questions in your field

(Option A)

Learn to apply knowledge and academic resources to address actual community concerns

(Option B)

Produce completed research project and present to colleagues and community

Fall or Spring Semester

Capstone Research (Credits for Option A will be granted in the major department; 3 credits for Option B)

Option A

Capstone Research Research in the Major

Students will complete their capstone project in their major. The major and honors advisors will consult on the development of the project to determine how the idea of the common good will be represented by the student in his/her final project.

Option B

Capstone Research Research in/for the Common Good: A New York City Experience

Students will develop research projects in the common interest/for the common good focused on New York City as “our global city”. The capstone will expose students to collaboration within the academy, and between the academy and the community as they collaboratively develop research projects that address or reflect community concerns to promote the common good. It emphasizes community building in promoting team-based research and collaboration on projects across disciplines. It places importance on understanding diversity within the city and the city within the global community. The projects will enable students to integrate disciplinary perspectives with “real world” concerns. It will enable students to integrate the earlier academic exploration of New York City with contemporary research agendas and to consider the significance of an ongoing understanding of one’s community (however defined) in being able to contribute to its health and well being.

The final project may be a form appropriate to its content and to its benefit to the academy and community. That may include theatrical performance, community website, public lecture, etc.

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Spring Semester

Capstone Seminar: Research and the Theme of the Common Good. (required for all students in the program) (3 credits, will satisfy gen ed or major requirements)

Capstone Seminar: Research and the Theme of the Common Good

All honors students will take part in the senior honors seminar. They will present their senior projects and discuss the relevance of the project to the core concepts of the four year program. Each student will develop an aspect of the idea of the common good within their capstone projects or through the nature of their final presentations.

ADDITIONAL COMPONENTS

The Disciplinary Component (3 courses, 2 must be taken at the 300 level or above)

These courses will be chosen by the student, in consultation with the faculty advisor. The courses will be among our existing course offerings, and newly-designed, experimental courses. Such courses can be tailored to the student's interest and/or major, but will share with the "core" courses an emphasis on research, writing and "field work."

JOHN JAY COLLEGE HONORS PROGRAM (DRAFT)
TEMPLATE OF THE HONORS PROGRAM CURRICULUM

Freshman		Sophomore		Junior		Senior
Fall	Spring	Fall	Spring	Fall	Spring	Fall and Spring
FE	FE	FE, SE		FE, SE, JE	FE, SE, JE	FE, SE, JE
<u>Core Course</u>	<u>Core Course</u>	<u>Core Course</u>	<u>Core Course</u>	<u>Core Course A</u>		<u>Core Course I</u> <u>Capstone Research</u>
<u>City as Context I:</u> Exploration and Community in the Global City.	<u>City as Context II:</u> Exploration and Community in the Global City	<u>Intellectual Foundations I</u> What is the Common Good?	<u>Intellectual Foundations II:</u> Leadership and the Common Good	<u>Comparative Epistemologies & Methodologies A:</u> The Idea of the Common Good across Disciplines		<u>Option A</u> <u>Research in Major</u> (credit to be granted in the major department)
(3 credits gen ed/English 101 Comp)	(3 credits: gen ed/English 201 Comp)	(3 credits)	(3 credits)	<u>OR</u>		<u>Option B</u> <u>Research in/for the</u> <u>Common Good: A New</u> <u>York City Experience</u> (students may select this option with approval of their major advisor) (3 credits).
				<u>Core Course B</u>		
				<u>Comparative Epistemologies & Methodologies B</u> Formulating Research Questions on the Common Good (for those who will enroll in the Senior Capstone Research Option B)		<u>Core Course II</u> <u>Capstone Seminar:</u> <u>Research and the Theme</u> <u>of Common Good</u> Required for all students (3 credits)
				(3 credits)		

			Disciplinary component 200 level (3 credits)	Disciplinary component 300 level (3 credits)	Disciplinary component 300 level (3 credits)	

Total Credits:

Freshman Entry: 18 Honors Core + 9 Disciplinary Component = Total 27 credits

Sophomore Entry: 12 Honors Core + 9 Disciplinary Component = Total 21 credits

Junior Entry: 9 Honors Core + 6 Disciplinary Component (may be satisfied by completion of courses prior to entering the Honors Program = Total 15 credits)

Synopsis

The Honors Program at John Jay College

Sondra Leftoff (Chair), Caroline Reitz, Alisse Waterston, Honors Program Committee

I. Why establish an honors program at John Jay College of Criminal Justice?

The Honors Program (HP) at John Jay College will provide:

- a four year core liberal arts program for exceptional undergraduates
- new academic opportunities for outstanding students;
- a learning community for students that extends over their college careers;
- opportunity for undergraduate recruitment and retention;
- a forum for curriculum development;
- enhanced opportunity for the College to become part of the Macaulay Honors College;
- enhanced opportunity to raise the visibility of the College to prospective students, granting agencies, and donors.

II. What principles have guided the design of the proposed honors program at John Jay College of Criminal Justice?

In order that the honors program fit with our student body and the College, the following principles were incorporated into the design of the proposed program. The John Jay College honors program will:

- reflect the mission of the College;
- address the interests and needs of high achieving John Jay College students;
- offer an academically rigorous liberal arts experience that is broad based and inclusive of all disciplines at the college;
- offer a four year, academically rigorous research experience that fosters opportunities for intellectual growth and civic responsibility; and
- offer faculty opportunities to collaborate on innovative curriculum from freshman to senior level courses

III. There are several models for undergraduate honors programs. What are the stand-out features of the proposed program?

A college honors program involves many components, including content (curriculum), student profile, administration and the construction of its unique identity (its “signature”). After studying “what works” in honors education in the U.S., and upon careful consideration of alternative honors program designs, we have concluded that the following key features will help ensure the success of an honors program at John Jay College:

- **Multiple entry:** Multiple entry points allow students to join the program up to their junior year. This policy enables freshman recruitment as well as recruitment from the broader student body. Multiple entry also facilitates faculty involvement in the honors program since they will play a central role in student recruitment to the program. Multiple entry is an inclusive, not an exclusive policy.
- **General education requirements:** All courses in the program will fulfill the College’s general education requirements through a four-year series of courses that extend from freshman to senior year. This will enable students in any major (even Forensic Science and Forensic Psychology) to participate.
- **The “city as classroom” model:** The “city as classroom” is a model in honors education that has been replicated across the country (Braid and Long 2000; see Section IX, “Sources”). It refers to using the city as a resource. In our discussions with departments, this feature of the program generated enormous enthusiasm and interest. There were recommendations and then consensus that we include the word “global” in references to the city. The honors program will take advantage of the fact that John Jay College is located in the center of the most vibrant city in the country (if not the world). New York City will serve as a resource and partner, creating an extraordinary opportunity for students participating in the honors program. It will enable students to appreciate the vibrant intellectual and artistic life of the city and in the process understand the relation between the past and the present, and the local and the global. It also bridges divides between the classroom and the community and between academic learning and engaged participation. “New York City as classroom” also provides the program a unique attribute, status and identity, important for recruitment and outside fund-raising.

- **“Interdisciplinary approaches to the common good” as organizing principle of the honors program curriculum:** The program is designed as a model curriculum that stresses the development of academic foundations relevant to an educated citizenry. The organizing principle of “the common good” is broad enough to encompass a wide range of interests (from poetry to politics) while providing an organizing principle around which students can develop a focused learning community. Please note that the curricular arrangements in collegiate honors programs combine more than one type of course type. For example, the honors program may offer a combination of “special honors courses” and “honors sections of regular courses”/“enriched options within regular courses.” It is most often the case that “special honors courses” are interdisciplinary and that “honors sections of regular courses”/“enriched options within regular courses” are disciplinary (Schuman 2006: 33; see Section IX, “Sources”).
- **The signature senior sequence** is a two-semester seminar and project (“Research in/for the Common Good”). A signature course provides a unique focus to an honors program and coherence to the 4 year structure. It brings recognition to the honors program beyond the college. At John Jay College, the signature senior sequence will provide opportunity to enact our unique mission at the highest level of undergraduate academic achievement. Students coming together from their different disciplines will work together on research projects targeted toward building bridges between academic research and the public. Students will work both with a departmental advisor and the seminar professor to design a project that speaks both to the seminar’s concerns and those of the student’s major. This course does not replace departmental capstone courses, but could relate to research done for a departmental thesis project. There is also an option for students to conduct research in their major.
- **Flexibility:** The curriculum is a combination of honors core courses and disciplinary courses, designed to take students on a journey from engagement to expertise, while providing the flexibility to respond both to individual student interests and faculty research agendas.

- **College honors program relationship to department honors:** The program is designed to be a separate entity from department honors programs. It is also designed so that students can complete *both* this program and honors in their majors (where applicable). The junior year research course ("Epistemologies and Methodologies") will meet general education requirements and not department methods course requirements. The senior year capstone will also meet general education requirements, not requirements in the major. However, where departments also require research capstones for their majors, the honors faculty will confer with the department to develop related/integrated projects for the student involved. *Students who are also fulfilling honors in their majors will be required to fulfill those requirements separately.*
- **College-wide curriculum development:** As a laboratory for curriculum development, the program grid enables faculty to design new, innovative courses that can ultimately infuse development of new undergraduate curriculum for the college. To illustrate, please see the following sample course titles. These ideas emerged from discussions between representatives from departments and the honors program committee during Winter and Spring 2008. **Sketching Lives** (English and Art); **War Stories in the Global City** (English, History and Anthropology); **Traveling Microorganisms Across Frontiers** (Science, Sociology, History & Economics); **Global Outlaws** (Law & Police Science and Anthropology/English/Psychology); **Performance and Spectacle in the Global City** (Art/Music/Philosophy and Foreign Language & Literature/Speech & Theater); **The Past, Present and Future of Human Rights** (History and Anthropology/Justice Studies); **Meanings of Silence and Sound** (Speech & Theater and Math & Computer Science); **The Individual in History and Society: Issues for All Times** (History and Anthropology/ Sociology/ English/ Art/Music/ Philosophy); **Lost and Found in Translation: Speaking the Global City** (English/Foreign Languages & Literature & History); **Applied Sciences in the Metropolis** (Police Science/Fire Science/Forensic Science and Government); **Who Owns the Water? Water Rights and Wrongs** (Economics, Science and Art/Music/Philosophy).

IV. What are some of the specific benefits to students with high aspirations for participating in the honors program?

Some specific benefits to students will be:

- opportunity to participate in an ongoing learning community;
- close faculty interaction and supervision;
- attentive advising;
- unique undergraduate research experience;
- recognition for excellence and accomplishment (on transcript, on diploma);
- strong preparation for graduate school and/or employment;
- opportunities for professional development (participating in conferences; more likely to receive nationally competitive scholarships [Fulbright; Truman; Rhodes; Wilson] and/or assistantships
- other benefits (“perks”) depending on propriety and available resources.

V. What are the admissions criteria and procedures for students?

What criteria will be used in the admissions process? Put another way, if the honors program aims to serve the needs of “outstanding students,” what will be the basis for assessing and determining “outstanding” (i.e., excellence)?

- The question itself reflects the fact that there is not one type of “outstanding” student nor are there universal measures for defining, describing and identifying “excellence.” The admissions criteria we propose (see bullet points 5-7 below) is based on our review of procedures adopted by other honors programs around the country, discussions with the John Jay College Honors Program Steering Committee, and by the following statement of principle put forth by honors program specialist Samuel Schuman:

“Not every honors program should try to serve every sort of superior student, but that each program should [1] articulate the excellences it seeks to cultivate; [2] be shaped by its student population (and vice versa); and that [3] internal standards of [outstanding] are much more important than any universal measure” (2006: 8).
- We recognize and put forth that “admissions criteria” is about a process, not a rigid set of measures. We believe that as the program is launched and develops, the admissions process will undergo revision based on principles [1] and [2] above. The proposed “admissions criteria” relies heavily on the third principle [3]. It is also designed to maximize flexibility and discretionary decision-making for those who will ultimately make admissions offers.

- We propose a “portfolio” approach to admissions in which students will be evaluated on the basis of the entire package, not singular criteria.

- Content of the portfolio will vary for incoming freshmen, current students and transfer students.

- **Criteria for incoming freshmen:**

High School GPA: Rank in the top 5 percent of the John Jay College freshman cohort¹

ACT Composite score or SAT score: Rank in the top 10 percent of the John Jay College freshman cohort²

Essay: approximately 500 words

One letter of recommendation: High School teacher

- **Criteria for current students:**

GPA: 3.5 or higher

Essay: approximately 500 words

Statement of interest

Two letters of recommendation: John Jay faculty

- **Criteria for transfer students:**

GPA: 3.5 or higher

Essay: approximately 500 words

Statement of interest

Two letters of recommendation: Faculty from transferring college

¹ Please note that this is a very different way of looking at the top percentiles. We’re not looking for the top 5% of their high school class, but the top percentile among those students admitted to John Jay College; same with ACT/SAT below.

² To discuss: Do we want to require an ACT or SAT with a writing component? The writing score and sample may be used as additional information in the Honors College screening process

VI. Who will run the honors program at John Jay College?

We recommend that an administrative and governance structure be designed with the following attributes:

- The director of the honors program be a member of the faculty who will be appropriately compensated for the position;
- Once the program is established, the current Faculty Steering Committee will become the Honors Program Advisory Board (advisory to the program director and to the program). The specific duties and functions of the Board to be determined but will involve collaborating with the director for accomplishing essential functions, such as reviewing admission criteria of students, etc.
- Teaching faculty for the program will be selected through self-referral, recommendations by department chairs and by other faculty. Only full time faculty will teach in this program.

VII. How will the honors program be funded?

We recommend that the honors program be supported by funds raised from outside sources and not funded through the general undergraduate budget. It is important to note that a successful honors program requires significant financial commitment from the administration.

VIII. How will we address the likely problem that the Honors Program will only retain about 30-40% of its students??

Despite the low retention rate in honors programs across the country, thousands of colleges and universities remain committed to supporting their honors programs. Among other reasons, nearly 100% of honors students stay at the college.

Without an honors program, those students are more likely to transfer out of the college (often in the first year), lowering the overall retention rate. It is essential that certain supports be built into the program to maximize retention; at the same time, many of these “supports” have other implications. We are in process of assessing these in order to propose the best alternative for John Jay students.

Some minimum supports include providing a robust advising and needs-assessment system; making clear the benefits of the program to prospective students (e.g., smaller class sizes; opportunity to work closely with faculty which in turn results in stronger, more compelling letters of recommendation; graduate with distinction, indicated on diploma and on transcript; more opportunities for professional development (participating in conferences; more likely to receive nationally competitive scholarships [Fulbright; Truman; Rhodes; Wilson] and/or assistantships, etc. Other ways to help retain students include providing conditional special perks (e.g., free passes to cultural institutions in New York City; laptop computer; scholarships), though there are downsides to offering such “perks” that need to be considered (e.g., issues of inequity and fairness).

Efforts to build community amongst peers is a powerful tool in retaining students.

IX. Sources: What sources were used to design this honors program?

- Starting fall, 2007, the Honors Committee conducted online research into existing honors programs at over 20 colleges and universities, including programs in the City University of New York system.
- Information from presentations and discussions at the National Collegiate Honors Council annual conferences (2007; 2008).
- One-on-one meetings with nearly all departments at John Jay College. Representatives, chosen by department chairs, participated in open-ended discussions with the Honors Committee.
- References cited in this synopsis:
 1. Braid, Bernice and Ada Long. 2000. *Place as Text: Approaches to Active Learning*. Lincoln, NE: National Collegiate Honors Council.
 2. Schuman, Samuel. 2006. *Beginning in Honors: A Handbook*. Lincoln, NE: National Collegiate Honors Council.