Faculty Senate Minutes #367

February 10, 2010   **3:20 PM**   **Room 630 T**

Present (40): William Allen, Andrea Balis, Spiros Bakiras, Elton Beckett, Ben Bierman, Erica Burleigh, Elise Champeil, Demi Cheng, Kathleen Collins, Lyell Davies, Virginia Diaz-Mendoza, James DiGiovanna, Jennifer Dysart, DeeDee Falkenbach, Beverly Frazier, Terry Furst, Robert Garot, Jay Gates, Katie Gentile, Lior Gideon, Maki Haberfeld, Jay Hamilton, Olivera Jokic, Karen Kaplowitz, Evan Mandery, Vincent Maiorino, Nivedita Majumdar, Xerxes Malki, Gerald Markowitz, Isabel Martinez, Paul Narkunas, Richard Ocejo, Richard Perez, Raul Rubio, Rick Richardson, Richard Schwester, Francis Sheehan, Pat Tovar, Monica Varsanyi, Valerie West

Absent (7): Sergei Cheloukhine, Edgardo Diaz Diaz, Norm Groner, Sara Mcdougall, Roz Myers, Frank Pezzella, Staci Strobl

Invited Guest: President Jeremy Travis

AGENDA

1. Announcements and Reports

2. Approval of the Agenda

3. Approval of Minutes #366 of the December 10, 2010, meeting

4. Declaration of 2 vacancies on the Faculty Senate and 1 vacancy on the College Council and the decision by the Senate as to what action, if any, to take

5. Nomination & Election to fill the vacancy on the Senate Executive Committee

6. Election of members of College Committees and of John Jay's 2012 International Criminal Justice Conference Planning Committee

7. Proposal to adopt electronic voting for faculty elections: Senator Kathleen Collins

8. Gen Ed revision update: Senators Andrea Balis and James DiGiovanna

9. Discussion of the Draft Strategies for JJ's 5-Year Master Plan

10. Invited Guest: President Jeremy Travis

11. Review of 2 items on the agenda of the February 24 meeting of the College Council

1. Announcement & Reports. Noted.

2. Adoption of the Agenda. Approved.

3. Adoption of Minutes #366 of the December 10, 2010, meeting. Approved.

4. Declaration of 2 vacancies on the Faculty Senate and 1 on the College Council

Because of the retirements of Professors Tom Litwack and Marvie Brooks, two at-large seats on the Faculty Senate are vacant as well as a seat on the College Council, which Professor Brooks held. The Senate decided to issue a call for nominations to fill the two vacancies on the Faculty Senate and then, instead of sending ballots to all full-time faculty, the Senate will elect the two Senators and then elect one of those two to serve on the College Council.

5. Nomination and Election to fill the vacancy on the Faculty Senate Executive Committee

Nominations were opened to fill the seat on the Senate Executive Committee that had been held by Professor Tom Litwack. Senator Jennifer Dysart was nominated and was elected by unanimous vote.

6. Election to fill vacancies on College Committees and election of the members of John Jay's 2012 International Criminal Justice Conference Planning Committee

A call for candidates had been emailed to the entire full-time faculty. The Senate elected:

Faculty Election Committee: Ekaterina Korobkova

Undergraduate Admissions & Recruitment Committee: Maria Kiriakova

College Scholarship Committee: Olivera Jokic and Deryn Strange were elected.
[Subsequent to the meeting, the Executive Committee recommended and VP Saulnier agreed that Denise Thompson also be a member of the Committee, having received

virtually tie votes with the other two candidates; her addition to the Committee increases the diversity of the academic disciplines represented on the Committee.]

The Senate elected the following faculty to serve on the 2012 International Criminal Justice Conference Planning Committee: Josh Freilich (Criminal Justice Dept. & Interim EO of the CJ Ph.D. Program); Michele Galietta (EO of the Forensic Psychology Ph.D. Program); Catherine Kemp (Philosophy); Richard Li (Sciences); Silvia Mazzula (Psychology); Catherine Mulder (Economics); and Antonio (Jay) Pastrana (Sociology)

7. Proposal to adopt electronic voting for faculty elections: Senator Kathleen Collins [Attachment A]

Senator Collins explained the pro's and cons of electronic voting. VP Francis Sheehan asked whether the administrator of the election can know the vote tallies while voting is still ongoing. Senator Collins said the administrator can. VP Sheehan said that in that case he is opposed to the proposal because the administrator of the election can urge people to vote if the election is not going in the way that he/she wants it to. The Senate agreed that we need more information, including information about the response of faculty to actually using the electronic balloting. Senator Collins said she could send a ballot to all the faculty asking if each is in favor or opposed to our adopting electronic voting; it would be made clear that such a vote is not determinate but rather will be one of the pieces of information that will informed the Senate's deliberations and vote. The Senate authorized her to do so.

8. General Education revision update: Senators Andrea Balis and James DiGiovanna [Attachment B & C]

Senators Andrea Balis and James DiGiovanna are also members of the Gen Ed Steering Committee. They reported that the Steering Committee is asking members of the College community to submit comments by February 14th, about the proposed Gen Ed revision dated December 8, 2010, [Attachment B. CUNY has expressed strong support for this proposed revision.

The two answered questions about the Gen Ed and Transfer Resolution that Executive Vice Chancellor for Academic Affairs has drafted for action by the CUNY Board of Trustees in June [Attachment C]

A Senator moved the following resolution: It is the Faculty Senate's position that there be a disciplinary distribution overlay on the revised Gen Ed curriculum. The motion was

adopted by a vote of 38 yes, 0 no, and 2 abstentions (by the two members of the Senate who are also members of the Gen Ed Steering Committee).

9. Discussion of the Strategies for JJ's 5-Year Master Plan   [Attachment D]

The Senate had a preliminary discussion about the Strategies proposed by the vice presidents for the College's 5-year Master Plan. These strategies were developed by the vice presidents and were presented to the Strategic Planning Subcommittee (SPS) of the College Budget & Planning Committee in late January. The Senate reps to the SPS -- Jay Hamilton, Francis Sheehan, and Karen Kaplowitz -- will report back the Senate's comments. The Senate's discussion was focused on what, if anything, the Senate considers to be missing from the strategies and what among those strategies that are included by the vice presidents may not be supported by the Senate.

Among suggested revisions the strategies is that the proposed development of a college-wide peer observation protocol should be sent developed in full consultation with the faculty and not imposed by the administration. It was also suggested that the strategies about making teaching visible contradict the emphasis on research and that mixed signals are being sent by the administration. This discussion will be continued at the next Senate meeting.

10. Invited Guest: Jeremy Travis

President Travis spoke about the campus-wide thematic initiative, "Mosques, Veils, and Maddrasas: Muslims and Institutions of Justice in Pluralistic Societies." He encouraged faculty to incorporate this initiative into their courses, if appropriate, and to use this initiative as a teaching opportunity. He went on to report about the budget. There will be a zero increase in the budget. He stated that there is an approved 5% tuition increase which will generate $40 million dollars in revenue to the University. The Governor's executive budget proposal must be approved by the Legislature and suggested that CUNY and SUNY will not be a priority in the decision making process given K-12 and other pressing budget issues.

He reported that the College currently has 50 non-faculty vacancies and 50 faculty vacancies. With the early retirement initiative, we have lost some stellar faculty. The University has allowed us to retain some of our CUTRA funds. He characterizes this as an investment and a vote of confidence. We'll end this year with a $1.6 million dollar balance. President Kaplowitz noted that the Governor's proposed cut of $83 million to CUNY's senior colleges, if approved by the Legislature, will mean a cut of about $3.3 million to John Jay. President Travis acknowledged this. He said there are many critical choices to make: college assistants, student services, faculty replacements.

11. Review of 2 items on the agenda of the February 24 meeting of the College Council [Attachment E & F]

Proposal to Change the Eligibility Requirements of Transfer Students for Latin Honors, for Valedictorian and Salutatorian Selection, and for College Graduation Awards [Attachment E] : The Senate expressed its support of this proposal.

Proposal to Revise the College's Incomplete Grade policy [Attachment F]: VP Sheehan proposed changing the first sentence of the proposal, which reads: "An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete the missing work," by changing "complete the missing work" with the phrase that appears in the existing proposal, which is "complete course requirements." He explained that meeting course requirements and completing missing work are not always the same and the phrase "meeting course requirements" encompasses a larger set of circumstances.

VP Sheehan also noted that in the fourth paragraph of the proposal, the language about when the faculty member is to submit the student's grade is ambiguous and proposed changed the phrase "until the end of that semester" to "until the end of the Fall or Spring semester" because of the confusion that is created by the reference to the "Winter semester" and the "Summer semester." The Winter and Summer "semesters" should really be termed "sessions."

A Senator noted that many faculty members teach both graduate and undergraduate courses and so policies such as the one for the Incomplete Grade should be the same for all John Jay courses. President Kaplowitz agreed, noting there are many standards policies that have been adopted for the undergraduate program but have not for the graduate program. She noted that policies for the undergraduate program are proposed by the Undergraduate Curriculum and Academic Standards Committee and those for the graduate program are proposed by the Graduate Studies Program; there is no formal liaison between the two committees.

The meeting was adjourned at 5 pm.

Virginia Diaz-Mendoza
Recording Secretary

&

Andrea Balis
Co-Recording Secretary

To: Karen Kaplowitz, Faculty Senate President
From: Kathleen Collins / Faculty Elections Committee
Re: Proposal for e-voting for faculty elections
Date: January 19, 2011

The Faculty Elections Committee proposes a move to electronic voting for faculty elections.

Ballotbin.com is a free tool for managing online elections and surveys. Unlike SurveyMonkey, with which some people might be familiar, it is tailored to the specific aspects and rigors of elections. It has been adopted by the Library Association of CUNY for its elections and is working well.

Obvious and potential **benefits** over current voting system:

- Saves paper
- Ensures accuracy
- Prevents voting twice, voting for too many candidates or multiple votes per person
- More privacy (ballots are anonymous)
- Increased voter participation
- More efficient record keeping (results/ballots can be archived electronically as well as printed out if necessary). Can easily calculate and track voter participation over elections
- Reduced workload for mailroom, faculty senate assistant, and elections committee (may eliminate need for committee, perhaps have just one administrator)
- Saves time

Potential **challenges**:

- Tech issues: Cookies must be enabled in browser, registration email may go to junk mail folder, other unforeseen glitches. In an effort to have a smooth transition to the new voting method, the committee would send an alert in advance via regular and email explaining the new method and including instructions and solutions to potential problems. Voters could contact election administrator for troubleshooting.

- The elimination of an elections committee removes a service opportunity for faculty.

- To get started, email addresses of all voters need to be added to the Excel worksheets containing current full time and adjunct faculty. This list would need to be maintained and updated each semester.

I have experimented with one small scale election among library staff using a sample ballot similar to most of our faculty elections (e.g. choose three names from the candidates listed). We could do a large scale trial run with all FT faculty, perhaps asking them to vote yes or no on a move to e-voting.

Please let me know what further information I can provide at this point.

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Education for Justice: the General Education Curriculum of John Jay College of Criminal Justice - 44-69 credits

Reasoning & Communication 18-24credits	**The Justice Core** 9 credits*	**The Creative Dimension** 6-9 credits
Essential Knowledge: *familiarity with* ▪mathematical skills ●at least one language other than English **Reasoning, Analysis and Critical Thinking:** ▪formulate questions ▪distinguish between evaluative and factual statements ▪gather & analyze data using quantitative & qualitative methods ▪sort, prioritize, and structure evidence ▪solve problems through evidence-based inquiry ▪apply informal and formal logic in problem-solving, analysis, and developing arguments **Communication:** ▪listen effectively ▪express oneself clearly in forms of written and spoken English ▪target an audience ▪work collaboratively ▪maintain self-awareness and critical distance ▪use technologies to construct and disseminate knowledge ▪use common academic and workplace software **Research and Information Literacy:** ▪understand how information is generated and organized ▪conduct effective Internet and database searches ▪comprehend and discuss complex materials ▪critically evaluate information ▪understand plagiarism, cite sources ▪use information effectively and responsibly	Themes: 100 - Justice and the Individual [FYS] 200 - Struggles for Justice and Equality in the United States 300- Justice in a Global Context 400 -Capstone in the major **Essential Knowledge:** *familiarity with* ●issues and institutions of justice ▪the history, cultures, social, political, and economic institutions of the U.S. ▪global interdependence **Reasoning, Analysis & Critical Thinking** **Communication** **Research and Information Literacy** **Ethical practice:** ●articulate the ethical dimensions of personal, academic, social, economic, and political choices ▪use cross-cultural knowledge ▪communicate and collaborate with people of diverse age, class, ethnicity, gender, nationality, race, religion, and sexuality **Civic engagement:** ▪develop the habits of introspection, personal and civic responsibility, and communication ▪be informed and responsible citizens of the world **Intellectual maturity:** ▪ persist in the face of obstacles; ▪ navigate ambiguity and disagreement ▪cultivate self-understanding ▪cultivate curiosity and embrace learning as a life-long process *Credits in the core may be applied to requirements in other clusters.*	**Essential Knowledge:** *familiarity with* ▪formative ideas and works in the arts and humanities ●artistic work as a form of inquiry, problem solving, and pleasure **Reasoning, Analysis and Critical Thinking** ● **Communication** **Research and Information Literacy** **Creativity** ▪understand the role of creativity in all fields of inquiry and expression ▪develop their own creativity **Intellectual Maturity** <hr>**Learning from the Past** 6-9 credits **Essential Knowledge:** *familiarity with* ▪formative ideas and works in the arts, humanities, mathematics, natural sciences, and social sciences ●U.S. and world history ▪global interdependence **Reasoning, Analysis and Critical Thinking** ● **Communication** **Research and Information Literacy** **Intellectual Maturity** <hr>**The Natural and Physical World** 7-8 credits **Essential Knowledge:** *familiarity with* ▪formative ideas and works in mathematics & science ▪science and scientific reasoning **Reasoning, Analysis and Critical Thinking** <hr>**Self, Culture, and Society** 7-10 credits **Essential Knowledge:** *familiarity with* ▪formative ideas and works in the humanities and social sciences ●the history, cultures, social, political, and economic institutions of the U.S. ●global interdependence ▪habits and choices that create and maintain wellness **Reasoning, Analysis and Critical Thinking** ● **Communication** **Research and Information Literacy** **Personal Development and Social Responsibility**

WHAT DOES THE <u>DRAFT GENERAL EDUCATION PROPOSAL DIAGRAM</u> MEAN?

The dra proposal diagram depicts how the new general educa on curriculum will be organized. The architecture is built on the *Learning Outcomes for Undergraduate Education at John Jay College* adopted by the College Council in 2009. (See h p://inside.jjay.cuny.edu/apps/generaled/docs/Learning%20Outcomes%20for%20Undergraduate%20Educa on.pdf). Credit ranges for each of the curricular areas and for the overall program are also proposed.

There are six boxes on the diagram. Each represents a cluster of learning outcomes:

Reasoning and Communica on	**The Jus ce Core**
The Crea ve Dimension	**Learning from the Past**
The Natural and Physical World	**Self, Culture, and Society**

 In the next phase of curriculum development, teams of disciplinary experts will sca old the outcomes in the clusters, and a wide variety of disciplines will develop courses to address them. Students will prac ce those abili es at increasing levels of sophis ca on across the curriculum.

The **Reasoning and Communica ons** cluster the highest number of credits because it contains mul ple essen al academic competencies, including wri en and oral communica on, math, reasoning, and foreign language.

The signature element of the program is in the center box. **The Jus ce Core** includes three seminars (one each at the 100, 200, and 300 levels) and a capstone in the major. This cluster follows three best prac ces in General Educa on:
> 1. The core provides a common experience for ALL students.
> 2. Core themes are related to the mission of the college.
> 3. The sequence sca olds and integrates what students are learning in other courses.

100-level core courses will focus on the theme of jus ce and the individual and include rst-year seminar skills (basics for college success). Special versions of the 200- and 300-level core courses may be designed to assist the transi on of incoming transfer students. The major capstone (many majors already require one) will demonstrate and assess

The four clusters in the right-hand column - **The Crea ve Dimension, Learning from the Past, The Natural and Physical World**, and **Self, Culture, and Society** - ensure that students experience the full breadth of the liberal arts and sciences.

WHAT'S NEXT?

Between now and February 14, 2011 all faculty members are asked to provide feedback on the dra design. Feedback can be given in several ways:
- at the General Educa on Steering Commi ee web-site, h p://inside.jjay.cuny.edu/apps/generaled/email.html
- during open forums on December 8, 2010, and February 3, 2011 and at Faculty Development Day on January 27;
- at mee ngs of standing commi ees, including the Undergraduate Curriculum and Standards Commi ee the Faculty Senate, Council of Chairs, Provost's Advisory Council, Council of Major and Program Coordinators;
- through mee ngs between members of the General Educa on Steering Commi ee and individual departments.

A er February 14, 2011, the closing date for feedback, the Steering Commi ee will revise the model and a formal proposal will be sent to UCASC for review. After UCASC's approval, the proposal will be sent to College Council.

After a design for general education has been approved by the College's governance bodies, the course development phase of the process will be begin and con nue through academic year 2011-12.
- A me table for implementa on will be established.
- Faculty from diverse disciplines will meet to sca old outcomes within and across the clusters and determine the number of credits required in each area. The outcomes sca olds will be given to departments to use for course development. Workshops for faculty will be o ered on designing outcomes-based courses.
- A faculty director of general educa on will be established, along with a general educa on oversight commi ee. UCASC will form a General Educa on Curriculum Development Subcommi ee to review course proposals and ensure the integrity and coherence of the new model.

The Steering Commi ee looks forward to the campus-wide conversa on about a new general educa on program and thanks you in advance for your par cipa on.

Draft Resolution on

Creating an Efficient Transfer System

1-26-2011

Rationale

CUNY has large student transfer flows among its colleges, with students needing remediation starting at community colleges and then transferring to pursue baccalaureate degrees, and other students transferring to meet their academic interests. To enhance these students' progress, CUNY must insure that its transfer system operates smoothly and efficiently. The majority of CUNY students who transfer within the University from an associate degree program to a baccalaureate program do so without having completed the associate degree and thus do not benefit from current transfer guarantees extended to students who hold AA or AS degrees, including, in particular, the provision that they will be considered to have completed lower-division general education requirements.

Many of the colleges have long-standing general education requirements that reflect a time when our students were less mobile and were expected to complete their degree requirements at the College they first entered. However, while recognizing that each of these general education distributions has merit, as a system we have a responsibility to our students to ensure that our general education requirements are structured in a manner that facilitates the movement of students among the Colleges without the loss of credit.

CUNY colleges should be consistent in their evaluation of transfer credits so that students can plan their academic paths. If CUNY set the number of general education credits required at its undergraduate colleges, students would know exactly what requirements they would have to meet at any CUNY college. This would reduce the number of students acquiring more credits than they need to graduate, which would save resources for them and for the larger community. Similarly, students in associate programs would benefit from faculty agreement across the senior and community colleges about appropriate lower-division courses for entry into the major.

Now be it

Resolved, that the Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene a task force of faculty, students, and academic administrators and charge it with creating a common general education framework for the undergraduate colleges of the University. The framework will set credit requirements in general education across broad disciplinary areas and will consist of a maximum of 36 credits of lower-division general education courses, with baccalaureate programs able to add up to six credits of lower- or upper-division credits at their option. This framework will apply to all A.A., A.S., and baccalaureate degrees. In addition, for A.A.S. degrees, which may contain less than 36 general education credits, all liberal arts courses for those degrees will be drawn from the courses approved for the general education

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framework, such that A.A.S. students will receive partial certification for completion of the general education framework

> a) The Task Force shall recommend the number of credits to be allocated to each broad disciplinary or interdisciplinary area such as: written and oral communication; natural sciences; math/quantitative reasoning; social science; and humanities, global perspectives, and languages other than English. The framework will adhere as closely as possible to existing general education requirements at CUNY senior colleges. Within the broad disciplinary (or interdisciplinary) areas of the framework, all undergraduate CUNY colleges will specify individual required courses as they choose, but all colleges must accept all validated courses in those areas from any other CUNY college as meeting area requirements. Students who satisfactorily complete courses in these areas, or complete all general education requirements, will be certified as having achieved partial or full completion of the general education requirements from the colleges where they took the courses. If a student transfers to another CUNY college, all certified general education course credits will be accepted without further evaluation of those credits.

> b) The Task Force will also specify the criteria by which courses will qualify as having satisfied the requirements of a disciplinary area, and those criteria will be based on learning outcomes.

> c) The Task Force will complete its deliberations and present its recommended framework, including the necessary learning outcomes, to the Chancellor in a report by November 1, 2011, and be it further

RESOLVED, that all liberal arts and science courses taken for credit at a CUNY college be accepted for credit at other CUNY colleges, regardless of whether a specific equivalency exists at the transfer college, to an extent consistent with the student meeting grade requirements and residency rules at the transfer college, and be it further

RESOLVED, that clear pathways be created for the largest transfer majors. The Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene relevant disciplinary committees of faculty, students, and academic administrators. By March 1, 2012, each disciplinary committee will specify no fewer than three and no more than six courses in the major or cognate fields that will be accepted as entry-level major courses or as prerequisites for such courses by all colleges offering those majors.

EXPLANATION. The Board has affirmed the rights of transfer students in a number of resolutions and the current resolutions are intended not to preempt them but to strengthen the protections they offer. Most recently, a 1999 resolution guaranteed students who completed the AA or AS degree at CUNY automatic fulfillment of lower division liberal arts and science distribution requirements toward a baccalaureate degree, with the exception that students could be asked to complete an additional course toward a college's baccalaureate distribution requirements. However, nearly two-thirds of transfer students from CUNY associate programs enroll in their new colleges before completing a degree and

consequently do not benefit from these policies. Additionally, increasing numbers of students from CUNY Associate in Applied Science (AAS) degree programs are transferring to baccalaureate programs.

Transfer guarantees have also been undercut by inconsistencies in how CUNY colleges have evaluated transfer credits and, in particular, by the granting of only elective credit in many cases, rather than credits that apply to general education or major requirements. These practices lead to delays and uncertainties for transfer students and, ultimately, to taking excess credits. Given increasing restrictions on financial aid and the growing fiscal constraints on the University, it is essential that prospective transfer students be able to plan and pursue their academic careers efficiently.

A standard general education framework is necessary if the City University is to fulfill its mission as an integrated system. Community colleges are a vital entry point to higher education for many students, but the system only functions well if transfer is seamless. Moreover, consistent with greater integration, the University's colleges have developed increasingly specialized curricula, a positive trend that will and should continue, but one that renders a transfer system based on narrow course equivalencies impractical and inefficient. Credit should be awarded on the basis of academic learning and not on the basis of a curricular match.

Finally, the number of credits required to satisfy general education requirements varies widely across the CUNY senior colleges. The disciplines covered at the individual colleges also vary. A common general education framework with credits that fit within 60-credit associate-degree programs would enable students to complete lower-division requirements whether in community colleges or in baccalaureate colleges. Moreover, by specifying a common set of entry-level courses, including prerequisites and cognates, to be offered and accepted universally within the major transfer pathways, prospective students will be able to prepare for transfer more effectively and receive the maximum amount of credit for their coursework.

3

Master Plan Linked to Institutional Strategies

Goal 1 Student Success: Establish an institutional culture that fosters intellectual and personal transformation in order that students achieve their goals.

Goal 1 Objective 1	Strategies
Guide and support students as they master foundational intellectual skills, discover and construct knowledge for themselves, attain degrees and certificates, and develop themselves personally and shape their relationships to others, both locally and globally.	1. Reform and implement Gen Ed to reflect development of the whole person, with links to majors and a plan for faculty development. 2. Embrace a campus commitment to cultural competency that informs the development of Gen Ed and other academic programs, guides professional development of faculty and staff, and creates a campus climate of inclusiveness. 3. Expand opportunities for personal transformation through internships, study abroad, and campus activities. 4. Create learning goals for personal transformation.
Goal 1 Objective 2	**Strategies**
Provide easily accessible, competent, and effective personal and academic support services, including academic advisement, financial aid advice, systematic career and employment counseling, and health and wellness services, for all students.	1. Launch comprehensive advisement plan in the major and enhance auxiliary advising programs for transfers and sophomores. 2. Develop a Health-and-Wellness Five-Year Action Plan that focuses on health education, disease prevention, smoking cessation, and on mental health counseling. 3. Develop and implement a three-year schedule process in conjunction with Academic Affairs, Department Chairs and Program Directors. 4. Ensure the quality of Financial Aid services to all students who are eligible. 5. Develop a five-year plan for Career Services that leverages our access to external entities. 6. Improve communications with students in key offices through web and text messaging.
Goal 1 Objective 3	**Strategies**
Facilitate adaptation and transition to both	1. Develop a distinctive strategy and orientation program for each

undergraduate and graduate programs for all entering and transfer students.	category of incoming student—international, graduate students, in-service students, veterans, etc--but especially transfer students. 2. Develop a transfer orientation program specifically for the Criminal Justice Academy. 3. Develop an online capacity to assist students in their transition. 4. Use technology to manage ongoing relationships—not just in transition--with transfer students.
Goal 1 Objective 4	**Strategies**
Encourage the development of strong mentoring relationships among students and faculty and staff, and facilitate faculty-student interaction both inside and outside the classroom.	1. Create a fund to support and reward interaction between faculty and students. 2. Create professional development opportunities around mentoring. 3. Develop a program of strong faculty advisement for student clubs and organizations; formalize this role for staff (who often do this now). 4. Create a unique mentoring program for student athletes. 5. Launch Office of Undergraduate Research.
Goal 1 Objective 5	**Strategies**
Recognizing and responding to the diverse needs of our student community, promote a more vibrant, engaged campus life, and strengthen the sense of community, civility, social and environmental consciousness, and mutual respect in the College.	1. Create increased opportunities for peer mentoring. 2. Strengthen the *Peer Ambassador Program*; expand the opportunity to include peer mentoring. 3. Incentivize students to participate in campus events; this could be part of *CLIQUE* – a point incentive program. 4. Implement a community hour and starting with the freshman class, have students develop schedules that incorporate the community hour in order to transform the culture. 5. Develop student honor code that promotes civility, social and environmental consciousness, and mutual respect. 6. Develop opportunities for campus life centered around the new building; create calendar of activities.
Goal 1 Objective 6	**Strategies**
Improve student year-to-year retention and overall graduation rates while holding students to high expectations and academic standards.	1. Develop a system for setting retention goals, and a method to assess annual progress. 2. Explore the development of a Sophomore Year Experience Program. 3. Disaggregate students to identify sub-groups and identify strategies if they are below average in terms of retention. 4. Develop feasibility study to create online communities for entering students.

	5. Create retention workgroup to implement our Strategic Retention Plan.

Goal 2 Teaching: Make lifelong learning possible through effective pedagogy.

Goal 2 Objective 1	Strategies
Promote and sustain academic standards and learning goals that foster appropriate student learning and achievement at all levels.	1. Identify learning goals for all programs. 2. Map the learning goals to the courses in the respective programs. 3. Insure that all syllabi include the learning goals. 4. Support a continuous process of program review to improve academic quality.
Goal 2 Objective 2	Strategies
Practice continuous assessment of teaching and learning and provide frequent feedback to inform teaching and learning.	1. Develop a new peer-observation protocol to promote reflection on teaching effectiveness. 2. Develop accelerated timetable for assessment of student learning outcomes.
Goal 2 Objective 3	Strategies
Implement consistent, fair standards, policies and processes for supporting, evaluating, recognizing, and rewarding excellent scholarship, research, and creative work.	1. Revise the Form C and the faculty personnel process to make teaching more visible and valued. 2. Develop a parallel system for adjuncts (to make teaching more visible and valued). 3. Complete and implement the new student evaluation form, and commit ourselves to continuous review of the process.
Goal 2 Objective 4	Strategies
Develop institutional structures that foster integrative learning and link individual course learning goals and syllabi to overall curricula and learning goals.	1. Identify learning goals for each degree program (majors and minors) and map goals to all courses in them. 2. Apply relevant institutional learning goals (based on General Education, college mission and master plan)and program learning goals across all out-of-class learning activities. 3. Design any new out-of-class learning activities to reflect relevant institutional and learning goals, to provide more intentional opportunities for students to learn and to demonstrate learning.
Goal 2 Objective 5	Strategies
Provide the resources and professional development necessary for faculty to be successful teachers.	1. Increase resources for the Center for the Advancement of Teaching (CAT).

	2. Create incentives for all faculty to improve teaching.
	3. Support professional development for creation of hybrid courses.
	4. Foster a culture that embraces the use of technology as a learning tool.
	5. Link the Technology Advisory Committee (TAC) and the Technology Fee Committee, to support use of technology in the classroom.
	6. Encourage experienced faculty to mentor colleagues.

Goal 3 Research and Scholarship: Foster and sustain excellence in research, scholarship, and creative work.

Goal 3 Objective 1	Strategies
Establish the infrastructure needed to support high quality research, scholarship and creative work.	1. Plan for strategic investment of external funds to support and reward scholarly activity. 2. Provide resources to departments for conferences and external activities tied to research.

Goal 3 Objective 2	Strategies
Develop and implement College-wide strategies to focus and guide efforts to strengthen research, scholarship, and creative work.	1. Strengthen the Office of Sponsored Programs and IRB . 2. Create opportunities for faculty to collaborate and share information on research opportunities. 3. Leverage centers in support of faculty research. 4. Promote interests of research faculty among funding agencies.

Goal 3 Objective 3	Strategies
Implement consistent, fair standards, policies and processes for supporting, evaluating, recognizing, and rewarding excellent scholarship, research, and creative work.	1. Issue report of the Faculty Personnel Committee Task Force on Faculty Scholarship and discuss adoption of recommendations. 2. Enhance the research capacity and effectiveness of faculty, students, and center directors by making improvements to the tenure and promotion process and to the infrastructure that supports research and center activities.

Goal 4 Strategic Partnerships: Forge relationships and partnerships that enhance student success, support faculty excellence, and advance the College's capacity to promote the public good.

Goal 4 Objective 1	Strategies
Build local, national, and international partnerships that allow students to participate in research, enhance career	1. Develop a vision statement on strategic partnerships. 2. Identify a decision matrix for embracing opportunities for strategic

and professional opportunities, and prepare for lifelong learning.	partnerships. Ensure that the matrix reflects the College mission.
Goal 4 Objective 2	**Strategies**
Help members of the College community link their existing community and intellectual partnerships to the College, and create opportunities for all students, faculty, staff, and alumni to benefit from new or established partnerships.	1. Explore opportunities for Departmental advisory boards 2. Foster faculty engagement in creation of corporate partnerships. 3. Inventory existing relationships between faculty and organizations, and between departments and organizations, in order to promote opportunities for faculty and students.
Goal 4 Objective 3	**Strategies**
Through partnerships with other institutions, organizations, and groups in this country and abroad, support projects and activities that are consistent with the College's mission.	1. Develop arts projects and events that involve multiple partners, external and internal. Partner with CUNY Performing Arts Centers for shared events.
Goal 4 Objective 4	**Strategies**
Leverage the unique mission, capacity, and stature of the College to provide leadership and experience that advance justice and the public good.	1. Develop a business model to leverage partnerships to advance justice and the public good. 2. Assess the College's capacity to participate in substantive projects to advance justice and the public good. 3. Enhance our capability to offer continuing studies in our areas of expertise.

Goal 5 Institutional Effectiveness: Advance Systematic, continuous process of self-study that fosters reflection, improvement, and accountability in support of the College's mission and goals.

Goal 5 Objective 1	**Strategies**
Strengthen the engagement and effectiveness of the College's workforce to improve the quality of programs and services.	1. Improve staff and management effectiveness through development of systems and processes of integration, review, and accountability. 2. Develop a systematic approach to the development and tenuring of professional staff. 3. Create in-service expectations for staff. 4. Create an atmosphere of customer service and civility; reward such behavior.
Goal 5 Objective 2	**Strategies**

Align resource allocation with strategic priorities through a process of assessment and continuous improvement.	1. Develop an assessment plan that includes institutional assessment. 2. Develop Master Plan report card. 3. Develop multi-year revenue and enrollment plan. 4. Align unit-level and individual activities with goals of College. 5. Reflect a continuing commitment to communication and transparency. 6. Establish an all-funds budget and integrate with planning. 7. Define better the role of the Strategic Planning Subcommittee (SPS) in the planning process.
Goal 5 Objective 3	**Strategies**
Invest in the recruitment and retention of excellent, diverse faculty and staff.	1. Develop a five-year faculty hiring plan that brings the total number of full-time faculty back to the fall 2009 level, with every faculty line filled. 2. Identify a number of faculty lines for targeted recruitment to increase diversity in departments with underutilization and to bring in senior faculty with significant grant funding. 3. Develop a plan for adjunct recruitment and identify funds to invest in adjunct development. 4. Address the concerns of untenured faculty, particularly faculty of color and female faculty, expressed in the COACHE survey. 5. Identify and dedicate resources to reward and retain the excellent faculty and staff recruited in the past five years.
Goal 5 Objective 4	**Strategies**

Invest in the recruitment of students from diverse backgrounds who have the potential for academic success.	1. Expand the overall applicant pool for the College's graduate programs while at the same time maintaining and expanding the diversity of its programs and increasing the academic standards
	2. Provide for an ongoing evaluation of the undergraduate admissions criteria which seeks to accomplish the dual goals of improving the academic preparedness of both transfer and freshman students and achieving reasonable enrollment targets
	    o Increase incrementally freshman admission criteria where possible given budget driven enrollment targets.
	    o Develop program-specific admission criteria for transfer students.
	3. Develop new initiatives to increase the conversion rates of newly admitted undergraduate students to include
	    o Program-specific meetings with faculty for targeted groups of students prior to the admission date.

	o Targeting conditionally admitted student early in the admission cycle to enhance their enrollment in and success in the summer academy.
Goal 5 Objective 5	**Strategies**
Effectively communicate the College's programs, successes, progress, and needs.	1. Assess the College's branding; make changes to reflect our transformation to a senior college. 2. Implement branding consistently across all areas of the College and across all media. 3. Build and strengthen the College's relationships with important journalists across the country at top-tier media outlets. 4. Enhance the reputation of our faculty and administration among the wide range of audiences we serve. 5. Produce publications that are timely and well received outside and inside John Jay College.
Goal 5 Objective 6	**Strategies**
Engage in sound, effective fund-raising and development to secure robust external support.	1. Develop and implement a multi-year fund raising plan that achieves the goal of raising $15 million from private sources and $4 million from government sources by 2014. 2. Build a culture of philanthropy at the College through engagement and education of students, faculty and professional staff. 3. Engage alumni more deeply in supporting the College and its students. 4. Continue to build and engage the Board of Trustees in promoting and fund raising for the College.
Goal 5 Objective 7	**Strategies**
Raise awareness and invest resources in programs, academic endeavors, contracts, and facilities that promote a 'green' campus and embrace the necessity for a sustainable planet.	1. Create and mobilize a College Sustainability Council consisting of faculty, staff and students, to develop a sustainability plan that promotes environmental stewardship. 2. Reduce energy and water consumption, improve recycling. 3. Increase utilization of green supplies and products.
Goal 5 Objective 8	**Strategies**
Provide a welcoming, safe, and attractive campus that is in compliance with all applicable laws, regulations, and policies, and that helps make studying and teaching at John Jay a physically, psychologically, and socially	1. Improve Risk Management and compliance with required internal policies and procedures as well as external regulations. 2. Improve and enhance facilities.

successful experience.

To: Undergraduate Curriculum and Academic Standards Committee

From: Academic Standards Subcommittee

Re: Eligibility Requirements of Transfer Students for Latin Honors, for Valedictorian and Salutatorian Selection, and for College Graduation Awards

Date: November 15, 2010

Background:
Currently, the GPA that transfer students have earned at their previous college(s) are not considered when their eligibility is determined for Latin Honors (summa, magna, cum laude); for Valedictorian and Salutatorian status; and for College Graduation Awards, such as the Reisman Award. In other words, only the grades transfer students earn at John Jay are taken into account in determining eligibility.

Proposal:
The eligibility of students who transfer into John Jay from other college(s) for such important academic recognition as Latin Honors (summa, magna, cum laude); Valedictorian and Salutatorian status; and College Graduation Awards shall include their gpa at their previous college(s), which shall be averaged in with the grades they have earned at John Jay.

Rationale:
A student who transfers into John Jay with 60 credits, for example, currently has only the courses s/he takes as a junior and senior at John Jay count toward their eligibility for these important academic recognitions. By the time a student is a junior or senior, s/he is usually far more capable of earning high grades than first-year students and sophomores. This puts the students who start and remain at John Jay at a distinct disadvantage when competing for academic honors since their gpa for their entire 120 credits is what is determinative. As a result we almost never have as our Valedictorian or Salutatorian a student who began at John Jay and completed all his/her work at our College. This is an issue of fairness. Furthermore, these honors, including Latin honors, are a recognition of a student's total academic career. To award these academic recognitions for half and sometimes for far less than half a student's college academic career is to misrepresent the meaning of these honors and is misleading to those for whom these recognitions are important, such as law schools, graduate schools, employers, and so forth.

Approved by UCASC, December 10, 2010, prepared for College Council, February 24, 2011

To: Undergraduate Curriculum & Academic Standards Committee

From: Academic Standards Subcommittee

Re: Proposal to Revise the College's Incomplete Grade policy

Date: December 9, 2010

Current Policy:
Grade of INC (Incomplete)

The grade of INC (Incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved by the end of the following semester, it will automatically convert to the grade of F. Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Resolving the grade of INC through make-up examinations
The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination.
All make-up final examinations given after the completion of the semester are processed and administered by the Office of the Registrar. The scheduled date for make-up examinations is published in the Undergraduate Academic Calendar on the College's home page (www.jjay.cuny.edu). Students must submit applications at least two weeks prior to the examination date. Applications require the written authorization of the course instructor together with the required fee. Students are required to present their College I.D.'s for admission to make-up examinations.

The Academic Standards Subcommittee unanimously recommends to the UCASC and through the UCASC to the College Council the establishment of a new undergraduate Incomplete grade policy. The new policy is specified below.

Proposal:
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete the missing work; it is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, s/he completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the

final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the Fall or Winter semester, then the incomplete work is due by the student no later than the end of the third week of the following Spring semester; if the course takes place during the Spring or Summer semester, then the incomplete work is due no later than the end of the third week of the following Fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student's outstanding course work as specified on the Form and to submit the student's grade for the course any time from the date the student submits the completed work until the end of that semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of "FIN" at the end of that semester.

This policy does not apply to laboratory and studio courses nor for internship courses for which neither the professor nor the department can reasonably accommodate a student's missed lab or studio or internship work as described herein; the academic departments which offer such courses shall develop departmental policy for consideration by the Academic Standards Subcommittee and the Undergraduate Curriculum and Academic Standards Committee and, ultimately, the College Council.

Rationale:
This proposal is intended to help students succeed and progress in their academic studies. Under the current policy, it is not clear how or when the Incomplete Grade is given. Furthermore, currently, students have until late into the following semester to complete the missing work; but by the time of the deadline, students are deeply entrenched in the work required by their other courses, thus adding to the work students must do and this late deadline also means that their memory of the coursework of their unfinished course is from a distant past, making it more difficult to complete the work. The policy that is being proposed prevents misrememberings and misunderstandings by both the instructor and the student; the proposed policy, through the addition of the online form requiring information as to the work needed for completion of the course also obviates the problems that result when a student's instructor is not teaching at John Jay during the subsequent semester and, given the large number of undergraduate courses taught by adjunct faculty, this is an especially serious issue. About 1,000 Incomplete Grades are awarded each semester. Furthermore, Incomplete Grades prevent students from taking courses for which those unfinished courses are prerequisites, thus further impeding students' academic progress. Thus, a clear policy that helps students to progress academically is needed.

Please note: a student who faces unusual hardship such that s/he is unable to attend classes throughout the semester may request a late withdrawal or a retroactive withdrawal from all her/his courses which, if granted, is granted without penalty to the student.