

Faculty Senate Minutes #361

September 30, 2010

3:20 PM

Room 630 T

Present (40): Andrea Balis, Spiros Bakiras, Elton Beckett, Ben Bierman, Erica Burleigh, Elise Champeil, Sergei Cheloukhine, Demi Cheng, Kathleen Collins, Lyell Davies, Virginia Diaz-Mendoza, Edgardo Diaz Diaz, James DiGiovanna, Jennifer Dysart, DeeDee Falkenbach, Beverly Frazier, Robert Garot, Jay Gates, Katie Gentile, Lior Gideon, Norman Groner, Maki Haberfeld, Jay Hamilton, Olivera Jokic, Karen Kaplowitz, Tom Litwack, Vincent Maiorino, Xerxes Malki, Evan Mandery, Isabel Martinez, David Munns, Frank Pezzella, Raul Rubio, Richard Schwester, Francis Sheehan, Staci Strobl, Patricia Tovar, Fritz Umbach, Monica Varsanyi, Valerie West

Absent (9): William Allen, Marvie Brooks, Terry Furst, Nivedita Majumdar, Roz Myers, Paul Narkunas, Richard Ocejo, Richard Perez, Rick Richardson

Invited Guests: Professor Lou Guinta, Professor Bonnie Nelson

Guest: Professor Ned Benton

AGENDA

1. Adoption of the agenda
2. Announcements & Reports
3. Approval of Minutes #360 of the September 15, 2010, meeting
4. Ratification of election slates
5. Proposed change to the Honorary Degree Procedure
6. Technology Advisory Committee: Professors Bonnie Nelson & Lou Guinta
7. Proposed Forgiveness Policy: Faculty Senate Executive Committee
8. Report on the Budget: Senators Jay Hamilton, Karen Kaplowitz, Francis Sheehan

1. Adoption of the agenda. Approved.

2. Announcements & Reports [Attachment A]

3. Adoption of Minutes #360 of the September 15, 2010, meeting. Approved.

4. Ratification of election slates: [Attachment B]

The election slates were approved.

A motion was made and unanimously adopted that the Faculty Senate's position is that faculty members on the Online Task Force and on the Year Round Task Forces and on all task forces/committees having to do with academic matters, including but not limited to curriculum and pedagogy, should comprise at least a majority of the membership.

5. Proposed change to the Honorary Degree Procedure: Executive Committee [Attachment C]

The proposal from the Executive Committee to extend eligibility for membership on the Committee on Honorary Degrees to tenured assistant professors was approved by unanimous vote. This proposal will now be sent to the College Council for its approval.

6. Student Technology Fee Committee: Invited Guests: Professors Bonnie Nelson & Lou Guinta, Co-Chairs, Faculty Senate Technology Advisory Committee [Attachment D]

Professors Bonnie Nelson and Lou Guinta, co-chairs of the Faculty Senate's Technology Advisory Committee and members of the College's Student Technology Fee Committee, reported that they had just come from a Student Tech Fee Committee meeting and that, having learned that the issue of faculty membership on the Committee was on the agenda of today's Faculty Senate meeting, VP Pignatello announced he is expanding the Committee membership so that in addition to the additional two administrators who had been added to the Committee membership, there will also be two additional faculty members and two additional students, as recommended by the Senate's Technology Committee and also by Senate President Karen Kaplowitz. Professor Guinta noted that the Student Tech Fee now generates about \$2.8 million a year at John Jay and both he and Professor Nelson said that the Student Tech Fee Committee has worked very well with its equal membership of three administrators, three faculty, and three students. And so there will now be five administrators, five faculty, and five students, which had been the proposal the Senate would have voted on today, had this not already been resolved. Professors Guinta and Nelson were thanked and applauded by the Senate for their excellent co-chairship of the Senate's Tech Committee and for their dedicated work, along with Professor Peter Shenkin, on the Student Tech Fee Committee.

7. Proposed Forgiveness Policy: Faculty Senate Executive Committee [Attachment E]

The Senate requested further information on the following questions and topics:

#1. How would the proposed policy be fair to students who work really hard and who really, really struggle and maintain, for ex, a 2.2 GPA, and stay at JJ, are therefore are not dismissed for academic reasons, and therefore do not have any of their grades wiped out? The question is: would we be advantaging students who fail and must leave over those who succeed.

#2. How many students are we talking about?

#3. Should we put limits on the number of credits students can have forgiven? Can a student transfer with 45 credits earned at a community college and have all those 45 credits forgiven? Should that be limited?

#4. What would the impact be on our retention?

#5. Would/could/should the policy apply to students who are not dropped for academic reasons, have a 2.1 GPA (for example), who decide to transfer to a community college earn a 2.5 gpa and an associate degree? If not, why not? If so, is this unfair to those who do not transfer out?

#6. What are our transfer policies: do students get credit for all courses they pass at JJ when they transfer to a community college, even courses for which they've received the grade of C-, D +, D, and D- grades?

#7. What are the financial aid implications of such a forgiveness policy?

#8. Is the rule that the grades a student receives while at a community college (or at another senior college) do not count when a student transfers to John Jay a John Jay rule or a CUNY rule?

#9. Would not this policy mean that students who do really poorly, fail out, then transfer back with a clean slate, have an advantage over students who struggle and manage to be above a 2.0 gpa when it comes to awards, scholarships, etc, in cases where gpa is taken into account?

#10. What are the forgiveness policies at the other CUNY colleges?

8. Report on the Budget: Senators Jay Hamilton, Karen Kaplowitz, Francis Sheehan [Attachment F, G]

President Kaplowitz walked the Senate through the Power Point budget presentation given to the College Budget & Planning Committee on September 20 [Attachment F]. The Senate was also directed to a transcript of statements by CUNY Board of Trustees Chair Benno Schmidt on August 30 about the budget situation [Attachment G].

The meeting was adjourned at 5 pm.

PMP 2009-10 Year-End Data Report Road Map

KEY INDICATORS	F 2005	F 2006	F 2007	F 2008	F 2009	Change Since Previous Year	Change Since Baseline Year	Running Average
	Percentage of instructional FTEs taught by full-time faculty	37.9	40.5	41.6	42.7	45.1	⬆️ 2.4	⬆️ 7.2
Mean teaching hours of veteran full-time faculty	F 2005	F 2006	F 2007	F 2008	F 2009	⬆️ 0.5	- 0.0	7.3
Mean teaching hours of full-time faculty eligible for contractual release time	F 2005	F 2006	F 2007	F 2008	F 2009	⬇️ -0.4	⬇️ -0.4	6.9
Percentage of students passing freshman composition with C or better (Eng 101, Eng 201, EngS 095)	F 2005	F 2006	F 2007	F 2008	F 2009	⬇️ -0.1	⬆️ 4.2	79.3
Percentage of students passing gateway mathematics courses with C or better (Math 104, Math 105, Math 108, Math 141)	F 2005	F 2006	F 2007	F 2008	F 2009	⬇️ -1.8	⬇️ -1.6	61.2
Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate)	F 2005	F 2006	F 2007	F 2008	F 2009	⬇️ -2.1	⬇️ -4.0	91.4
Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, winter, spring and summer terms)	F 2004	F 2005	F 2006	F 2007	F 2008	⬆️ 0.4	⬆️ 1.0	23.2
1-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry 1 year later	F 2004	F 2005	F 2006	F 2007	F 2008	⬆️ 2.6	⬆️ 2.2	73.6
1-Year Retention Rate: Percentage of full-time first-time freshmen in associate programs still enrolled in college of entry 1 year later	F 2004	F 2005	F 2006	F 2007	F 2008	⬆️ 4.2	⬆️ 3.3	64.0
6-Year Graduation Rate: Percentage of full-time first-time freshmen in bachelor programs who graduated from college of entry within 6 years	F 1999	F 2000	F 2001	F 2002	F 2003	⬇️ -1.0	⬆️ 6.0	40.9
6-Year Graduation Rate: Percentage of full-time first-time freshmen in associate programs who graduated from college of entry within 6 years	F 1999	F 2000	F 2001	F 2002	F 2003	⬆️ 2.3	⬆️ 1.9	25.4
Total Enrollment	F 2005	F 2006	F 2007	F 2008	F 2009	⬆️ 486	⬆️ 1,035	14,791
Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	F 2005	F 2006	F 2007	F 2008	F 2009	⬇️ -1	⬇️ -16	943
Total Voluntary Support (weighted rolling average)		FY 2007	FY 2008	FY 2009	FY 2010	⬆️ \$2,767,292	⬆️ \$6,364,597	\$2,635,103
Institutional Support Services (administrative services) as a percentage of total tax levy budget	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	⬆️ -0.5	⬇️ -2.2	25.0
Grants & contracts awarded (weighted, rolling, 3-year average)	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	⬆️ \$3,001,585	⬆️ \$11,693,776	\$12,547,698

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction.

Target 3.2: Colleges will improve basic skills and ESL outcomes.	F 2004	F 2005	F 2006	F 2007	F 2008	Change Since Previous Year	Change Since Baseline Year	Running Average
Percentage of non-ESL SEEK bachelor degree students who pass all basic skills tests within one year <i>Context: Number of non-ESL SEEK students</i>	71.2 177	80.1 141	66.3 187	75.5 159	72.5 229	↓ -3.0	↔ 1.3	73.1
Percentage of ESL students (SEEK and regular) who pass all basic skills tests within two years (Note: fewer than 25 students) <i>Context: Number of ESL students (SEEK and regular)</i>	F 2003 33.3 6	F 2004 33.3 15	F 2005 60.0 5	F 2006 60.0 5	F 2007 42.9 7	↓ -17.1	↑ 9.6	45.9
Percentage of entering first-time freshmen who increased their reading basic skills test score over the summer <i>Context: Average increase in basic skills reading test score</i>	SU 2005 87.5 14.8	SU 2006 83.3 14.6	SU 2007 90.5 14.9	SU 2008 93.1 15.8	SU 2009 96.0 17.1	↔ 2.9	↔ 8.5	90.1
Percentage of entering first-time freshmen who increased their writing (essay) basic skills test score over the summer <i>Context: Average increase in basic skills essay test score</i>	SU 2005 75.9 1.6	SU 2006 65.4 1.2	SU 2007 75.6 1.5	SU 2008 86.1 1.9	SU 2009 71.0 1.5	↓ -15.1	↓ -4.9	74.8
Percentage of entering first-time freshmen who increased their math COMPASS 1 (arithmetic) basic skills test score over the summer <i>Context: Average increase in math COMPASS 1 test score</i>	SU 2005 87.0 13.1	SU 2006 89.2 15.3	SU 2007 91.0 13.4	SU 2008 90.8 14.1	SU 2009 96.2 20.1	↔ 5.4	↔ 9.2	90.8
Percentage of entering first-time freshmen who increased their math COMPASS 2 (algebra) basic skills test score over the summer <i>Context: Average increase in math COMPASS 2 test score</i>	SU 2005 90.3 12.2	SU 2006 89.5 10.7	SU 2007 88.9 10.5	SU 2008 87.2 11.4	SU 2009 90.2 15.8	↔ 3.0	↓ -0.1	89.2
Associate Programs: Exiting Remediation	F 2005	F 2006	F 2007	F 2008	F 2009			
Pass rate in reading on exit from remediation	56.1	69.0	58.2	67.6	62.4	↓ -5.2	↔ 6.3	62.7
Pass rate in writing on exit from remediation	65.4	62.1	65.7	65.6	59.1	↓ -6.5	↓ -6.3	63.6
Pass rate in math on exit from remediation	68.4	51.6	42.2	41.1	53.6	↔ 12.5	↓ -14.8	51.4
Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency by the 30th credit <i>Context: % initially not proficient in reading who have met proficiency</i> <i>Context: % initially not proficient in writing who have met proficiency</i> <i>Context: % initially not proficient in math who have met proficiency</i>	F 2005 53.4 80.2 77.9 45.0	F 2006 67.5 84.5 86.0 62.9	F 2007 72.5 77.5 89.8 71.1	F 2008 71.5 86.6 84.6 71.3	F 2009 74.9 92.0 91.4 69.1	↔ 3.4	↔ 21.5	68.0
Percentage of instructional FTEs in lower division courses delivered by full-time faculty	F 2005 32.3	F 2006 35.1	F 2007 38.7	F 2008 39.3	F 2009			
Target 3.3: Colleges will improve student academic performance particularly in the first 60 credits of study.	F 2005	F 2006	F 2007	F 2008	F 2009			
Percentage of students passing freshman composition with a C or better (Eng 101, Eng 201, EngS 095)	77.9	76.7	77.5	82.2	82.1	↓ -0.1	↔ 4.2	79.3
Percentage of students passing gateway mathematics courses with a C or better (Math 104, Math 105, Math 108, Math 141) <i>Context: Percentage of students passing freshman composition and gateway mathematics courses with a C or better</i>	F 2005 61.4 69.7	F 2006 63.0 70.0	F 2007 60.1 69.0	F 2008 61.6 72.0	F 2009 59.8 71.0	↓ -1.8	↓ -1.6	61.2
Target 3.4: Show and pass rates on the CUNY Proficiency Exam will increase.	F 2005	F 2006	F 2007	F 2008	F 2009			
Percentage of required invitees who took the CUNY Proficiency Exam (CPE show rate)	70.9	82.8	85.3	86.4	83.6	↓ -2.8	↔ 12.7	81.8
Percentage of required test-takers passing the CUNY Proficiency Exam (CPE pass rate)	93.7	91.8	89.9	91.8	89.7	↓ -2.1	↓ -4.0	91.4

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Improve Student Success (cont.)

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion (cont.).

Target 4.2: Retention rates will increase progressively.	F 2004	F 2005	F 2006	F 2007	F 2008	Change Since Previous Year	Change Since Baseline Year	Running Average
Baccalaureate Programs:								
1-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry 1 year later	72.7	74.0	74.1	72.3	74.9	↑ 2.6	↑ 2.2	73.6
2-Year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in college of entry 2 years later	F 2003	F 2004	F 2005	F 2006	F 2007	↑ 0.9	↓ -3.2	58.9
	62.8	57.2	56.3	58.7	59.6			
1-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer 1 year later or earned degree pursued	F 2004	F 2005	F 2006	F 2007	F 2008	↑ 3.3	↑ 3.0	75.7
	74.4	77.9	74.5	74.1	77.4			
2-Year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in college of transfer 2 years later or earned degree pursued	F 2003	F 2004	F 2005	F 2006	F 2007	↓ -4.2	↓ -1.6	64.9
	64.7	62.7	66.9	67.3	63.1			
Associate Programs:								
1-Year Retention Rate: Percentage of full-time first-time freshmen in associate programs still enrolled in college of entry 1 year later	F 2004	F 2005	F 2006	F 2007	F 2008	↑ 4.2	↑ 3.3	64.0
	64.0	62.5	63.0	63.1	67.3			
<i>Context: 1-year Retention Rate (System rate): Percentage of full-time first-time freshmen in associate programs still enrolled in any CUNY college 1 year later</i>	68.7	66.6	68.2	68.2	71.5			
Target 4.3: Graduation rates will progressively increase in associate, baccalaureate and master's programs.								
Baccalaureate Programs:								
4-Year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs graduating from college of entry within 4 years	F 2001	F 2002	F 2003	F 2004	F 2005	↓ -2.2	↓ -0.4	20.7
	19.4	20.7	23.1	21.2	19.0			
6-Year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs graduating from college of entry within 6 years	F 1999	F 2000	F 2001	F 2002	F 2003	↓ -1.0	↑ 6.0	40.9
	35.7	42.3	42.1	42.7	41.7			
4-Year Graduation Rate: Percentage of full-time transfers into baccalaureate programs graduating from college of transfer within 4 years	F 2001	F 2002	F 2003	F 2004	F 2005	↑ 4.0	↑ 2.4	50.4
	50.4	50.0	49.8	48.8	52.8			
6-Year Graduation Rate: Percentage of full-time transfers into baccalaureate programs graduating from college of transfer within 6 years	F 1999	F 2000	F 2001	F 2002	F 2003	↓ -1.3	↑ 6.0	54.5
	50.0	50.5	58.6	57.3	56.0			
Master's Programs:								
4-Year Graduation Rate: Percentage of master's students graduating within 4 years of entry into master's program	F 2001	F 2002	F 2003	F 2004	F 2005	↓ -3.6	↑ 1.7	60.7
	60.2	61.5	54.6	65.5	61.9			
Associate Programs:								
6-Year Graduation Rate: Percentage of full-time first-time freshmen in associate programs graduating from college of entry within 6 years	F 1999	F 2000	F 2001	F 2002	F 2003	↑ 2.3	↑ 1.9	25.4
	24.7	25.2	26.0	24.3	26.6			
<i>Context: Percentage of full-time first-time freshmen in associate programs graduating from any CUNY college within 6 years</i>	27.3	29.5	30.5	28.9	30.8			
<i>Context: Percentage of full-time first-time freshmen in associate programs transferring outside of CUNY within 6 years of entry without having earned a degree from the college of entry</i>	14.8	11.0	13.5	12.7	15.8			

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GOAL: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses.

Target 7.1: Colleges will meet enrollment targets for degree and adult & continuing education enrollment; mean SATs/CAAs of baccalaureate entrants will rise.

	F 2005	F 2006	F 2007	F 2008	F 2009	Change Since Previous Year	Change Since Baseline Year	Running Average
Total Enrollment	14,295	14,645	14,841	14,844	15,330	⬆️ 486	⬆️ 1035	14,791
Total FTEs	11,076	11,385	11,468	11,348	12,042	⬆️ 694	⬆️ 966	11,464
First-time Freshmen	2,704	2,783	2,813	2,442	2,872	⬆️ 430	⬆️ 168	2,723
Transfers	1,022	1,080	997	1,207	1,193	⬇️ -14	⬆️ 171	1,100
<i>Context: New Non-degree Undergraduates</i>	107	113	225	294	137	⬇️ -157	⬆️ 30	175
<i>Context: Continuing Undergraduates (degree & non-degree)</i>	8,005	8,116	8,253	8,317	8,389	⬆️ 72	⬆️ 384	8,216
<i>Context: Undergraduate Re-admits</i>	598	692	608	683	755	⬆️ 72	⬆️ 157	667
Total Undergraduates	12,436	12,784	12,896	12,943	13,346	⬆️ 403	⬆️ 910	12,881
New Graduates	585	506	567	573	582	⬆️ 9	⬇️ -3	563
<i>Context: New Non-degree Graduates</i>	80	103	119	15	67	⬆️ 52	⬇️ -13	77
<i>Context: Continuing Graduates (degree & non-degree)</i>	1,147	1,201	1,189	1,240	1,245	⬆️ 5	⬆️ 98	1,204
<i>Context: Graduates Re-admits</i>	47	51	70	73	90	⬆️ 17	⬆️ 43	66
Total Graduates	1,859	1,861	1,945	1,901	1,984	⬆️ 83	⬆️ 125	1,910
	2005-06	2006-07	2007-08	2008-09	2009-10			
Number of seats filled in Adult and Continuing Education courses	8,707	11,208	9,098	16,613	9,380	⬇️ -7233	⬆️ 673	11,001
	F 2005	F 2006	F 2007	F 2008	F 2009			
Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	958	941	931	943	942	⬇️ -1	⬇️ -16	943
<i>Context: Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs, excluding ESL</i>	960	943	934	944	943			
	F 2005	F 2006	F 2007	F 2008	F 2009			
Mean College Admissions Average of regularly-admitted first-time freshmen enrolled in baccalaureate programs	79.9	80.5	81.6	81.1	81.2	⬆️ 0.1	⬆️ 1.3	80.9
	2007	2008	2009	2010				
Percentage of course evaluations completed in TIPPS (excluding special courses, electives and non-credit courses)	61.5	98.2	100.0	99.8	⬇️ -0.2	⬆️ 99.8	71.9	
<i>Context: % of evaluated courses designated as non-transferable</i>	6.6	4.2	3.9	3.9				
	F 2005	F 2006	F 2007	F 2008	F 2009			
Baccalaureate Programs:	276	306	155	337	338			
<i>Context: Number of transfers to JJay from CUNY AA/AS programs</i>	53	50	66	66	86			
<i>Context: Number of transfers to JJay from CUNY AAS programs</i>	329	356	221	403	424			
<i>Context: Total number of transfers from CUNY AA/AS/AAS</i>								
	2004-05	2005-06	2006-07	2007-08	2008-09			
Associate Programs:	62.4	72.8	60.7	62.9	58.7			
<i>Context: Percentage of JJay AS recipients who transferred to a CUNY baccalaureate program</i>								
	F 2005	F 2006	F 2007	F 2008	F 2009			
<i>Context: Average first term GPA of transfers from AS programs to baccalaureate programs</i>	2.37	2.44	2.41	2.40	2.55			
	F 2004	F 2005	F 2006	F 2007	F 2008			
<i>Context: 1-year retention rate of JJay AS recipients who transferred to a baccalaureate program</i>	77.4	83.3	79.8	82.5	81.7			

John Jay College of Criminal Justice
PMP 2009-10 Year-End Data Report Road Map

GOAL: Enhance Financial and Management Effectiveness (cont)

Objective 9: Improve administrative services.

Target 9.2: Student satisfaction with administrative services will rise or remain high at all CUNY colleges.						Change Since Previous Year	Change Since Baseline Year	Running Average
	S 2002	S 2004	S 2006	S 2008	S 2010			
Student satisfaction with administrative services	2.80	2.95	3.01	2.89	2.90	⬆️ 0.01	⬆️ 0.10	2.91
Target 9.3: The percentage of instruction delivered on Fridays, nights, or weekends will rise CUNY-wide, to better serve students and use facilities fully.								
	F 2005	F 2006	F 2007	F 2008	F 2009			
Percentage of FTES offered on Fridays, evenings or weekends	35.9	37.4	38.9	37.3	40.3	⬆️ 3.0	⬆️ 4.4	38.0

ATTACHMENT B

Agenda Item #4: Ratification of Election Slates

Ceremonial Occasions Committee:

Karen Kaplowitz – English
Ekaterina Korobkova – Science
Patricia Tovar – Anthropology

Faculty Senate Technology Committee

Anthony Carpi – Science
Joshua Clegg – Psychology
Lou Guinta – Communication & Theater Arts (Co-Chair)
Bilal Khan – Mathematics
Richard Lovely – Sociology
Peter Mameli – Public Management
Peter Moskos – Law, PS & CJA
Bonnie Nelson – Library (Co-Chair)
Patrick O’Hara – Public Management
Jason Rauceo – Science
Alexander Schultz – English
Ellen Sexton – Library
Peter Shenkin – Mathematics
Maggie Smith – Law, PS & CJA
Liliana Soto-Fernandez – Foreign Languages & Literature
Robert Till – Protection Management
Adam Wandt – Public Management
Valerie West – Criminal Justice
Alan Winson – Communication & Theater Arts
liaison to Senate Executive Committee: Karen Kaplowitz

FYI (Appointed membership):

Task Force on Online Instruction (revised membership)

Anthony Carpi – Science
Robert Garot – Sociology
Norman Groner – Protection Management
Staci Strobl – Law, PS, CJA
Adam Wandt – Public Management

ATTACHMENT C

John Jay College Procedure for Awarding Honorary Degrees

Proposed additions are underlined; proposed deletions are bracketed:

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 assistant professor, associate professor, professor, distinguished 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, for a two-year term, from among the members of the Committee. The Chair may be elected by the Committee for additional 2-year terms.
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.
4. 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. After 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 approved candidates and shall transmit its recommendations to the President of the College.

6. It shall be the responsibility of the President of the College, or of his or her designee, to inform forthwith each candidate approved by the Faculty Senate and by the President to receive an honorary degree that he or she has been so selected. In addition, the President of the College, or designee, shall inform the candidate that the conferral of the honorary degree is conditional on the approval of the CUNY Chancellor and of the CUNY Board of Trustees and that it is also conditional on the candidate's attendance at the commencement or convocation ceremony at which the award is to be conferred, which is a requirement of the CUNY Board of Trustees.
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, 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.
8. An invitation or an extension of an invitation to receive an honorary degree shall be rescinded if the Faculty Senate, in consultation with the Committee on Honorary Degrees, or the President of the College, in consultation with the Faculty Senate and the Committee on Honorary Degrees, determines that this is in the best interests of the College.
9. The Faculty Senate shall recommend to the President of the College which candidate or candidates shall be invited to speak at the commencement or convocation ceremony, although it shall be the right of the President to make the final decision as to who shall be the speaker(s).
10. 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 comprises those full-time members of the faculty who hold the rank of distinguished professor; professor; associate professor; assistant professor; instructor; lecturer; distinguished lecturer.

**These procedures were proposed by the John Jay Faculty Senate and
Approved by the John Jay College Council in 1989
They were subsequently revised by the Faculty Senate and College Council 2009**

Explanation: Currently, only tenured associate, full, and distinguished professors may serve on the Committee on Honorary Degrees. The proposal is to add tenured assistant professors to those eligible to serve. The current rule eliminates many faculty members who could serve with distinction and the 7-year tenure clock makes the current rule onerous.

ATTACHMENT D

To: Faculty Senate

From: Professors Bonnie Nelson & Lou Guinta

Re: Student Technology Fee Committee membership

In 2002, the CUNY Board of Trustees adopted a policy whereby every full-time student must pay a \$75 per semester fee to be used for technology that will benefit students, including instruction of students. (Part-time students pay half that fee.) This adds up to more than \$1.5 million per year at John Jay. The Chancellor mandated that every college create a Student Technology Fee Committee which is to include faculty and students, as well as administrators and that the appropriate governance bodies select the members. At John Jay it was decided, in consultation with the Faculty Senate, that the membership would be 1/3 students, 1/3 faculty, and 1/3 administrators and that the committee would have 9 members. The Faculty Senate elected Professors Bonnie Nelson, Lou Guinta, and Anthony Carpi. (When Professor Carpi stepped down, the Senate elected Professor Peter Shenkin.) As you will see from the emails below, VP Saulnier and VP Hoexter have asked to be added to the Committee (or to have their designee added). VP Pignatello consulted with me and I said that 2 additional faculty and 2 additional students should also be added. Upon receiving an email from Bonnie and Lou (email #1) I learned that that was not done. Email #2 is an email that Bonnie sent to Rob Pignatello about this matter before a decision had been made and Email #3 is an email I sent to Rob Pignatello the following day. Karen

EMAIL #1:

From: Bonnie Nelson

To: Karen Kaplowitz

Cc: factech@listserver.jjay.cuny.edu <factech@listserver.jjay.cuny.edu>

Sent: Tue Sep 21 16:25:51 2010

Subject: Student Technology Fee Committee

Karen Kaplowitz

President, John Jay Faculty Senate

Dear Pres. Kaplowitz

The Faculty Senate Technology Committee met this afternoon and discussed the recent addition by President Travis of two additional high-level administrators, VP Vivien Hoexter and VP Richard Saulnier to the Student Technology Fee Committee.

In this regard, the Faculty Senate Technology Committee voted unanimously to object to the unilateral addition of these two administrators, which will dilute the voice and the vote of both the faculty and students on the Student Technology Fee Committee. The Committee asks that the John Jay Faculty Senate address this matter as soon as possible.

Respectfully for the Faculty Senate Technology Committee

Lou Guinta

Bonnie Nelson

Co-chairs

EMAIL #2:

From: Bonnie Nelson
To: Technology Fee Advisory Committee <TECHFEE@LISTSERVER.JJAY.CUNY.EDU>
Cc: Karen Kaplowitz
Sent: Wed Sep 01 11:51:32 2010
Subject: RE: [TECHFEE]

Hi Rob,

I was very surprised to see this announcement of two additional members being added to the Student Technology Fee Committee. I hadn't realized that there was a problem with the committee membership that needed to be fixed.

I realize that President Travis can appoint who he wants to the committee, but in light of how much thought and effort went into setting up the original committee—making sure it was balanced between administrators, faculty, and students; consulting with faculty governance leaders; taking care that the emphasis was on serving student needs, etc.—I was startled that these appointments were made without even consulting the current committee (as far as I know).

The fact that you had so often expressed how well our committee functioned, and how we were a model for the University further adds to my confusion, as does my knowledge that 80th St. has been pushing for more student representation on these Student Tech Fee Committees, to the point of suggesting that perhaps 50% of each Committee should be composed of students.

If the VP for Marketing and Development and the VP for Enrollment Management are to be added to the Committee then perhaps two more students and two more faculty members should be added, as well.

Bonnie

-----Original Message-----

From: Technology Fee Advisory Committee [mailto:TECHFEE@LISTSERVER.JJAY.CUNY.EDU]
On Behalf Of Robert Pignatello
Sent: Tuesday, August 31, 2010 12:15 PM
To: TECHFEE@LISTSERVER.JJAY.CUNY.EDU
Subject: [TECHFEE]

President travis has appointed vp hoexter who will be represented by johnnie taveras and vp richard saulnier to this committee. Hope you had a good summer and see you at our upcoming meeting.

EMAIL #3:

From: Karen Kaplowitz
To: Bonnie Nelson
Cc: Karen Kaplowitz
Sent: Thu Sep 02 13:06:52 2010
Subject: Tech Fee

Dear Bonnie,
Please forward to the Tech Fee listserv. Thanks. Karen

Dear Rob and listserv,

Please accept my apologies for misremembering. I should pay more attention to the findings of our colleagues in Forensic Psychology who study memory.

What I remembered was a conflation of various issues at the time. One issue was the method of nomination of members, which was addressed in a letter from Chancellor Goldstein to the College presidents that stated in part:

"In order to meet this very tight timetable, it is critical that you act now to constitute the college committee that will advise you on the development of your college's plan. This committee should include a minimum of two students and two faculty members, nominated by the appropriate governing body on your campus."

(I had posted the Chancellor's entire letter on the Faculty Senate listserv on March 12, 2002, along with then Vice Chancellor Louise Mirre's letter.)

What we at John Jay agreed at the time was that the Faculty Senate was the appropriate governing body to nominate the faculty members. Given this fact, I request that there be consultation with the Faculty Senate about any potential changes to the faculty representation on the Tech Fee Committee.

The idea of equal representation among faculty, administrators, and students was the founding principle for the Tech Fee Committee at John Jay and it has worked very well over the years; indeed, I have heard from many members of the Committee and from many others about how well our Tech Fee Committee functions. For this reason, I am rather surprised that there is a desire to make a change.

The Faculty Senate has been very pleased with the functioning of the Committee and with how well faculty are represented, and I and my colleagues on the Senate would be disappointed to learn that faculty representation is being diluted, certainly if it were to be done without consultation with the Faculty Senate, which is the body responsible for choosing the faculty representatives and which has taken this responsibility very seriously.

Again, please accept my apologies for posting without having taken the time to verify my memories.

Sincerely,

Karen

Karen Kaplowitz
President, Faculty Senate
John Jay College of Criminal Justice/CUNY

ATTACHMENT E

Proposed Forgiveness Policy: Faculty Senate Executive Committee

Background:

There is a significant number of students at John Jay who have difficulty adjusting to college during their first year or so at the College. Many of these students are dismissed from the College due to poor academic performance. These students often then go to a community college to improve their skills and get more experience at the college level. Many have successful community college records and look to return to John Jay College, which in many cases is their college of first choice. Sadly, we then advise these students to go elsewhere for their baccalaureate degree because their prior academic record at John Jay College makes it too difficult for them to succeed academically at John Jay. This is because the grades they earned at John Jay, before transferring elsewhere, are calculated in their GPA when they return to John Jay, although the grades they received at the community college do not. (Transfer credit grades are not calculated in a student's GPA when they transfer to our College.)

This means that if the student left John Jay with, for example, a 1.30 GPA and earned 30 credits at a community college with, for example, a 3.50 GPA, when s/he returns to John Jay the student begins her/his studies anew with a 1.30 GPA. The result of this is that the student restarts at John Jay on academic probation and rarely can move out of academic probation.

The inauguration of the Justice Academy Program at the CUNY community colleges – our former six associate degree programs – makes this issue an especially important and immediate one. The CUNY community colleges want our students in their Justice Academy Programs but we do not permit our students to enter these programs because of the situation described above. This requires the CUNY Justice Academy Programs to reject our students when they want to transfer to our partner CUNY community colleges schools to rebuild their academic records.

In acknowledging the fact that our former students are especially attracted to the CUNY Justice Academy Program and that they are, for all practical purposes, prevented from returning to John Jay College after completing their associate degrees anywhere, the following proposal is offered.

Proposal:

Students who leave John Jay College either on academic probation or as the result of an academic dismissal who then transfer to a community college within CUNY or outside CUNY, as long as we have articulation agreements with the programs at the community colleges the

students are transferring to, and complete at least 30 credits, earn a GPA of at least 2.50, and receive an Associate Degree will have the grades of their prior course work at John Jay College treated as if they were transfer credit just as is the course work that is being transferred from the community college. These students would, therefore, begin their second career at John Jay College with a clear GPA slate, that is, with a GPA of 0.00.

Explanation:

This proposal allows our College to give our former students a second chance after they have demonstrated the ability to succeed academically. The proposal also relieves our partner CUNY community colleges from the difficult policing function of preventing our students from enrolling in the Justice Academy Programs.

All other students who wish to transfer to John Jay from a community college may do so with an Associate Degree after having earned a 2.00 GPA; we are proposing the requirement of a 2.50 GPA as part of this Forgiveness Policy to better ensure that such former students of ours can now succeed at John Jay when they return to our College.



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

***Managing the Fiscal Year 2011
Financial Crisis***

A Report to the John Jay College
Budget & Planning Committee

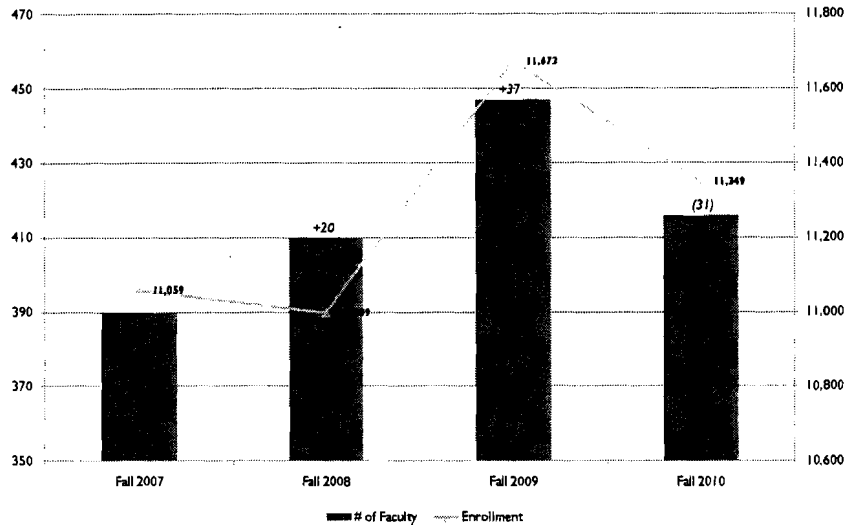
September 20, 2010

Office of Finance & Administration

Actions Taken to Reduce Spending in FY 2010 and Create Surplus

- Paused non-instructional staff hiring (vacancy control - 44 positions vacant)
- Revised Fall 2010 full-time faculty hiring plan (20 of 53 vacancies filled)
- Paused OTPS spending (\$400,000)
- Increased use of other College funding sources to offset tax levy costs
- Engaged College Community in Budget Review Exercise:
 - Goals
 - Preserve core business and its support
 - Reduce or eliminate unnecessary expenses
 - Look for efficiencies

Full Time Faculty Strength



▶ 5

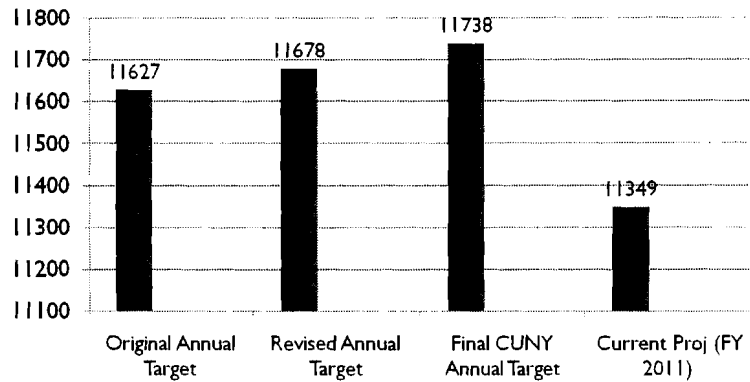
Non-Instructional Spending at John Jay College (from the CUNY Year End PMP Report)

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Change from Base Year
Institutional Support Services as a percentage of Total Tax Levy Budget	26.1	25.1	25.3	24.4	23.9	(2.2)
Institutional Support Services	\$15,453,883	\$16,101,022	\$18,249,110	\$19,017,776	\$19,768,296	
General Administration as % of total tax levy budget	8.1	6.9	8.3	8.4	7.7	(.4)
General Administration	\$4,783,321	\$4,448,551	\$5,978,681	\$6,533,244	\$6,411,860	
General Institutional Services as % of total tax levy budget	9.8	10.0	10.3	9.3	9.1	(.7)
General Institutional Services	\$5,821,886	\$5,432,926	\$7,461,730	\$7,281,030	\$7,566,881	
Maintenance and Operations as % of total tax levy budget	8.2	8.1	6.7	6.7	7.0	(1.2)
Maintenance and Operations	\$4,648,577	\$5,220,335	\$4,808,699	\$5,203,502	\$5,789,555	

▶ 6

Annual Enrollment Projections and Outcomes

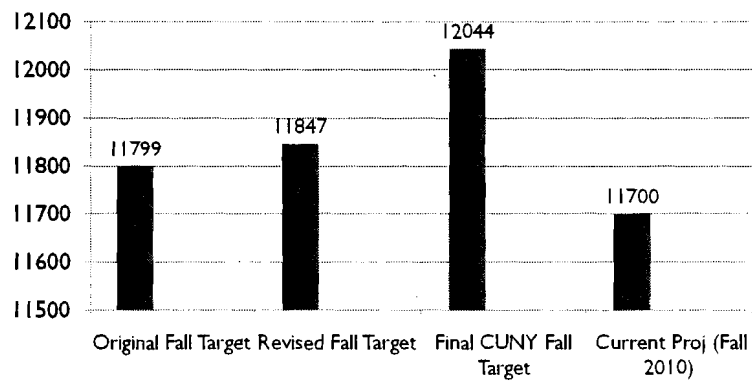
FY 2011 Projected Annual FTE



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Fall Enrollment Projections

FY 2011 Projected Fall FTE



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DRAFT FY 2010 Financial Plan Projection and FY 2011 Estimate

	FY 2009	FY 2010 4th Quarter Preliminary Projection R/2/10	FY 2011
BUDGET ALLOCATION AND REVENUE			
CUMY Revenue Target	\$59,093,000	\$68,796,000	\$69,012,000
Actual Enrollment / FY10-11 Projection	10,999	11,673	11,349
Base Allocation	\$60,756,800	\$73,969,723	\$75,666,417
Lump Sum Allocations	\$6,722,600	\$3,987,333	\$7,737,131
Additional Allocations	\$12,652,410	\$8,493,942	\$4,426,673
Current Year Gross Tuition Revenue above CUMY Target	\$763,300	\$2,426,908	\$39,954
TOTAL BASE BUDGET ALLOCATION	\$80,895,110	\$89,778,206	\$88,868,176
Prize Year Carry Balance	\$2,596,700	-\$879,100	\$1,569,230
Losses Revenue	\$1,004,466	\$1,094,466	\$464,268
TOTAL ADDITIONAL REVENUES	\$3,601,168	\$1,547,342	\$2,033,498
TOTAL BUDGET ALLOCATION	\$84,496,278	\$91,325,548	\$90,901,674
EXPENDITURES			
Personnel Services (PS)	\$57,409,708	\$61,463,388	\$62,524,177
Faculty			\$34,842,635
Administrative Staff			\$24,552,775
ECP			\$3,068,767
Adjuncts	\$10,634,534	\$12,371,883	\$12,484,132
Teaching Adjuncts / CLTs	\$10,371,683	\$11,822,498	\$12,304,976
CEs	\$252,850	\$549,385	\$179,145
Temp Services	\$7,904,465	\$7,736,802	\$7,541,025
College Assistants	\$6,796,174	\$6,639,284	\$6,473,482
Non-Teaching Adjuncts	\$1,108,292	\$1,067,546	\$1,067,546
TOTAL PS:	\$75,938,707	\$81,491,003	\$82,549,329
OTPS	\$6,861,156	6,408,595	\$6,186,321
ETI Transfer to Tech Fee		(136,321)	\$0
TOTAL OTPS :	\$6,861,156	\$6,272,274	\$6,186,321
TOTAL FINANCIAL PLAN EXPENDITURES	\$82,799,863	\$87,763,277	\$88,735,650
YEAR-END BALANCE	\$1,696,415	\$3,562,271	\$2,165,924

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Action Plan to Overcome \$3.9 million Budget Shortfall

OTPS (15%) - \$928k	Increase Transfers / Spring Retention - \$537k	Offset FT Theater Costs with Auxiliary Revenues - \$150k
Temporary Services (CA & NTA) (15%) - \$1.1M	Increase Wintersession Enrollment - \$60k	Increase RF Offsets by Reducing Travel and Start-Up - \$200k
Further Delay Exempted Positions for Remainder of Fiscal Year - \$188k	Summer Revenue Increase - \$325k	Leverage Tech Fee / IFR Funding - \$50k
Attrition / ERI - \$200k		Assess Fee/Recover Admin Costs on JJC Foundation Accounts - \$50k
Additional Adjunct Savings - \$250k		Philanthropic Support - \$200k

Total Potential Adjustments: \$4.3 million

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Role for FPS and Budget & Planning Committee

- Consultation with FPS on any full-time hiring decisions and OTPS and College Assistant Reduction Plan.

- Mid Year Report and Presentation to Budget & Planning Committee

ATTACHMENT G

Report on the Budget

Transcript of remarks by CUNY Board of Trustees Chair Benno Schmidt at the August 30, 2010, meeting of the Board of Trustees Committee on Fiscal Affairs:

Chair Benno Schmidt: This [holding up the budget presentation document] is clearly not sustainable. We can't run the University the way we have over the past decade against this type of fiscal picture. For example, trying to increase not only the number of the full-time faculty but the percentage of courses taught by the full-time faculty – it's already going in the other direction, and it's about to get a lot worse. We have to ask ourselves as a Board whether we can manage to serve every student who needs our help. We have to ask questions like would we rather educate 225,000 students reasonably well in the senior colleges, or educate 300,000 not very well? I think the likelihood is – look, Marc [VC for Budget & Fiscal Policy Marc Shaw], you and Matt [Chancellor Matthew Goldstein] know far more about Albany than I do, but I think a new Governor comes to town – I don't care what his politics are – it's get the bad news fiscally on the table as much in the first year he is in office as possible. So I think we're going to get slammed in the midyear for fiscal 2011, and hammered in 2012 much worse than this. So I think we are looking at problems that are harder to manage in the usual way – a little less of this or more of that – and we're looking at the need for some rather radical restructuring of our educational ambitions because this is absolutely not sustainable. If we keep adding students against this kind of fiscal outlook, I think we are not making the tough choices that we need to make.

I think we are in a very perilous situation, and as a Board we really have to recognize what I know Matthew and Marc and all of your colleagues recognize very well – for us it's a little more distant, but you can't look at a [budget] presentation like this without saying we've got some really serious problems that managing through in the usual way is not going to successfully achieve, in my opinion. So I'm saying that now because I think it's a hard kind of attitude to get our heads around, but I'm afraid – and I hope I'm wrong – but I'm afraid I'm not. And the worst thing that can happen at a University is not budget cuts really, it's the collapse of morale. It's the collapse of the hope for the future that makes everyone less effective and less enthusiastic than they otherwise are. If the price of maintaining our morale, if the price of maintaining the quality of our faculty and their belief in the future is serving fewer students – I realize that is flatly incompatible with our ambitions for our public mission, but if we carry out our public mission in a mediocre, to less than mediocre, way, then we are accomplishing even less than we would be if we took some subset of the students we ought to be serving and said, all right, we're going to do a good job with these folks.

The way the political process in New York has responded to this [CUNY] Compact idea makes me despair of the hope for any kind of rational approach for the governance of public higher education in this State. We have to figure out how to somehow do this ourselves better. I don't know just what that is. What's happening in other states is that they are all privatizing like crazy. By "privatizing" I mean they are behaving like private universities. I don't know whether that's our future. I hope not. This is not workable.