

## Faculty Senate Minutes #387

April 4, 2012

1:40 PM

Room L.61 NB

**Present (32):** Michael Alperstein, Jana Arsovska, Andrea Balis, Elton Beckett, Erica Burleigh, James Cauthen, Demi Cheng, Kathleen Collins, Lyell Davies, James DiGiovanna, Mathieu Dufour, Janice Dunham, Jennifer Dysart, Terry Furst, Jay Paul Gates, Devin Harner, Richard Haw, Charles Jennings, Karen Kaplowitz, Anru Lee, Richard Li, Mickey Melendez, Vincent Maiorino, Evan Mandery, Sara McDougall, Catherine Mulder, David Munns, Richard Ocejo, Manouska Saint Gilles, Francis Sheehan, Staci Strobl, Denise Thompson

**Absent (16):** Virginia Diaz-Mendoza, Beverly Frazier, Lior Gideon, Demis Glasford, Laura Greenberg, Maki Haberfeld, Veronica Hendrick, Tim Horohoe, Shaobai Kan, Kwando Kinshasa, Yue Ma, Roger McDonald, Brian Montes, Rick Richardson, Raul Rubio, Pat Tovar

### Agenda

1. Adoption of the agenda
2. Announcements & Reports
3. Adoption of Minutes #386 of the March 22, 2012, meeting
4. Commencement poem selection
5. Election of 7 members to serve on the 2012-13 Faculty Senate & College Council
6. Student Technology Fee Committee vacancy
7. Report on the adjunct reps election to the 2012-13 Faculty Senate
8. March 29 College Council meeting report and strategy discussion: uncompensated work
9. Update on Pathways at John Jay and CUNY-wide
10. Proposed resolution on Pathways
11. A report on supporting adjunct faculty at John Jay

1. Adoption of the agenda. Approved.

2. Announcements & Reports. Noted.

3. Adoption of Minutes #386 of the March 22, 2012, meeting. Approved.

**4. Commencement Poem Selection: Senators Elton Beckett, Erica Burleigh, Jay Paul Gates, and David Munns**

Senator Beckett reported on behalf of the ad hoc committee, saying that the committee thought all the poems were wonderful but that none was truly appropriate for the commencement ceremony and that, therefore, the ad hoc committee was recommending that no poem be included in this year's commencement ceremonies. A question was raised as to whether a new call for faculty-written poems should be sent to the faculty; it was determined that this should not be done both because the call for poems was transmitted on three separate occasions to the entire faculty and because the delay would prevent a poem from being included in the commencement program. The Senate ratified the recommendation of the ad hoc committee.

**5. Election of 7 members to serve on the 2012-13 Faculty Senate & College Council**

In this second phase of the election of faculty members to next year's Faculty Senate (and College Council), by secret, written ballot the Senate elected the following seven members of the full-time faculty, from among 13 candidates, to serve as at-large representatives on the 2012-13 Faculty Senate and on the 2012-13 College Council:

James Cauthen – Political Science  
Lior Gideon – LPS  
Veronica Hendrick – English  
Shonna Trinch – Anthropology

Demi Cheng – Science  
Yue Ma – LPS  
Nicholas Petraco – Science

**6. Election of a faculty member to fill a 1-year vacancy on the Student Technology Fee Committee**

The Senate elected Professor Adam Wandt.

**7. Report on the election of adjunct reps to the 2012-13 Faculty Senate: Senator Kathleen Collins**

Senator Kathleen Collins, chair of the Faculty Elections Committee, reported that the election to fill the four adjunct faculty seats on the Faculty Senate will be by e-vote, a decision that had been made by last year's Faculty Senate. Senator Collins explained that the election for adjunct representatives last year was supposed to be by e-vote, but there was an insufficient number of candidates for a contested election; this year there are ten candidates for the four seats. She



said she expects the e-balloting will be very successful. She stated that the adjuncts will vote using their John Jay email addresses; this is the only way to validate that the adjuncts are eligible to vote, she explained.

The adjunct faculty will be notified before the actual e-ballots are transmitted. After they receive the e-ballots, they will receive subsequent emails as reminders to vote. There are approximately 700 adjunct faculty members and it would be an enormous job to send each a paper ballot. In response to a question, it was explained that those adjunct faculty members who are teaching during this semester are the ones eligible to vote.

Senator Collins addressed a Senator's concerns about the accuracy of the e-vote by stating that no one can see the votes because all ballots are anonymous. She said that the only thing that can be seen is the end tally which shows the election results. A Senator suggested that all the department chairs should be contacted to make sure that all their adjunct faculty members have an accurate and working John Jay email account, explaining that he had recently discovered that twelve of his department's adjunct faculty members did not have a valid John Jay email account and that they were not receiving any correspondence from his department. President Kaplowitz agreed to send an email to all the chairs asking them to forward Senator Collins' email to all their adjunct faculty so that the adjuncts receive timely information regarding the election process.

**8. Report on the March 29 College Council meeting and discussion as to the strategy the Senate will propose for discussion of the Senate's resolution on uncompensated work [Attachment A, B]**

Senator Evan Mandery reported that he had announced at the beginning of the March 29 College Council meeting that he planned to move to add the Senate's resolution on uncompensated work as new business and had done so to ensure that there would be enough meeting time. He reported that when he tried to add it under new business, President Travis ruled it out of order and Senator Mandery then challenged the ruling of the chair, a motion which was seconded. President Travis then went to the lectern and read a prepared three-page statement [Attachment A] explaining why he had ruled it out of order. Senator Mandery said President Travis' statement was an excellent one. Senator Mandery then suggested that instead of forcing a vote on the matter, he would withdraw his motion, after hearing President Travis state that he is committed to working on the substantive issues that the Senate has raised, in any forum other than the College Council. Senator Mandery said President Travis is to be praised for permitting the motion and the challenge.

President Kaplowitz praised the way Senator Mandery handled the situation, saying he had done so with class and grace. She reported that after all this had happened she rose to speak because she was very disturbed not by what President Travis said but by the incorrect impression he gave, whether it was inadvertent or not. She reported that President Travis said

correctly that until two or three years ago, the College Council had been 50% faculty members and then the Charter had been amended, with his support, to meet the wishes of the faculty that they have a greater percentage of the seats and so the faculty now comprise 60% of the membership of the College Council; President Travis had then said that he never expected his support for this clear faculty majority would be used to force a labor/management issue through the College Council. President Kaplowitz said that when she rose to speak it was to put President Travis' comments in context: she said she told the College Council members – notably the HEOs, students, and administrators, some of whom were not at the College at the time – that at the vast majority of colleges across the United States, including at several CUNY colleges, the governance bodies are 100% faculty. She said that our faculty considered making the College Council a 100% faculty body – the Charter may be amended by a referendum in which neither students nor administrators may vote – but decided to not do so because we wanted our HEO colleagues to be members, we wanted our students to be members, and we wanted our administration colleagues to be members. She had added that at one point the faculty considered making it a larger faculty percentage than 60% but decided to not do so to ensure sufficient seats for students, HEOs, and administrators.

President Kaplowitz reported for those not at the meeting that she then briefly explained what the issue is about because she saw the confusion on the faces of the non-faculty members. She said that when morale is low, everyone loses and that when junior faculty feel beaten down everyone certainly loses; that at John Jay we say that we value excellent teaching and true engagement with our students; that we say we value participation in the life of the college, in being good citizens, in fulfilling the work that is required of all if we are to have shared governance; and we say that we value research and scholarship. But, she said, the reality is – certainly, the perception is – that good teaching is not really valued here, good citizenship is not really valued here, but only research and publishing are valued and rewarded. She had added that whether this is true or whether it is only the way things are perceived by the faculty, it is unhealthy for our College and must be addressed.

President Kaplowitz asked Senator Janice Dunham to report what she had said at the College Council meeting, because it was so important and made such an impact. Senator Dunham said that she had told the College Council how sad she finds it that the faculty have to request, as the Senate has done in its resolution, that a "Thank You" letter be added to their personnel folders in acknowledgment for their hard work; she had said that to say thank you is simply good manners and yet it is not done at John Jay as far as the faculty are concerned.

Senator Mandery distributed a draft letter that he proposed that the Senate send to President Travis in which the Senate proposes the creation of a Status of the Faculty Task Force to discuss the substantive issues. Asked who would decide the number of Senators, PSC-chosen members, and administrators on the Task Force, Senator Mandery proposed that President Kaplowitz negotiate this with President Travis. Several amendments to the draft letter were proposed and agreed to. Senator Jennifer Dysart moved that the Senate forward the letter as amended [Attachment B], the motion was seconded, and the Senate adopted the motion by unanimous vote.



President Kaplowitz suggested that the Senate forward the resolution it had sent to the College Council, the one on uncompensated work, to the Executive Board of the John Jay Chapter of the PSC with the request that the Executive Board take up the issues of uncompensated work by the faculty. A motion was accordingly made and seconded and was adopted by unanimous vote of the Senate.

#### **9. Update on Pathways at John Jay and CUNY-wide**

President Kaplowitz reported that our Undergraduate Curriculum and Academic Standards Committee (UCASC) met as scheduled on March 23. UCASC follows a protocol whereby every action item requires two readings, a first at which no vote is taken and then a second, a month later, at which a vote is taken. At various times, including when deadlines make doing so necessary, the members of UCASC vote to waive the second reading and vote at the first reading. A motion to waive the second reading was made and seconded but failed by a vote of 10 yes and 13 no. For a motion to be adopted by UCASC, at least 16 affirmative votes must be cast. As a result of that failed motion, UCASC could not vote on the proposed 12-credit Pathways college option that the 11-faculty member Gen Ed Committee chaired by Professor Lisandro Perez had proposed. As a result, this item will not be on the agenda of the March meeting of the College Council. The second reading and vote at UCASC will take place on April 20 and if it passes UCASC will be on the April 25 College Council agenda.

It was reported that there are now more than 4,000 signatures of non-student members of the CUNY community on the PSC petition calling for the repeal of Pathways.

President Kaplowitz reported on the status of Pathways across CUNY, as she can best determine at this time:

The governance bodies of City College, Hunter College and Queens College have approved their 12-credit college option. They are the only colleges to have done so to date. New York College of Technology and Bronx Community College have decided not to vote at all on Pathways. The governance body at the College of Staten Island has requested a time extension and has not voted regarding Pathways, but they have voted no confidence in their president and provost. Brooklyn College voted no to Pathways but the 12-credit Brooklyn College option has not yet been sent to its Faculty Council, which is its governance body. York College has decided to not vote at all and to accept whatever its Gen Ed Committee recommends. Borough of Manhattan Community College (BMCC) voted its opposition to Pathways by a vote of 60 to 12, but it has not yet gone to its governance body. Baruch's faculty has voted overwhelmingly against Pathways; it has three schools, each with its own curriculum committee and its own governance body and it is not at all clear what will happen. LaGuardia Community College is voting the following day. Queensborough's Academic Senate voted to recommend that Pathways be suspended but the governance body has not yet voted. Medgar Evers' Executive Committee voted no on Pathways.

#### **10. Proposed resolution on Pathways: Senator Jay Paul Gates [Attachment C]**

A proposed resolution on Pathways, was moved by Senator Jay Paul Gates and seconded:

Highlighting the Faculty Senate rejection of Pathways from November 15, 2011, the JJC Faculty Senate emphasizes that Pathways is irresponsible. Pathways is a model designed to erode the liberal arts (those skills necessary to be a free and contributing citizen) in favor of a technical or vocational education. What is being marketed as freedom of choice is no more than a ploy to give students a sense of control while stripping them of an education rooted in both disciplinary knowledge and rigor. We therefore call on the Chancellor to act responsibly and in the best interests of CUNY students.

Vice President Francis Sheehan proposed amending the last sentence by adding language to state what we specifically call on the Chancellor to do: "to withdraw his support of Pathways." Senator Dunham proposed further amending that same sentence by also adding "and we also call on the CUNY Board of Trustees to repeal Pathways."

Senator Gates accepted the changes and his proposed statement was approved as amended, with the final sentence reading: "We, therefore, call on the Chancellor to act responsibly and in the best interests of CUNY students and withdraw his support of Pathways and we also call on the CUNY Board of Trustees to repeal Pathways." Thus the statement would be sent to the Chancellor and to the CUNY Board of Trustees.

The amended statement was approved without dissent. The vote was 31-0-1. The amended statement is as follows:

Highlighting the Faculty Senate rejection of Pathways from November 15, 2011, the JJC Faculty Senate emphasizes that Pathways is irresponsible. Pathways is a model designed to erode the liberal arts (those skills necessary to be a free and contributing citizen) in favor of a technical or vocational education. What is being marketed as freedom of choice is no more than a ploy to give students a sense of control while stripping them of an education rooted in both disciplinary knowledge and rigor. We, therefore, call on the Chancellor to act responsibly and in the best interests of CUNY students and withdraw his support of Pathways and we also call on the CUNY Board of Trustees to repeal Pathways.

A Senator proposed another motion: "We, the faculty, refuse to vote on this issue (Pathways) because our union has a lawsuit against Pathways and it is an inappropriate vote." She said that this approach could give cover to junior faculty members. Because Pathways as a whole never went through CUNY governance processes, she expressed concern that voting on the issue of John Jay's 12-credit Pathways college option could be taken as assenting to Pathways in



full, undermining the union-backed lawsuit. She said she believes that we should pursue deferring or tabling the vote, similar to what has been called for by the recently passed anti-Pathways statements from John Jay's departments of Economics and Philosophy.

President Kaplowitz stated that this may be a moot point: having attended the UCASC meeting in March and having witnessed the widespread opposition, she said she does not expect UCASC to approve Pathways on April 20, and if that happens, Pathways will not be on the College Council agenda.

A Senator noted that the Faculty Senate has voted its opposition to Pathways on three different occasions; the Senate's opposition to Pathways is unambiguous. Vice President Sheehan said he disagrees with the proposed motion: he doesn't want to refuse to vote on Pathways; he wants to vote and to vote against Pathways. He said that his impression from previous Senate meetings is that many if not most feel the same way. He said that his Department, Science, is certainly opposed to Pathways. VP Sheehan also pointed out that some members of the College Council are being instructed to vote no on the Pathways proposal, if it is on the agenda; he asked what those members are to do if the Senate takes the position that faculty should refuse to cast a vote.

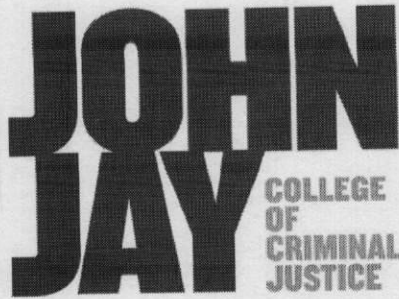
Vice President Sheehan added that we do not want to send a collective message that we agree with Pathways; the only way to state we disagree is to take a collective stand and vote no.

**11. A report on supporting adjunct faculty at John Jay [Attachment D]. Noted.**

The meeting was adjourned at 4:08 pm.

Submitted by

Andrea Balis  
Co-Reporting Secretary



## ATTACHMENT A

*Jeremy Travis  
President*

*899 Tenth Avenue  
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Statement from President Jeremy Travis to  
Members of the College Council of  
John Jay College of Criminal Justice  
March 29, 2012

Dear Colleagues:

I am grateful for this opportunity to explain my decision to seek legal advice on the agenda item proposed by the Faculty Senate, and my decision to follow that legal advice when the General Counsel of the University determined that the resolution proposed by the Faculty Senate was not within the jurisdiction of the College Council.

Let me first describe the sequence of events that led to today. The Secretary of the College Council received an email from the President of the Faculty Senate forwarding a resolution that the Senate asked be added to the agenda of the College Council by the Executive Committee of the College Council. This resolution was different from any other resolution brought before the College Council during my tenure as President. It did not propose new courses, majors or graduate programs. It did not propose course revisions, or new names of academic departments. It did not propose changes in grading policies, or procedures for deciding grade appeals. Rather, the resolution proposed a series of college policies that can best be described as labor-management policies. The resolution characterized some of the faculty workload as "uncompensated work." The resolution proposed to create a new right, the right "to decline" requests to perform "uncompensated work." The resolution would also require that "uncompensated work" should receive "appropriate acknowledgement" including, but not limited to, a letter in the faculty member's personnel file.

When I read the resolution, I had two reactions. First, it was clear that there were very serious issues on the mind of members of the Faculty Senate, issues that should be aired, discussed, and addressed. Second, it seemed to me, at first reading, that these issues – and the resolution of the issues – lay outside the jurisdiction of the College Council. My first reaction led me to think it was important for me, and the Provost, to seek an invitation to meet with the Faculty Senate to talk through their concerns. My second reaction led me to seek a legal opinion about the issue of College Council jurisdiction.



I sought that opinion by asking Assistant Vice President and Counsel Rosemarie Maldonado to share the Faculty Senate resolution with Rick Schaffer, the Senior Vice Chancellor and General Counsel of the University. His opinion confirmed my initial instinct. He determined that the matters discussed in the Faculty Senate resolution were essentially either labor-management issues that were appropriately covered in the collective bargaining process and the labor-management forums established at the College, or they were covered by the Bylaws of the City University of New York. Because these matters of compensation, workload, and recognition for performance were covered by other legal constructs, they could not be determined by actions taken by our College Council.

This ruling was consistent with the Charter of Governance of John Jay College, which articulates the limited nature of the jurisdiction of the College Council. According to our Charter, the College Council has the authority "to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees."

When I received this ruling, I asked Counsel Maldonado to summarize the legal opinion in a memorandum to me. Her memorandum concluded that "the issues raised in the proposed resolution do not fall within the purview of the College Council .... The proposed resolution addresses labor and personnel policies specifically governed by the CUNY Bylaws, the PSC contract and related labor laws. In addition, the terms of the proposed resolution are inconsistent with CUNY Board of Trustee policies which provide that service to the College, along with teaching and scholarship, is expected of faculty and serves as one of the bases for evaluation for purposes of reappointment, promotion and tenure. Accordingly, the proposed resolution should not be placed on the College Council agenda."

I then asked Counsel Maldonado to meet with the President of the Faculty Senate and to share the memorandum with her. Because this was a matter of importance to the Executive Committee of the College Council, I also determined that the legal ruling should be discussed with the Executive Committee, which sets the agenda of the College Council. Counsel Maldonado's memorandum was sent to the Faculty Senate representatives on the Executive Committee prior to the meeting. At the meeting itself, the entire Executive Committee discussed my initial decision to seek legal advice, and the implication of the legal advice, namely that we could not put the matter on the agenda of the College Council for a vote. Because the resolution involved issues outside the jurisdiction of the College Council, and therefore could not be considered by the Council, the Executive Committee did not have the authority to take a vote to place it on the College Council agenda.

Provost Bowers and I then met with the Faculty Senate to explain the actions I had taken, and to explain the legal ruling of the General Counsel to the University. At our meeting with the Senate, I suggested that the Provost and I meet with the Faculty Senate, or their representatives, at another time, for a longer time, to talk about the issues and concerns that gave rise to the resolution. The Senate has decided not to accept that offer for further discussions. Members of the Senate have instead decided to

raise a challenge to the legal ruling of the General Counsel of the University and my decision to seek -- and abide by -- that legal ruling.

Over my years as President, I have followed two principles of leadership. First, I have always welcomed open discussions of matters of concern, even when those discussions are difficult or heated. Second, I have insisted that we abide by the rule of law -- including the provisions of our Charter of governance, the bylaws of the University, the laws established by our democracy. Both of these principles are involved in today's debate.

Pursuing the first goal of open dialogue and respectful discussions of difficult issues has often involved very direct discussions with groups that disagreed with my decisions. For example, our discussion about the elimination of our associate degree programs involved community conversations in which different points of view were fiercely debated. Our process of revising our Charter required a number of contentious meetings. I met with the Student Council to explain that I, and the faculty leadership, had determined that students should no longer sit on the Faculty Personnel Committee. Similarly, I met with the Alumni Board, and the representatives of our classified staff, to explain that I, and the faculty leadership, had determined that our alumni and our classified staff should no longer have a seat on the College Council.

A more recent example highlights this aspect of my leadership style, and also points out the misguided approach taken by the Faculty Senate today. Three months ago I received a resolution from the Council of Chairs, in many ways similar to this resolution from the Faculty Senate. The Chairs were deeply concerned about the way they were being treated as members of the Budget and Planning Committee. Instead of submitting a resolution to the College Council demanding certain actions, however, they asked for a meeting. The Provost and I met with them and heard their concerns and complaints, which were often quite pointed and direct. The result is that we are making significant changes in the way the Budget and Planning Committee will be conducting its business in the future. This is a stellar example of consultation, transparency, and shared governance at work.

Interestingly, and of direct relevance to today's discussion, I have held several meetings with the HEO Council, the classified staff, and the Professional Staff Congress, the union which represents the faculty and the HEOs, to discuss issues of workload. During the budget cuts over the past three years, those cuts fell most acutely on the HEO's of the college. As we held positions vacant, reduced part time staff, eliminated other positions, consolidated functions, and continued to demand changes consistent with the ongoing transformation of the College, the HEO's rightly raised concerns about the additional work they were asked to perform. We held several meetings on that topic, and resolved some -- but not all -- of their issues. When the classified staff were concerned about their workload, and their access to promotional opportunities, I held several meetings with them to listen, to explain the actions we had taken, and to offer them improved access to new positions at the College.



As you may know, every semester, the College hosts at least one meeting between the Executive Committee of the PSC Chapter and the senior executives of the College. At several of those meetings, we have discussed workload issues – but mostly involving the workload concerns of HEOs. With the exception of discussions of class size, I do not recall any discussions of faculty workload. Over the past nearly eight years, the PSC, which represents the faculty in the Faculty Senate, has never once raised the issues discussed in the Faculty Senate resolution.

I have offered to meet with the Senate on these issues, and am disappointed that the offer has not been accepted.

Allow me to make one final point. I am very proud of the work we have done during my tenure to improve the governance of the College. I firmly believe in shared governance and believe that our Charter, which we revised after lengthy discussions with faculty leaders, students, and HEOs four years ago, has served us well as we try to do the important work of John Jay. At a critical point in the Charter revision discussions with faculty leaders, it was proposed – and I readily agreed -- that we change the Charter so that faculty would hold a majority of the seats on the College Council. Under our old Charter, the seats – and therefore the power – were split 50-50. The faculty only had half the votes. To me, it was a matter of principle that the important issues decided by this body – new courses, new majors, new graduate programs – were at their core academic matters, and that the faculty should have a majority vote on those matters. In those discussions of our new Charter four years ago, I never thought that the day might come when the faculty majority would seek to use their majority on the College Council to address labor- management issues.

I urge you to support the ruling of the General Counsel of the University that the Faculty Senate resolution lies outside the jurisdiction of the College Council. More specifically, I urge you to uphold my determination that the Senate resolution should not be added to the agenda of today's meeting. In doing so, I ask you to recognize that this is a matter of the rule of law, and is not a statement about the merits of the faculty's concerns about workload and recognition for the service they provide to the College. I have a long history of meeting to discuss difficult issues, and I am open to that discussion on these important and timely matters. The College Council, which has done such important work on critical academic issues over the years, is simply not the appropriate forum for that discussion and for addressing these issues.

## **ATTACHMENT B**

April 10, 2012

President Jeremy Travis  
John Jay College of Criminal Justice

Dear President Travis,

On April 4, the Faculty Senate approved by unanimous vote (31-0-0) the following proposal, presented in context, for your consideration:

### **Faculty Senate Proposal for a Task Force on the Status of the Faculty**

At the College Council meeting on March 29, 2012, President Travis ruled out of order a proposal submitted by the Faculty Senate regarding procedures to govern the performance of uncompensated work by faculty members. The President contended that the resolution was outside the jurisdiction of the College Council. During the debate, it became clear that despite differences of opinion between the faculty and the President on the jurisdictional issue, there was general agreement that the substantive issue deserves further exploration and the resolution was tabled pending a systematic investigation of the issue. This document proposes such an investigative taskforce, to be called the Task Force on the Status of the Faculty.

By way of background, on February 8, 2012, the Faculty Senate passed a resolution regarding uncompensated work by a vote of 28-1-2. This followed one of many wide ranging discussions of faculty concerns regarding their status at the College. The resulting resolution was aimed particularly at the routine pressure placed on junior faculty members to perform uncompensated work, but this is merely one facet of a larger problem. Faculty members feel underappreciated, they struggle to balance the competing demands of service and scholarship, and junior faculty members often feel that they have no voice. Similar concerns have been raised in other fora.

We accordingly propose that the Task Force on the Status of the Faculty examine the professional life of our faculty in the broadest possible way, with an eye to what is desirable rather than what is merely practical. One can imagine myriad proposals emerging from this task force, with recommendations for personnel guidelines, workload, and service expectations, among many others. The task force might consider, for example, issues such as



uncompensated work (as the original Faculty Senate proposal conceived of it), methods of granting release time and its transparency and availability, and the prospects for lowering the required workload for full-time faculty, as Hunter, Brooklyn, and Queens colleges have seen fit to do. The task force would recognize that all of these topics would be investigated and addressed within the context of CUNY Bylaws, the PSC contract, and related labor laws.

Because of the potentially wide ranging implications that might emerge from this discussion, we propose that the task force include faculty (chosen by the Faculty Senate) and administrators. We also think it essential, given the President's position that the Faculty Senate resolution implicates labor and management issues, that representatives of the John Jay Chapter of the PSC (chosen by the executive committee of the PSC chapter) be invited to participate in the discussion. Representatives of the Council of Chairs should be included as well. Our hope is that the task force could begin its work before the end of this academic year and report recommendations before the end of the 2012-2013 academic year. These recommendations should frame a dialogue about faculty workload and other relevant matters at the College-wide level, with appropriate actions taken by the relevant governance bodies, departments, and offices at the College.

We believe these recommendations and the dialogue would be of immeasurable benefit to the College.

Sincerely,

*Karen Kaplowitz*

Karen Kaplowitz  
President, Faculty Senate

## ATTACHMENT C

April 10, 2012

Chancellor Matthew Goldstein  
The City University of New York

Board of Trustees Chairman Benno Schmidt  
The City University of New York

Dear Chairman Schmidt and Chancellor Goldstein,

At its April 4, 2012, meeting the John Jay Faculty Senate unanimously adopted the following statement:

Highlighting the Faculty Senate rejection of Pathways on November 15, 2011, the John Jay College Faculty Senate emphasizes that Pathways, in its current form, is irresponsible. Pathways is a model designed to erode the liberal arts (those skills necessary to be a free and contributing citizen) in favor of a technical or vocational education. What is being marketed as freedom of choice is no more than a ploy to give students a sense of control while stripping them of an education rooted in both disciplinary knowledge and rigor. We, therefore, call on the Chancellor to act responsibly and in the best interests of CUNY students and withdraw his support of Pathways and we also call on the CUNY Board of Trustees to repeal Pathways.

### **The John Jay Faculty Senate's November 15, 2011, unanimous statement on Pathways:**

The Faculty Senate acknowledges the merits of facilitating student transfers within CUNY, but this can be accomplished without the imposition of a new curriculum. The faculty of a college should determine the content of its general education curriculum. We reject Pathways because it disrespects and bypasses faculty governance and also on the grounds that it lacks sufficient depth and breadth to provide our students with a quality liberal arts education. The following are specific reasons for our response:

1. The Pathways proposal undermines John Jay's five-year, CUNY-mandated process of revising our general education curriculum.

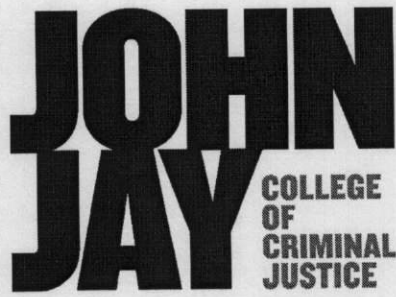


2. We at John Jay have learned that a general education curriculum must be outcomes based and, yet, Pathways is not outcomes based.
3. As presented, and in part because it is not outcomes based, Pathways' learning outcomes are not capable of being properly assessed.
4. Pathways is not responsive to Middle States, which requires an outcomes-based general education curriculum and, furthermore, John Jay is in the midst of its Middle States Reaccreditation process.
5. Pathways does not represent a true liberal arts education.
6. We at John Jay have developed a revised general education curriculum which is outcomes based, capable of being assessed, and which addresses the requirements of Middle States.
7. In our revision of our general education curriculum, we found that we could not reduce the general education curriculum below 46 credits without sacrificing these important goals. This is not an arbitrary number, but was arrived at by our faculty after five years of working to reduce the size of our general education curriculum
8. The Pathways process disrespects and bypasses faculty responsibility for curriculum.

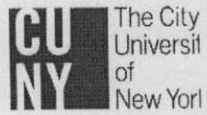
Sincerely,

*Karen Kaplowitz*

Karen Kaplowitz, Ph.D.  
President, Faculty Senate



ATTACHMENT D



# **SUPPORTING ADJUNCT FACULTY**

**AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

submitted to Provost Jane Bowers  
March 9, 2012



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## **EXECUTIVE SUMMARY**

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Adjuncts form the majority of teaching professionals at John Jay College of Criminal Justice, yet the college has no institution-wide approach to addressing the needs of, or supporting, this group. This report summarizes the concerns of adjuncts and department chairs at the college and recommends specific changes to college practices that can create a more positive and productive work life for our adjuncts.

This report recommends that John Jay

- Foster a culture of shared enterprise with its adjunct population by committing to faculty development and recognizing adjunct faculty accomplishments.
- Address deficits in accessible and widely available information about college policies, practices, and expectations for its adjuncts.
- Commit to providing regularly cleaned, functioning work spaces with usable work supplies for its adjuncts.
- Ensure all departments fulfill their obligation to observe adjunct professors with fewer than 10 semesters teaching at John Jay.
- Guarantee adjunct faculty representation at the college by forming a standing Committee on Adjunct Affairs.

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## **INTRODUCTION**

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In October 2011 Provost Jane Bowers created the Adjunct Initiative Group in order to address how John Jay College can better support its adjunct professor population. The Group, comprised of full-time faculty, adjunct faculty, and staff, was tasked with coming up with a set of recommendations, along with rationale and implementation suggestions. This report serves to explain the process by which the group came to its conclusions and to provide a concrete set of recommendations.

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## **THE ADJUNCT INITIATIVE GROUP**

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Allison Pease (Chair), Chair of the English Department  
Daniel Belavsky, Adjunct Associate Professor of Music  
Orlanda Brugnola, Adjunct Assistant Professor of Art and Religion  
Avram Bornstein, Associate Professor, Anthropology Department  
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Maki Haberfeld, Chair of the Department of Law and Police Science  
Jay Hamilton, Chair of the Economics Department  
Ruth Josimovich, Adjunct Lecturer of English  
Kevin Nesbitt, Director of Faculty Affairs and Services

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## **CONTEXT**

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Adjunct professors teach 65% of the classes offered at John Jay College. The majority of those adjunct professors will end up teaching at the college for three years or more. The college currently has neither an institutional approach to serving its adjuncts nor a set of guidelines for how academic departments should best serve these professionals. The availability of information, resources, institutional representation, and development opportunities for adjuncts directly affects their work experience and, along with that, their ability to teach and support our students. The goal of this report is to provide guidelines for a proactive approach by which the college can better support its adjunct faculty, and in doing so raise the quality of experience for the John Jay community as a whole.

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## **METHOD**

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To understand both how current practices at John Jay affects its adjuncts and how the college could better serve this portion of its faculty, the Adjunct Initiative Group focused its efforts in three areas: (1) surveying its current adjunct faculty about their experiences at John Jay, (2) surveying department chairs on how they support their adjunct faculty and what they thought the college should do, and (3) researching and amalgamating current best practices in adjunct hiring, retention and professional development in order to provide suggestions that fit the college's needs.

A survey was sent to approximately 800 adjunct instructors at the college in December 2011. The survey asked participants to rate seventeen statements about their experiences at John Jay on a five-point Likert scale ranging from "strongly disagree" "disagree," "neutral," "agree," and "strongly agree." Participants were also asked to provide an open-ended comment that could shed light on their experience in a final dialogue box. The survey garnered 108 responses.

A survey was sent out to 24 department chairs in November 2011 asking them eleven factual and opinion questions about how adjunct resources, mentoring and governance in their department. Nine chairs responded.

Additionally, members of the Adjunct Initiative Group researched current best practice documents, including a very useful September 2011 report by an Adjunct Task Force at Queens College. Results of this research were compiled into a list of suggestions based on their perceived relevance to the college by the Group.



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## **FINDINGS: MAJOR THEMES**

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The results of the two surveys, along with best practices documents, demonstrate a few key ideas.

### ***The Importance of Culture***

Many adjuncts surveyed expressed their happiness with John Jay, and almost 60% reported in the survey that they see themselves working at John Jay for another five years. However, an important current running through their comments is that they see themselves as “left out,” “treated without respect,” and perceived as “less than” full-time faculty. This is not a necessary outcome for part-time faculty and should be addressed by the Provost and department chairs, who set the tone for how adjunct faculty are valued at John Jay. Acknowledging adjunct contributions and achievements, inviting their participation at faculty meetings and college-wide development opportunities, including them on department listservs for general announcements, providing special funds or experiences for adjunct faculty development, and asking for their input on matters where their expertise and/or experience is helpful can foster a culture of shared enterprise.

An additional step toward creating a college culture of valuing and supporting its adjunct faculty would be to create an ongoing Committee on Adjunct Affairs comprised of part- and full-time faculty, staff, and administrators to support adjunct success. The committee should be headed by a Coordinator, preferably a full-time staff (not faculty) member, who can serve as the point-person for adjunct concerns on campus. Such a committee would not only provide visibility and representation for adjuncts, but demonstrate accountability on behalf of the college toward its adjunct professors.

### ***A Transparent and Predictable Environment Where Opportunities are Known and Information is Available***

The college would benefit from making information for adjuncts more visible and widely available. This can be achieved through enhanced orientation efforts, an online handbook for adjuncts, online sample syllabi uniformly available from each department where adjuncts teach, and an observation and review process for every adjunct.

The adjunct survey indicates that our current Orientation is not as helpful or visible as it could be and we recommend that future orientations be held routinely, widely advertised, and that attendance is urged by department chairs. The orientation program should include more senior adjuncts from whom new adjuncts can learn, and provide opportunities for more inter-group

discussion, possibly in the form of break-out groups. These measures will help ensure that these events are well attended, provide useful advice, and create a sense of community.

An online handbook for adjunct faculty would not only make the college's awareness of, and commitment to, its adjuncts visible and clear, it would clarify a number of things. The surveyed adjuncts indicate they are insufficiently aware of the following: general college policies; the processes, expectations, and college deadlines for reappointment; the processes, expectations, and deadlines for promotion; instructions for how to use computer podiums in the classrooms; campus resources for students and faculty; availability of copy services; availability of benefits; expectations for assignments at each course-level (100, 200, 300, 400).

Finally, surveyed adjuncts indicate that what is expected of them is not entirely clear and that observations and review processes are not uniformly performed across the college. With adjuncts teaching the majority of our courses, this is a troubling fact that suggests faculty development for adjuncts must be improved.

### ***Space and Work Resources***

While space is a scarce resource at the college, it is clear that space is a problem area for at least one-third of our adjuncts. Open work areas, "bullpens," do not sufficiently meet adjunct needs, in part because of faulty equipment and supplies that are not kept up to date or replenished, in part because of the lack of privacy to meet with students. Where some departments place only 2-3 adjuncts into an office, some departments assign as many as twelve adjuncts to one office the size of a full-timer's. Recognizing that approximately 650-800 adjuncts per semester need access to a desk, a working computer with an internet connection and a printer loaded with paper and toner, the college needs to develop a realistic plan for accommodating this important aspect of adjunct work life.



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## **RECOMMENDATIONS**

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The Adjunct Initiative Group recommends the following accommodations and actions be taken by the college in order to better serve its adjunct professors.

### **Information, Communication, Resources**

- Provide an orientation for new adjunct faculty each semester and have resources online at all times for those who can't attend.
- Create and maintain a handbook of college policies and information for adjuncts in electronic format, visible and accessible on John Jay website.
  - Make clear the expectations for shared space and put in place B & G cleaning policies that ensure the spaces are maintained as professional working spaces at all times.
- Encourage departments to mount sample syllabi on their websites, easily accessible to adjuncts.
- Provide a minimal amount of private space for adjuncts to meet with students one-on-one.
- Provide all adjuncts with a John Jay email address and access with which to communicate to students and learn of college events/activities.

### **Representation and Community**

- Create and support an ongoing institutionally recognized committee comprised of part- and full-time faculty, staff, and administrators to support adjunct success.
  - Appoint a Coordinator of Adjunct Affairs to head this committee and to serve as the "go to" person for all adjunct concerns.
- Ensure that current adjuncts are listed on department websites with biographical pages so students can find them and their contact information
- OIR should include more data on part-time faculty, including numbers of courses taught and percentages of all courses taught in each department
- Long-serving adjuncts, or those of senior rank, should have votes and/or input on appropriate college and departmental committees, especially those related directly to their work at the college (ie. curricular matters, and space allocation). Whenever feasible long-serving adjuncts should be encouraged to collaborate on matters of direct concern to teaching: textbook adoption, learning goals, and curriculum development. Guidelines for how departments can address this should be developed.
- Adjuncts should be given the opportunity to advise students and be compensated for it.

## **Professional Development**

- Chairs should be advised to provide timely guidance before deciding not to reappoint.
- Support Chairs and departmental staff through training around how to engage and include adjuncts and recognize adjunct contributions.
- New adjuncts should be provided with two mentors: one full-time faculty member and one long-term adjunct from the same department.
- Criteria for assignment of adjuncts to courses should be made more explicit so qualified adjuncts may expand teaching opportunities and relationships with students in the department.
- Chairs must arrange for teaching observations of those adjuncts who have not taught at John Jay more than 10 semesters, and in addition provide constructive and formative feedback each year so adjuncts have a clearer sense of where they stand re annual re-appointment.
- Offer training in classroom technologies to adjuncts.
- Provide competitive funds to support adjunct research or creative endeavors.
- Create a category of financial awards for collaboration between full- and part-time faculty in teaching and research.
- Make funds available for the pedagogical development of adjuncts.
- Create and make transparent through publication in the Adjunct Faculty Handbook the standards of rank and promotion.



## **APPENDIX: Results of the 2011 Adjunct Faculty Survey**

*see pdf*