COLLEGE COUNCIL COMMITTEES
AGENDAS
ATTENDANCE
MINUTES
2020-2021
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*Exempt from submitting minutes.
College Council
## College Council Calendar 2021-2021

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<td>Tuesday, May 11, 2021</td>
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All meetings begin 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.

### Additional meetings if needed

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<th>Items Due</th>
<th>Executive Committee</th>
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<tr>
<td>Tuesday, November 24, 2020</td>
<td>Wednesday, December 9, 2020</td>
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I. Adoption of the Agenda

II. Approval of Members of the College Council Committees (attachment A), Pg. 3

III. Election of the Interim Secretary to the College Council

IV. Election of the Executive Committee Members

V. Approval of the Minutes of the May 11, 2020 College Council (attachment B), Pg. 20

VI. College Council Orientation – Legal Counsel Tony Balkissoon, Pg. 23

VII. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C4) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

   New CUNY Justice Academy Dual Admissions Programs
   C1. New Articulation Agreement (CJA - Accelerated Dual Admission Program) with Guttman Community College and BS in Human Services and Community Justice, Pg. 33
   C2. New Articulation Agreement (CJA – Accelerated Dual Admission Program) with Bronx Community College and BS in Computer Science and Information Security, Pg. 39

   New Courses
   C3. HIS 3XX History of the Cold War, Pg. 44
   C4. SEI 1YY (102) Intro to Business and Entrepreneurship, Pg. 63

VIII. Report from the Committee on Graduate Studies (attachment D) – Dean of Graduate Studies, Elsa-Sofia Morote, Pg. 75

   Course Revision
   FOS796 Thesis Prospectus II

IX. 2020-2021 College Council Calendar (attachment E), Pg. 77

X. New Business

XI. Administrative Announcements – President Karol Mason
XII. Announcements from the Student Council – President Amber Rivero

XIII. Announcements from the Faculty Senate – President Warren (Ned) Benton

XIV. Announcements from the HEO Council – President Brian Cortijo
The College Council held its first meeting of the 2020-2021 academic year on Monday, September 14, 2020. The meeting was called to order at 1:41 p.m. and the following members were present: Yousof Abdelreheem, Saaf Alas, Schevaletta Alford, Catherine Alves, Andrea Balis*, Elton Beckett, Mohamed Ben Zid, Ned Benton, Andrew Berezhansky, Chelsea Binns*, Marta Bladik, Michael Brownstein, Dara Byrne, Neil Caesar*, Marta Concheiro-Guisan*, Brian Cortijo, Lissette Delgado-Cruzata, Jonathan Epstein*, Maia Farina, Mark Flower, Joel Freiser*, Rulisa Galloway-Perry, Jessica Gordon-Nembhard, Heath Grant*, Amy Green, John Gutierrez, Maria Haberfeld, Ellen Hartigan, Christopher Herrmann, Karen Kaplowitz, Erica King-Toler, Gregory Kirsopp*, Benjamin Lapidus, Yuk-Ting (Joyce) Lau, Anru Lee*, Yi Li, Aileen Luna, Maxwell Mak, Karol Mason, Mickey Melendez, Elsa-Sofia Morote, Catherine Mulder*, Hyunhee Park, Antonio Pastrana Jr., Edward Paulino, Jose Perez, Amber Rivero, Katelynn Seodarsan, Francis Sheehan, Sharon Solomon, Marta-Laura Suska, Alisa Thomas*, Fatoumata Tunkara*, Lucia Velotti, Adam Wandt, Janet Winter, and Sung-suk (Violet) Yu.


* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Approval of Members of the College Council Committees

A motion was made to approve the members with the following changes:

Executive Committee
- Catherine Alves is the second HEO representative on the Executive Committee.

Undergraduate Curriculum and Academic Standards Committee
- Zhun Xu replaced Sara Bernardo as the representative for the Economics Department.

Faculty Student Disciplinary Committee
- The panel of HEOs consists of
  - Michael Scaduto
  - Electra (Nikki) Gupton
  - Justin Barden
- Yolanda Casillas
- Jarrett Foster

**Budget and Planning Committee**

- Ella Kiselyuk is no longer the Executive Director of Human Resources.
- The HEO representatives are Catherine Alves and Eli Cohen.

**Financial Planning Subcommittee**

- Jay Gates is the Chair of the Council of Chairs.
- Andrew Sidman is the Vice Chair of the Council of Chairs.

**Strategic Planning Subcommittee**

- Jay Gates is the Chair of the Council of Chairs.
- Warrant Eller and Monica Son are the two representatives chosen by the Council of Chairs.

**College-Wide Assessment Committee**

- Elena Beharry resigned from the committee.

**Departmental Chairs**

- Africana Studies  
  - Teresa Booker
- Anthropology  
  - Alisse Waterston
- Art and Music  
  - Benjamin Bierman
- Communication and Theater Arts  
  - Seth Baumrin
- Counseling and Human Services  
  - Katherine Stavrianopoulos
- Criminal Justice  
  - Brian Lawton
- Economics  
  - Geert Dhondt
- English  
  - Jay Gates
- History  
  - David Munns
- Interdisciplinary Studies  
  - Katie Gentile
- Latin American and Latina/o Studies  
  - Jose Luis Morin
- Law, Police Science, and Criminal Justice Administration  
  - Peter Moskos
- Library  
  - Larry Sullivan
- Mathematics and Computer Science  
  - Douglas Salane
- Modern Languages and Literatures  
  - Vicente Lecuna
- Philosophy  
  - Jonathan Jacobs
- Political Science  
  - Andrew Sidman
- Psychology  
  - Daryl Wout
- Public Management  
  - Warren Eller
- Sciences  
  - Shu-Yuan Cheng
- Security, Fire and Emergency Management  
  - Charles Nemeth
- SEEK  
  - Monica Son
- Sociology  
  - Robert Garot
COUNCIL OF UNDERGRADUATE PROGRAM COORDINATORS

- Anthropology: Ed Snajdr
- Applied Mathematics: Data Science & Cryptography: Samuel Graff
- Cell & Molecular Biology: Jason Rauceo
- Computer Science and Information Security: Kumar Ramansenthil
- Criminal Justice (B.A.): Evan Mandery
- Criminal Justice (B.S.): Eugene O'Donnell
- Criminal Justice Management: Henry Smart
- Criminology (B.A.): Andrew Karmen
- Culture and Deviance Studies: Shonna Trinch
- Economics: Geert Dhondt
- English: Olivera Jokic
- Emergency Services Administration: Robert Till
- Fire Science: Robert Till
- Forensic Psychology (B.A.): Silvia Mazzula*
- Forensic Science (B.S.): Jennifer Rosati
- Fraud Examination and Financial Forensics: David Shapiro
- Gender Studies: Crystal Jackson
- Global History (B.A.): Anissa Helie
- Humanities and Justice: Allison Kavey
- Human Services and Community Justice: Nancy Velazquez-Torres
- International Criminal Justice: Rosemary Barberet
- Latin American and Latinx Studies: Brian Montes
- Law and Society: Ke Li*
- Legal Studies: Andrew Sidman
- Library: Karen Okamoto
- Philosophy: Amie Macdonald
- Police Studies: Arthur Storch
- Political Science: Brian Arbour
- Public Administration: Elizabeth Nisbet
- Security Management: Robert McCrie
- Sociology: Janice Johnson-Dias
- Spanish: Aida Martinez-Gomez
- Toxicology: Shu-Yuan (Demi) Cheng

* Co-coordinators

The motion was seconded and approved unanimously.

III. Election of the Secretary to the College Council
A motion was made to elect Alena Ryjov as the College Council secretary upon the resignation of Anna Austenfeld. The motion was seconded and approved unanimously.

IV. Election of the Executive Committee Members

A motion was made to elect the members of the Executive Committee. The motion was seconded and approved unanimously.

V. Approval of the Minutes of the May 11, 2020 College Council

A motion was made to adopt the minutes. The motion was seconded and approved unanimously.

VI. College Council Orientation

The orientation was presented by Legal Counsel Tony Balkissoon.

VII. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C4) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

New CUNY Justice Academy Dual Admissions Programs

A motion was made to approve the item marked “C1. New Articulation Agreement (CJA - Accelerated Dual Admission Program) with Guttman Community College and BS in Human Services and Community Justice.” The motion was seconded and approved unanimously.

A motion was made to approve the item marked “C2. New Articulation Agreement (CJA – Accelerated Dual Admission Program) with Bronx Community College and BS in Computer Science and Information Security.” The motion was seconded and approved unanimously.

New Courses

A motion was made to approve the course marked “C3. HIS 3XX History of the Cold War.” The motion was seconded and approved unanimously.

A motion was made to approve the course marked “C4. SEI 1YY (102) Intro to Business and Entrepreneurship.” The motion was seconded and approved unanimously.

VIII. Report from the Committee on Graduate Studies (attachment D) – Dean of Graduate Studies, Elsa-Sofia Morote

A motion was made to approve the course revision marked “FOS796 Thesis Prospectus II.” The motion was seconded and approved unanimously.

IX. 2020-2021 College Council Calendar (attachment E)

X. New Business
No new business was presented.

The meeting was adjourned at 2:41 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the September 14, 2020 College Council (attachment A), Pg. 2

III. Approval of Members of the College Council Committees (attachment B), Pg. 7

Executive Committee
- Yousof Abdelreheem is the third student representative

College Council
- Kenneth Yambo is the fourth alternate student representative

Committee on Student Interests
- The panel of students consists of
  - Jan Luis Mendez Garcia
  - Julia Jacobellis
  - Esther Sompolins
  - Michaela D'Argenio
  - Kayla Noll

Faculty Student Disciplinary Committee
- Avijit Roy and Hashaam Shahzad are two additional student members

IV. Report from the Committee on Graduate Studies (attachment C)
- Proposal to eliminate the specialization within the Inspection & Oversight MPA track called "Independent and Contractual Inspection and Oversight", Pg. 24

V. New Business

VI. Administrative Announcements – President Karol Mason

VII. Announcements from the Student Council – President Amber Rivero

VIII. Announcements from the Faculty Senate – President Warren (Ned) Benton

IX. Announcements from the HEO Council – President Brian Cortijo
The College Council held its second meeting of the 2020-2021 academic year on Tuesday, October 13, 2020. The meeting was called to order at 1:43 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Dapia, Silvia; Delgado-Cruzata, Lissette; Gordon Nemhhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Herrmann, Christopher; Johnson, Veronica; Kaplowitz, Karen; Lapidus, Ben; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Park, Hyunhee; Pastrana Jr., Antonio; Sheehan, Francis; Suska, Marta-Laura; Wandt, Adam; Yu, Sung-Suk (Violet); Abdelreheem, Yousof; Berezhansky, Andrew; Farina, Maia; Luna, Aileen; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Hartigan, Ellen; Li, Yi; Mason, Karol; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Caesar, Neil; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Kirsopp, Gregory; *Daniel Matos, *Mulder, Catherine; *Thomas, Alisa; *Tunkara, Fatumata;

Absent: King-Toler, Erica; Paulino, Edward; Velotti, Lucia; *Carpi, Anthony; *Concheiro-Guisan, Marta; *Lee, Anru; *Rosario, Jessica; *Yambo, Kenneth;

Guests: Arismendi, Malleidulid; Austenfeld, Anna; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill; and Ryjov, Alena.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Approval of the Minutes of the September 14, 2020 College Council

A motion was made to adopt the minutes. The motion was seconded and approved unanimously.

III. Approval of Members of the College Council Committees

A motion was made to approve the members with the following changes:

**College Council**
- Saaif Alam will no longer serve on the committee

**Budget and Planning Committee**
- Saaif Alam will no longer serve on the committee
- Oswald Fraser, AVP for Administration, will serve on the committee
Committee on Student Interests
- Mark Francis replaced Carol Kashow as the Director of Athletics
- Correct the name of the student representative Esther Sompolinsky

Committee on Graduate Studies
- Claire Fleischer resigned from the committee

Faculty-Student Disciplinary Committee
- Thurai Kugan will serve as the sixth member on the faculty panel

College-Wide Assessment Committee
- Jonathan Salamak will serve as the third HEO representative

Committee on Faculty Personnel
- Elsa-Sofia Morote will replace Avram Bornstein as the Dean of Graduate Studies
- Schevaletta Alford, Marta Bladek, and Paul Narkunas will serve as at-large faculty members
- Gail Garfield and Maria (Maki) Haberfeld will serve as second and third alternate members

Council of Undergraduate Program Coordinators
- Add Dispute Resolution and Maria Volpe

The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (Attachment C)-Dean of Graduate Studies Elsa-Sofia Morote

Proposal to eliminate the specialization within the Inspection & Oversight MPA track called "Independent and Contractual Inspection and Oversight"

A motion was made to adopt the proposal. The motion was seconded and approved.

In Favor: 45  
Opposed: 0  
Abstention: 1

V. New Business
No new business was presented.

The meeting was adjourned at 2:03 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the October 13, 2020 College Council (Attachment A), Pg. 3

III. Approval of Members of the College Council Committees (Attachment B), Pg. 5

Executive Committee of the College Council
• Yousof Abdelreheem is no longer on the committee as a student representative

College Council
• Franklyn Bernabe replaced Saaif Alam as the Treasurer of the Student Council
• Students Maia Farina, Jessica Rosario, Gregory Kirsopp and Yousof Abdelreheem are no longer on the committee
• Elizabeth Loorkhoor will serve as a freshman student representative
• Associate Provost and Dean of Research Anthony Carpi and AVP for Enrollment Management Daniel Matos will serve as two alternate members for administration

Undergraduate Curriculum and Academic Standards Committee
• Maia Farina resigned from the committee as a student representative

Committee on Student Interests
• Mark Francis replaced Carol Kashow as the Director of Athletics
• Maria Maxhari will serve as the sixth student representative

Faculty-Student Disciplinary Committee
• Thurai Kugan will serve as the sixth member of the faculty panel

Committee on Faculty Personnel
• Elsa-Sofia Morote replaced Avram Bornstein as the Dean of Graduate Studies
• Schevaletta Alford, Marta Bladek, and Paul Narkunas will serve as at-large faculty members
• Gail Garfield and Maria (Maki) Haberfeld will serve as the second and third alternate members

Budget and Planning Committee
• Franklyn Bernabe replaced Saaif Alam as the Treasurer of the Student Council
• Oswald Fraser, AVP for Administration, will serve on the committee

Strategic Planning Subcommittee
• Jessica Rosario resigned from the committee as a student representative

Committee on Graduate Studies
• Ruby Orth replaced Claire Fleischer as the second graduate student representative

Council of Undergraduate Program Coordinators
• Maria Volpe (Dispute Resolution) was added to the committee
Committee on Honors, Prizes and Awards
• Marco Alba will serve as the third student representative

College-Wide Assessment Committee
• Jonathan Salamak will serve as the third HEO representative

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C16) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
C1. Proposal to Revise the BA and Minor in Gender Studies, Pg. 22
C2. Proposal to Revise the BS in Applied Mathematics, Pg. 29
C3. Proposal to Revise the BA in International Criminal Justice, Pg. 34

New Course
C4. CSCI 3XX Machine Learning, Pg. 40

Mapping to Gen Ed Learning Outcomes
C5. ART 233 Cultural History of Photography (CO: Learning from the Past), Pg. 57

Course Revisions
C6. MAT 241-244 Calculus I-IV, Pg. 68
C7. AFR 237 Institutional Racism, Pg. 92
C8. CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I, Pg. 95
C9. HIS 150 Doing History, Pg. 97
C10. LWS 200 Introduction to Law and Society, Pg. 103
C11. LWS 225 Research in Law and Society, Pg. 106
C12. POL 203 Municipal and State Government, Pg. 108
C13. POL 206 Urban Politics, Pg. 111
C14. POL 214 Political Parties, Interest Groups and Social Movements, Pg. 113
C15. POL 232 Media and Politics, Pg. 115
C16. POL 235 Judicial Processes and Policies, Pg. 118

V. Report from the Committee on Graduate Studies (Attachment D) – Dean of Graduate Studies Elsa-Sofia Morote

- Proposal for a new graduate course Crime Scene Investigation for Forensic Scientists, Pg. 120

VI. New Business

VII. Administrative Announcements – President Karol Mason

VIII. Announcements from the Student Council – President Amber Rivero

IX. Announcements from the Faculty Senate – President Warren (Ned) Benton

X. Announcements from the HEO Council – President Brian Cortijo
The College Council held its third meeting of the 2020-2021 academic year on Thursday, November 12, 2020. The meeting was called to order at 1:45 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Dapia, Silvia; Delgado-Cruzata, Lissette; Gordon Nembhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Kaplowitz, Karen; King-Toler, Erica; Lapidus, Ben; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Park, Hyunhee; Pastrana Jr., Antonio; Paulino, Edward; Sheehan, Francis; Wandt, Adam; Yu, Sung-Suk (Violet); Berezhansky, Andrew; Bernabe, Franklyn; Luna, Aileen; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Alves, Catherine; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Mulder, Catherine; *Tunkara, Fatumata; *Yambo, Kenneth*Thomas, Alisa; *Carpi, Anthony; *Daniel Matos.

Absent: Herrmann, Christopher; Johnson, Veronica; Suska, Marta-Laura; Velotti, Lucia; Loorkhoor, Elizebeth; Cortijo, Brian; Hartigan, Ellen; *Concheiro-Guisan, Marta; *Lee, Anru; *Caesar, Neil.

Guests: Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Barberet, Rosemary; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill; Polanco, Eric; Ramansenthil, Kumar;

* Alternates

I. **Adoption of the Agenda**

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. **Approval of the Minutes of the October 13, 2020 College Council**

A motion was made to adopt the minutes. The motion was seconded and approved unanimously.

III. **Approval of Members of the College Council Committees**

A motion was made to approve the members with the following changes:

Financial Planning Subcommittee
- Franklyn Bernabe will replace Andrew Berezhansky on the committee

The motion was seconded and approved unanimously.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C16) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
A motion was made to adopt the program revision marked “C1. Proposal to Revise the BA and Minor in Gender Studies”. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “C2. Proposal to Revise the BS in Applied Mathematics”. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “C3. Proposal to Revise the BA in International Criminal Justice”. The motion was seconded and approved unanimously.

New Course
A motion was made to adopt the new course marked “C4. CSCI 3XX Machine Learning”. The motion was seconded and approved unanimously.

Mapping to Gen Ed Learning Outcomes
A motion was made to approve the course marked “C5. ART 233 Cultural History of Photography (CO: Learning from the Past)” for submission to the Learning from the Past bucket of Gen Ed. The motion was seconded and approved unanimously.

Course Revisions
A motion was made to vote on the course revisions marked C6-C16 as a slate. The motion was seconded and approved unanimously.

- C6. MAT 241-244 Calculus I-IV
- C7. AFR 237 Institutional Racism
- C8. CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I
- C9. HIS 150 Doing History
- C10. LWS 200 Introduction to Law and Society
- C11. LWS 225 Research in Law and Society
- C12. POL 203 Municipal and State Government
- C13. POL 206 Urban Politics
- C14. POL 214 Political Parties, Interest Groups and Social Movements
- C15. POL 232 Media and Politics
- C16. POL 235 Judicial Processes and Policies

A motion was made to adopt the course revisions marked C6-C16. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment D) – Dean of Graduate Studies Elsa-Sofia Morote

A motion was made to adopt the new course marked “D. Crime Scene Investigation for Forensic Scientists.” The motion was seconded and approved unanimously.
VI. **New Business**  
No new business was presented.

The meeting was adjourned at 2:18 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the November 12, 2020 College Council (Attachment A), Pg. 3

III. Approval of Members of the College Council Committees (Attachment B), Pg. 6

Executive Committee of the College Council
- Fatumata Tunkara will serve as the third student representative

College Council
- Fatumata Tunkara will serve as Elected-At-Large student representative
- Julio Chavez will serve as Elected Senior Class student representative
- Maria Maxhari and Jan Luis Mendez Garcia will serve as Alternative-At-Large student representatives

Undergraduate Curriculum and Academic Standards Committee
- Ciomara Dominguez will serve as a student representative

Committee On Faculty Personnel
- Arisha Athar will serve as a student representative

Strategic Planning Subcommittee
- Aiisha Qudusi will serve as a student representative

Financial Planning Subcommittee
- Franklyn Bernabe has replaced Andrew Berezhansky as a student representative

Committee on Student Evaluation of the Faculty
- Professors Keith Markus, Cristopher Herrmann, Daniel Yaverbaum, and Violet Yu are the four full-time faculty members of the committee

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Academic Standards
- C1. Proposal to Add Ability to Earn a Minor to Bulletin Info for 2nd Bachelor’s Degree Students, Pg. 23

New Courses
- C2. ENG 2XX (240) Technical Writing in Computer Science, Math & Science, Pg. 24
- C3. ISP 1XX Creative Movements: How, When and Why They Happen (FC: Creative Exp), Pg. 46
- C4. ISP 1YY Murder: Historical & Cultural Perspectives (FC: Ind & Soc), Pg. 60
- C5. HIS 2XX History of Eugenics: (CO: Learn from Past), Pg. 74
Course Revisions
C6. MAT 105 College Algebra, Pg. 92
C7. MAT 108 Social Science Mathematics, Pg. 94
C8. MAT 250 Elements of Mathematical Proof, Pg. 96
C9. POL 257 Comparative Politics, Pg. 98
C10. POL 260 International Relations, Pg. 100
C11. POL 308 State Courts & State Constitutional Law, Pg. 102
C12. POL 316 Politics of Rights, Pg. 104
C13. POL 406 Seminar & Internship in NYC Government, Pg. 106
C14. POL 407 NYS Assembly-Senate Session Program, Pg. 109
C15. POL 408 CUNY Washington, DC Summer Internship, Pg. 111
C16. POL 409 Colloquium for Research in Government & Politics, Pg. 114
C17. SOC 385 Selected Topics in Criminology, Pg. 117

V. Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

New Graduate Course Proposals

D1. ICJ/SEC XXX Cybercrime & Information Technology (International Crime and Justice M.A.), Pg. 119
D2. ECO 731 Economic Development (Economics M.A.), Pg. 131

VI. Policy Resolution on Faculty Confidential Voting in Electronic Meetings (Attachment E) – Faculty Senate President Warren (Ned) Benton, Pg. 144

VII. Proposal to Unhouse Gender Studies Program from the Department of Interdisciplinary Studies (Attachment F) - Provost Yi Li, Pg. 145

VIII. Student Council Resolution 15 “John Jay Student Council Call for Continuation of CR/NC Policy for Fall 2020” (Attachment G) – Student Council President Amber Rivero, Pg. 147

IX. New Business

X. Administrative Announcements – President Karol Mason

XI. Announcements from the Student Council – President Amber Rivero

XII. Announcements from the Faculty Senate – President Warren (Ned) Benton

XIII. Announcements from the HEO Council – President Brian Cortijo
The College Council held its fourth meeting of the 2020-2021 academic year on Monday, December 7, 2020. The meeting was called to order at 1:47 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Benton, Ned; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gordon Nembhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Pastrana Jr., Antonio; Paulino, Edward; Suska, Marta-Laura; Sheehan, Francis; Velotti, Lucia; Wandt, Adam; Yu, Sung-Suk (Violet); Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizbeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Hartigan, Ellen; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Mulder, Catherine; *Lee, Anru; *Caesar, Neil; *Mendez Garcia, Jan Luis; *Yambo, Kenneth; *Thomas, Alisa; *Carpi, Anthony; *Daniel Matos.

Absent: Johnson, Veronica; Ben Zid, Mohamed; Dapia, Silvia; Lapidus, Ben; Park, Hyunhee; *Concheiro-Guisan, Marta; *Maxhari, Maria;

Guests: Davis, Raeanne; Estrada, Alvin; Villanueva, Sumaya; Liao, Kim; Gentile, Katie; Munns, David; Jackson, Crystal; McKiever, Shavonne; Boleta, Alexander; Szur, Kate; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Dora Silva Santana; Sidman, Andrew; Martinez, Isabel; McCormack, Tim; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill;

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Approval of the Minutes of the November 12, 2020 College Council

A motion was made to adopt the minutes. The motion was seconded and approved unanimously.

III. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Programs**
A motion was made to adopt the Proposal to Add Ability to Earn a Minor to Bulletin Info for 2nd Bachelor’s Degree Students (C1.). The motion was seconded and approved unanimously.

**New Courses**
A motion was made to vote on the adoption of new courses marked C2-C5 as a slate. The motion was seconded and approved unanimously.

C2. ENG 2XX (240) Technical Writing in Computer Science, Math & Science  
C3. ISP 1XX Creative Movements: How, When and Why They Happen (FC: Creative Exp)  
C4. ISP 1YY Murder: Historical & Cultural Perspectives (FC: Ind & Soc)  
C5. HIS 2XX History of Eugenics: (CO: Learn from Past)

A motion was made to adopt the new courses marked C2-C5. The motion was seconded and approved unanimously.

**Course Revisions**
A motion was made to vote on the course revisions marked C6-C17 as a slate. The motion was seconded and approved unanimously.

C6. MAT 105 College Algebra  
C7. MAT 108 Social Science Mathematics  
C8. MAT 250 Elements of Mathematical Proof  
C9. POL 257 Comparative Politics  
C10. POL 260 International Relations  
C11. POL 308 State Courts & State Constitutional Law  
C12. POL 316 Politics of Rights  
C13. POL 406 Seminar & Internship in NYC Government  
C14. POL 407 NYS Assembly-Senate Session Program  
C15. POL 408 CUNY Washington, DC Summer Internship  
C16. POL 409 Colloquium for Research in Government & Politics  
C17. SOC 385 Selected Topics in Criminology

A motion was made to adopt the course revisions marked C6-C17. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

A motion was made to vote on the adoption of new courses marked D1-D2 as a slate. The motion was seconded and approved unanimously.
A motion was made to adopt the new courses marked D1-D2. The motion was seconded and approved unanimously.

VI. **Policy Resolution on Faculty Confidential Voting in Electronic Meetings (Attachment E) – Faculty Senate President Warren (Ned) Benton**

A motion was made to adopt the Policy Resolution on Faculty Confidential Voting in Electronic Meetings. The motion was seconded and approved unanimously.

VII. **Proposal to Unhouse Gender Studies Program from the Department of Interdisciplinary Studies (Attachment F) - Provost Yi Li**

A motion was made to approve the proposal. The motion was seconded and approved unanimously.

VIII. **Student Council Resolution 15 “John Jay Student Council Call for Continuation of CR/NC Policy for Fall 2020” (Attachment G) – Student Council President Amber Rivero**

The Council discussed the student Resolution and continuation of CR/NC Policy for Fall 2020. The Faculty Senate introduced the Proposed College Council Resolution from the Faculty Senate.

A motion was made to adopt the Proposed College Council Resolution from the Faculty Senate. The motion was seconded and approved.

In Favor: 46  
Opposed: 0  
Abstention: 1

IX. **New Business**

No new business was presented.

The meeting was adjourned at 3:14p.m.
I. Adoption of the Agenda

II. Proposed College Council Resolution from the Faculty Senate (Attachment A), Pg. 2
The College Council held its fifth meeting of the 2020-2021 academic year on Wednesday, December 9, 2020. The meeting was called to order at 1:47 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Benton, Ned; Ben Zid, Mohamed; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gordon Nembhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Pastrana Jr., Antonio; Paulino, Edward; Suska, Marta-Laura; Sheehan, Francis; Velotti, Lucia; Wandt, Adam; Yu, Sung-Suk (Violet); Lapidus, Ben; Park, Hyunhee; Dapia, Silvia; Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizebeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Hartigan, Ellen; Morote, Elsa-Sofia; *Balins, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Mulder, Catherine; *Lee, Anru; *Mendez Garcia, Jan Luis; *Thomas, Alisa; *Carpi, Anthony; *Daniel Matos; and *Maxhari, Maria.

Absent: Johnson, Veronica; *Concheiro-Guisan, Marta; *Yambo, Kenneth; and *Caesar, Neil.

Guests: Pease, Allison; Bierman, Ben; Morales-Witten, Berlyn; Carbonell, Bettina; Wout, Daryl; Gates, Jay; Morin, Jose Luis; Sullivan, Larry; Booker, Teresa; Gutierrez, Vanessa; Davis, Raeanne; Estrada, Alvin; Munns, David; McKiever, Shavonne; Bolesta, Alexander; Szur, Kate; Arismendi, Malleidulid; Balkissoon, Tony; Sidman, Andrew; Killoran, Katherine; and Maxwell, Jill.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Proposed College Council Resolution from the Faculty Senate (Attachment A)

The Faculty Senate presented the Proposed College Council Resolution adopted by the Faculty Senate on December 8, 2020.

A motion was made to adopt the Resolution. The motion was seconded.

The floor was opened for a discussion. The Council was presented with a revised version of the Faculty Senate Resolution with amendments discussed at the Executive Committee’s meeting on 12/8/2020. The Council discussed the amendments.
A motion was made to adopt the College Council Resolution from the Faculty Senate with amendments up to the penultimate paragraph.

(Attachment: Final Version of the Resolution)

The motion was seconded and approved.

In Favor: 43  Opposed: 0  Abstention: 7

The meeting was adjourned at 3:30 p.m.
College Council Resolution from the Faculty Senate on Fall 2020 CR/NC Policy

Adopted December 9, 2020

Whereas, The Student Council of John Jay College of Criminal Justice adopted a resolution on November 12, 2020, that clearly and forcefully articulates the very serious challenges and risks for student academic success that have been created by the transition to fully online and distance learning modalities necessitated by the COVID-19 pandemic, and

Whereas, The Student Council resolution calls for the extension of the *Flexible Grading Policy* (aka the Credit/No Credit Policy) enacted by CUNY for the Spring 2020 semester, and

Whereas, CUNY did not extend the Credit/No Credit Policy for the Summer 2020 or Fall 2020 semesters, and

Whereas, on December 7, 2020, Vice Chancellor Cruz communicated that colleges are to adopt one of the following three options:

1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.
2. Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.
3. Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college’s existing flexible grading policies using the University’s P/NC grading framework.

Whereas, the communication by Vice Chancellor Cruz specified that in extending the Spring 2020 CR/NC Policy to the Fall 2020 term, the University is also extending to all colleges the provision in said policy stating that “students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.” And as was administratively determined for Spring 2020, consistent with the intent of the University’s COVID-19 CR/NC Policy for students transferring to CUNY from outside the University, the University will honor and transfer in binary grades for all courses taken in Spring and Fall 2020 that would normally transfer, without negative impact on admission, transfer credit or degree requirements. This provision must be honored even if colleges choose to expand access to their own flexible grading policies using the P/NC grading framework.

Whereas, the communication by Vice Chancellor Cruz further specified that in extending the Spring 2020 CR/NC Policy to the Fall 2020 term, it is also extending to all colleges the provisions of the Special COVID-19 Graduate Admissions Policy approved by the Board of Trustees on April 27, 2020, which seek to ensure that “in evaluating future candidates for admission into graduate programs, they will not disadvantage students who present P (pass) or CR (credit) grades in their transcripts for courses specifically taken during Spring 2020 and other terms which could be affected by the COVID-19 pandemic — regardless of whether their institutions imposed a flexible or similar grading policy for all students or gave them the choice to opt-in” and that to this end “all University graduate admissions committees shall adjust their selection
processes to honor this commitment while keeping with the norms of their specific programs and corresponding disciplines.” These provisions must be honored even if colleges choose to expand access to their own flexible grading policies using the P/NC grading framework.

Whereas, the Credit/No Credit policy enacted for the Spring 2020 semester was enacted in the context of waivers enacted at the federal and state level that protected students from the potentially negative consequences of the policy for financial aid, for Veterans’ benefits eligibility, for transferability of courses, and for graduate and professional program admission, waivers that are no longer in effect.

Whereas, the communication by Vice Chancellor Cruz further specified that colleges “must develop and implement a broad communications and advising plan to ensure equitable access to the localized policy to students and informed implementation to faculty and staff.”

Therefore, the College Council calls on John Jay academic and administrative leaders and college faculty to

- respond with empathy and concern for John Jay’s undergraduate and graduate students facing challenges that may impair their academic success;
- apply discretion in registration and academic standing reviews where it is within the discretion of college officials to defer the implementation of deadline and academic standing decisions;
- extend, when possible, the deadlines of policies designed to help students who are challenged in their academic work; and
- promote access to programs and services that enable students to successfully complete classes with additional support.

Therefore, and furthermore, the College Council, acting on the recommendation of the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies, adopts Option 2 to “allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.” The courses to be excluded will be identified by the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies, upon the advice of departments and programs. The choice of courses, if any, for exclusion from the Fall 2020 CR/NC Policy by the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies shall not require approval by the College Council. Without limiting the authority and discretion of those bodies, the Council notes that courses appropriate for exclusion may include, but are not limited to, courses that are prerequisites to subsequent courses that require specific levels of competency and knowledge that are essential for academic success in the subsequent course.

Therefore, and furthermore, the College Council calls upon all faculty, staff and student leaders to be robust and proactive allies of all students. Students considering opting for a Fall 2020 CR/NC grade should be directed to appropriate resources and personnel in order to be informed of the known, and there may be unknown, potential negative and unintended
consequences of opting for a Fall 2020 CR/NC grade. The central administration in CUNY and John Jay College cannot foresee the full universe of potential negative consequences that may result from the Fall 2020 CR/NC policy, which may include, among others, the possible loss of TAP for the subsequent semester; the possible loss of PELL; the possible requirement to repay PELL funds received for the semester; the possible loss of scholarships; the possible loss of immigration status; the possible loss of Veterans' benefits; the possible non-transferability of courses outside of CUNY; the possible negative effect on licensure; the possible negative effect on graduate and professional school admission; and the possible negative effect on competitiveness within the job market.

Therefore, and furthermore, the College Council calls on the student body to proactively prepare by assessing their future academic and career goals, and by meeting with faculty and student advisors, and members of key student support service areas such as financial aid, particularly when deciding whether to take advantage of the Fall 2020 CR/NC option for an individual course.

Therefore, and furthermore, the College Council calls on the John Jay administration to provide a structured informed consent protocol to be completed by students before electing a Fall 2020 CR/NC grade.

Therefore, and furthermore, the College Council calls on the Faculty Senate, the Student Council, college administrators, and John Jay academic policy committees to continue to study and propose ways to implement for the Spring 2021 Semester, and beyond, local policies and procedures that allow students to resolve academic challenges without exposing students to harmful and unintended consequences of Fall 2020 CR/NC grades.
I. Adoption of the Agenda

II. Approval of the Minutes of the December 7, 2020 and December 9, 2020 College Council (Attachment A1 and A2), Pg. 3-10

III. Approval of Members of the College Council Committees (Attachment B), Pg. 11-27

College Council
- Crystal Jackson will serve as a faculty representative for the Sociology Department.
- Thalia Vrachopoulos will serve as a faculty representative for Department of Art and Music.
- Atiba Rougier will serve as a faculty representative for the Department of Anthropology.
- Charles Stone will replace Catherine Mulder as an alternate faculty representative.
- Jose Perez and Maria Maxhari have resigned as student representatives.

Strategic Planning Subcommittee
- Marie Springer will replace Catherine Mulder on the committee.

Committee on Student Interests:
- Maria Maxhari has resigned from the committee as a student representative.

Committee on Student Evaluation of the Faculty:
- Jose Perez has resigned from the committee as a student representative.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C24) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Academic Standards
C1. Academic Acceleration Workshop Model, Pg. 28

Programs
C2. Proposal to Revise the BS in Criminal Justice Management, Pg. 32

New Courses
C3. CJM 1XX (101) Introduction to Criminal Justice Management, Pg. 40
C4. CJM 3XX (301) Organizational Behavior & Management in Criminal Justice Agencies, Pg. 50
C5. POL 2XX Political Science Internship, Pg. 62

Course Revisions
C6. AFR 325 Research Methods in Human Services & Community Justice, Pg. 76
C7. MAT 141 Pre-Calculus, Pg. 80
C8. PAD Course Revision Memo (PAD 314, 343, 346, 348, 360, 404), Pg. 82
C9. ESA 355 Geographic Info Systems for Emergency Services, Pg. 83
C10. FIS 209 Analysis of Urban Hazardous Materials, Tactics & Strategy, Pg. 85
C11. FIS 210 Fire Safety Administration, Pg. 87
C12. FIS 319 Hazard Identification and Mitigation, Pg. 89
C13. FIS 350 Management Applications in Fire Protection, Pg. 91
C14. SEC 217 Cybercrime Investigations, Pg. 93
C15. SEC 220 Terrorism, Security and Emergency Management, Pg. 95
C16. SEC 307 Cyberpredators, Pg. 97
C17. SEC 313 Cybervice, Pg. 99
C18. SEC 317 Cyberfraud and Identity Theft, Pg. 101
C19. SEC 333 Intelligence and Counterintelligence, Pg. 103
C20. POL 325 Politics of Transnational Crime, Pg. 105
C21. POL 328 Politics of International Security, Pg. 107
C22. POL 362 Terrorism & international Relations, Pg. 109
C23. POL 371 American Politics Philosophy, Pg. 111
C24. POL 389 Independent Study 300-level, Pg. 113

V. Report from the Committee on Graduate Studies (Attachment D) – Dean of Graduate Studies Elsa-Sofia Morote

**New Graduate Course Proposal**

D. PSY 762 Transdiagnostic Mindfulness Treatment for Impulsive, Addictive, and Self-Destructive Behaviors, Pg. 115

VI. New Business

VII. Administrative Announcements – President Karol Mason

VIII. Announcements from the Student Council – President Amber Rivero

IX. Announcements from the Faculty Senate – President Warren (Ned) Benton

X. Announcements from the HEO Council – President Brian Cortijo
The College Council held its sixth meeting of the 2020-2021 academic year on Wednesday, February 17, 2021. The meeting was called to order at 1:45 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gutierrez, John; Jackson, Crystal; Johnson, Veronica; Herrmann, Christopher; Park, Hyunhee; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Paulino, Edward; Sheehan, Francis; Stone, Charles; Velotti, Lucia; Vrachopoulos, Thalia; Wandt, Adam; Yu, Sung-Suk (Violet); Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizabeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Hartigan, Ellen; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Lee, Anru; *Caesar, Neil; *Mendez Garcia, Jan Luis; *Yambo, Kenneth; *Thomas, Alisa; *Daniel Matos.

Absent: Dapia, Silvia; Gordon Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Parenti, Christian; Rivero, Amber; Rougier, Atiba; *Carpi, Anthony; *Concheiro-Guisan, Marta.

Guests: Bolesta, Alexander; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill; Till, Robert; Smart, Henry; Thompson, Denise.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Approval of the Minutes of the December 7, 2020 and December 9, 2020 College Council

A motion was made to vote on the adoption of the minutes as a slate. The motion was seconded and approved unanimously.

A motion was made to approve the minutes. The motion was seconded and approved.

In Favor: 53            Opposed: 0            Abstained: 1

III. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Academic Standards**
A motion was made to adopt the Academic Acceleration Workshop Model (C1.). The motion was seconded and approved.

In Favor: 53  
Opposed: 0  
Abstained: 1

**Programs**
A motion was made to adopt the Proposal to Revise the BS in Criminal Justice Management (C2). The motion was seconded and approved unanimously.

**New Courses**
A motion was made to vote on the adoption of new courses marked C3-C5 as a slate. The motion was seconded and approved unanimously.

- C3. CJM 1XX (101) Introduction to Criminal Justice Management
- C4. CJM 3XX (301) Organizational Behavior & Management in Criminal Justice Agencies
- C5. POL 2XX Political Science Internship

A motion was made to adopt the new courses marked C3-C5. The motion was seconded and approved unanimously.

**Course Revisions**
A motion was made to vote on the course revisions marked C6-C24 as a slate. The motion was seconded and approved unanimously.

- C6. AFR 325 Research Methods in Human Services & Community Justice
- C7. MAT 141 Pre-Calculus
- C8. PAD Course Revision Memo (PAD 314, 343, 346, 348, 360, 404)
- C9. ESA 355 Geographic Info Systems for Emergency Services
- C11. FIS 210 Fire Safety Administration
- C12. FIS 319 Hazard Identification and Mitigation
- C13. FIS 350 Management Applications in Fire Protection
- C14. SEC 217 Cybercrime Investigations
- C15. SEC 220 Terrorism, Security and Emergency Management
- C16. SEC 307 Cyberpredators
- C17. SEC 313 Cyberservice
- C18. SEC 317 Cyberfraud and Identity Theft
- C19. SEC 333 Intelligence and Counterintelligence
- C20. POL 325 Politics of Transnational Crime
- C21. POL 328 Politics of International Security
- C22. POL 362 Terrorism & International Relations
- C23. POL 371 American Politics Philosophy
- C24. POL 389 Independent Study 300-level
A motion was made to adopt the course revisions marked C6-C24. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment D) – Dean of Graduate Studies Elsa-Sofia Morote

A motion was made to adopt a new course PSY 762 Transdiagnostic Mindfulness Treatment for Impulsive, Addictive, and Self-Destructive Behaviors (D). The motion was seconded and approved unanimously.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:12p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the February 17, 2021 College Council (Attachment A), Pg. 3

III. Approval of Members of the College Council Committees (Attachment B), Pg. 6

Effective March 15, 2021, Brian Kerr will replace Ellen Hartigan as the Vice President for Enrollment Management and Student Affairs on the following committees:

- Executive Committee of the College Council
- Interim Executive Committee of the College Council
- College Council
- Undergraduate Curriculum and Academic Standards Committee
- Budget and Planning Committee
- Committee on Graduate Studies
- Committee on Honors, prizes and Awards

Undergraduate Curriculum and Academic Standards Committee

- Professor Vicente Lecuna will serve as a representative for the Modern Languages and Literatures Department
- Professor Edward Snajdr will serve as a representative for the Anthropology Department

Strategic Planning Subcommittee

- Aiisha Qudusi has resigned from the committee as a student representative

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C13) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

C1. Proposal for a New Minor in Middle East Studies, Pg. 23

New Courses

C2. CJM 3YY (301) Research Methods in Criminal Justice Management, Pg. 31
C3. CJM 4XX (401) Professional Ethics in Public Organizations, Pg. 40
C4. HIS 2XX Critical Perspectives on the Middle East, Pg. 48
C5. ISP 2ZZ (246) Forbidden Love: Cultural and Social Perspectives (Ind & Soc), Pg. 60

Course Revisions

C6. BIO 102 Paced Modern Biology I-B, Pg. 72
C7. CHE 321 Instrumental Analysis II, Pg. 74
C8. FOS 416 Forensic Science Laboratory II, Pg. 76
V. Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

**Course Change**

D1. PAD 749 Public Sector Accounting & Auditing II (MPA in Inspection and Oversight), Pg. 95

**Program Change**

D2. Emergency Management, Master of Science, Pg. 97

VI. Statement from the JJC Student Council Regarding Racial Injustice Against The Asian American and Pacific Islander Community (Attachment E), Pg. 99

VII. New Business

VIII. Administrative Announcements – President Karol Mason

IX. Announcements from the Student Council – President Amber Rivero

X. Announcements from the Faculty Senate – President Warren (Ned) Benton

XI. Announcements from the HEO Council – President Brian Cortijo
The College Council held its seventh meeting of the 2020-2021 academic year on Monday, March 15, 2021. The meeting was called to order at 1:46 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gutierrez, John; Jackson, Crystal; Johnson, Veronica; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Paulino, Edward; Sheehan, Francis; Stone, Charles; Velotti, Lucia; Vrachopoulos, Thalia; Yu, Sung-Suk (Violet); Gordon Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Parenti, Christian; Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizebeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Kerr, Brian; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Mendez Garcia, Jan Luis; *Yambo, Kenneth; *Thomas, Alisa; *Daniel Matos, *Carpi, Anthony.

Absent: Dapia, Silvia; Park, Hyunhee; Rivero, Amber; Rougier, Atiba; Wandt, Adam; Loorkhoor, Elizebeth; *Concheiro-Guisan, Marta; *Lee, Anru; *Caesar, Neil.

Guests: Bolesta, Alexander; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Killoran, Katherine; Smart, Henry; Kinya Chandler; Maria D’Agostino; Delorenzi, James.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Approval of the Minutes of the February 17, 2021 College Council

A motion was made to approve the minutes. The motion was seconded and approved unanimously.

III. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C13) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
Programs
A motion was made to adopt the Proposal for a New Minor in Middle East Studies (C1). The motion was seconded and approved unanimously.

New Courses
A motion was made to vote on the adoption of new courses marked C2-C5 as a slate. The motion was seconded and approved unanimously.

- C2. CJM 3YY (301) Research Methods in Criminal Justice Management
- C3. CJM 4XX (401) Professional Ethics in Public Organizations
- C4. HIS 2XX Critical Perspectives on the Middle East
- C5. ISP 2ZZ (246) Forbidden Love: Cultural and Social Perspectives (Ind & Soc)

A motion was made to adopt the new courses marked C2-C5. The motion was seconded and approved unanimously.

Course Revisions
A motion was made to vote on the course revisions marked C6-C13 as a slate. The motion was seconded and approved unanimously.

- C6. BIO 102 Paced Modern Biology I-B
- C7. CHE 321 Instrumental Analysis II
- C8. FOS 416 Forensic Science Laboratory II
- C9. HJS 315 Research Methods in Humanities and Justice Studies
- C10. LIT 260 Introduction to Literary Study
- C11. PAD 348 Justice Planning and Policy
- C12. POL 237 Women and Politics
- C13. POL 331 Government and Politics in the Middle East and North Africa

A motion was made to adopt the course revisions marked C6-C13. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

Course Change
A motion was made to approve a course change marked D1. PAD 749 Public Sector Accounting & Auditing II (MPA in Inspection and Oversight). The motion was seconded and approved unanimously.

Program Change
A motion was made to approve a program change marked D2. Emergency Management, Master of Science. The motion was seconded and approved unanimously.

VI. Statement from the JJC Student Council Regarding Racial Injustice Against The Asian American and Pacific Islander Community (Attachment E).

The committee discussed the statement and the resources available at the College for the student body and John Jay community in cases of discrimination.
VII. **New Business**
   No new business was presented.

   The meeting was adjourned at 2:22 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the March 15, 2021 College Council (Attachment A), Pg. 3

III. Approval of Members of the College Council Committees (Attachment B), Pg. 6

   College Council
   • Tzvia Waronker will serve as the elected sophomore class representative
   • Aiisha Qudusi will serve as the freshman representative
   • Devon Brooks and Seema Ramdat will serve as alternative-at-large student members

   Committee on Student Interests
   • Devon Brooks will serve as the sixth student

   Committee on Student Evaluation of the Faculty
   • Seema Ramdat will serve as the second student

   Budget and Planning Committee, Committee on Graduate Studies, Committee on Faculty Personnel and Provost Advisory Council
   • Jeffrey Kroessler has replaced Larry Sullivan as acting Chief Librarian

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

   Programs
   C1. Proposal to Revise the BA and Minor in Humanities and Justice Studies, Pg. 23
   C2. New CUNY Justice Academy Dual Admission Programs with BMCC - AA in Liberal Arts to JJ Humanities Majors (English, Global History, Humanities & Justice Studies, & Philosophy), Pg. 33

   New Courses
   C3. ACC 4XX Data Analytics for Fraud Examination, Pg. 63
   C4. HIS 2XX Famous Trials That Made History (CO: JC I [200-level]), Pg. 75
   C5. HUM 2XX Writing in the Humanities: Writing for Real Life, Pg. 94
   C6. ISP 1WW (132) Monsters and What They Mean (Creative Exp), Pg. 110
   C7. ISP 2YY (242) Stuff: An Investigation into the Meaning of Things (Ind & Soc), Pg. 124
   C8. ISP 1ZZ (115) Voices of Migration (World Cultures), Pg. 137
   C9. ISP 2XX (226) White Supremacy: Constructions of Race & Institutionalized Racism (U.S. Exp), Pg. 157
Course Revisions
C10. LIT 233 American Stories, Pg. 174
C11. Modern Languages 101-212 Bulk Course Revisions, Pg. 176
C12. Modern Languages SPA Literature Bulk Course Revisions, Pg. 183
C13. Modern Languages SPA Translation-Interpretation Bulk Course Revisions, Pg. 188
C14. POL 101 American Government & Politics, Pg. 192
C15. SPA 250 Spanish for Criminal Investigation, Pg. 194

Curriculum
C16. Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum, Pg. 196

Academic Standards
C17. Proposal to Revise the Undergraduate Pass/Fail Policy, Pg. 206

V. Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

New Course
D1. Organized Crime: An International Perspective (ICJMA), Pg. 208

Academic Standards
D2. Proposal to Revise the Graduate Pass/Fail Policy, Pg. 231

VI. Commencement Awards Recommendations from the Honors, Prizes and Awards Committee (Attachment E) – Interim Vice President for Enrollment Management and Student Affairs Brian Kerr, Pg. 232

VII. Declaration of a Spring 2021 Academic Emergency- Interim Vice President for Enrollment Management and Student Affairs Brian Kerr

- Declaration of a Spring 2021 Undergraduate Academic Emergency (Attachment F1) - Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne, Pg. 233

- Declaration of a Spring 2021 Graduate Academic Emergency (Attachment F2) - Dean of Graduate Studies Elsa-Sofia Morote, Pg. 234

VIII. Proposed College Council Calendar for AY 2021-2022 (Attachment G), Pg. 235

IX. New Business

X. Administrative Announcements – President Karol Mason

XI. Announcements from the Student Council – President Amber Rivero

XII. Announcements from the Faculty Senate – President Warren (Ned) Benton

XIII. Announcements from the HEO Council – President Brian Cortijo
The College Council held its eighth meeting of the 2020-2021 academic year on Thursday, April 8, 2021. The meeting was called to order at 1:48 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Dapia, Silvia; Delgado-Cruzata, Lissette; Gutierrez, John; Johnson, Veronica; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Park, Hyunhee; Paulino, Edward; Sheehan, Francis; Stone, Charles; Vrachopoulos, Thalia; Yu, Sung-Suk (Violet); Gordon-Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Rougier, Atiba; Wandt, Adam; Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Rivero, Amber; Tunkara, Fatumata; Seodarsan, Katelynn; Waronker, Tzvia; Qudusi, Aiisha; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Kerr, Brian; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Concheiro-Guisan, Marta; *Lee, Anru; *Stone, Charles; *Caesar, Neil; *Grant, Heath; *Brooks, Devon; *Ramdat, Seema; *Mendez Garcia, Jan Luis; *Yambo, Kenneth; *Thomas, Alisa; *Daniel Matos, *Carpi, Anthony.

Absent: Jackson, Crystal; Parenti, Christian; Velotti, Lucia; Luna, Aileen; Solomon, Sharon; *Epstein, Jonathan; *Freiser, Joel;

Guests: Bolesta, Alexander; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Killoran, Katherine; Maria D’Agostino; Pease, Allison; Shapiro, David; Hines, DeCarlos; Szur, Kate; Davis, Raeanne; Singleton, Ronesha; McDougall, Sara; McKiever, Shavonne; Villanueva, Sumaya; Ferdinand, Wynne; Lecuna, Vicente.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously with the following change:
- Rename the title of Item VII from “Declaration of a Spring 2021 Academic Emergency” to “Adoption of Pass/No Credit Policy for Spring 2021”.

II. Approval of the Minutes of the March 15, 2021 College Council

A motion was made to approve the minutes. The motion was seconded and approved unanimously.

III. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
A motion was made to adopt the Proposal to Revise the BA and Minor in Humanities and Justice Studies (C1). The motion was seconded and approved unanimously.

A motion was made to adopt the new CUNY Justice Academy Dual Admission Programs with BMCC - AA in Liberal Arts to JJ Humanities Majors (English, Global History, Humanities & Justice Studies, & Philosophy) (C2). The motion was seconded and approved unanimously.

New Courses
A motion was made to vote on the adoption of new courses marked C3-C9 as a slate. The motion was seconded and approved unanimously.

C3. ACC 4XX Data Analytics for Fraud Examination
C4. HIS 2XX Famous Trials That Made History (CO: JC I [200-level])
C5. HUM 2XX Writing in the Humanities: Writing for Real Life
C6. ISP 1WW (132) Monsters and What They Mean (Creative Exp.)
C7. ISP 2YY (242) Stuff: An Investigation into the Meaning of Things (Ind & Soc)
C8. ISP 1ZZ (115) Voices of Migration (World Cultures)
C9. ISP 2XX (226) White Supremacy: Constructions of Race & Institutionalized Racism (U.S. Exp.)

A motion was made to adopt the new courses marked C3-C9. The motion was seconded and approved unanimously.

Course Revisions
A motion was made to vote on the course revisions marked C10-C15 as a slate. The motion was seconded and approved unanimously.

C10. LIT 233 American Stories
C11. Modern Languages 101-212 Bulk Course Revisions
C12. Modern Languages SPA Literature Bulk Course Revisions
C13. Modern Languages SPA Translation-Interpretation Bulk Course Revisions
C14. POL 101 American Government & Politics
C15. SPA 250 Spanish for Criminal Investigation

A motion was made to adopt the course revisions marked C10-C15. The motion was seconded and approved unanimously.

Curriculum
A motion was made to adopt the Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum (C16). The motion was seconded and approved unanimously.

Academic Standards
A motion was made to adopt the Proposal to Revise the Undergraduate Pass/Fail Policy (C17). The motion was seconded and approved unanimously.
V. Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

**Course Change**
A motion was made to approve a course change marked D1. Organized Crime: An International Perspective (ICJMA). The motion was seconded and approved unanimously.

**Academic Standards**
A motion was made to adopt the Proposal to Revise the Graduate Pass/Fail Policy (D2). The motion was seconded and approved unanimously.

VI. Commencement Awards Recommendations from the Honors, Prizes and Awards Committee (Attachment E) – Interim Vice President for Enrollment Management and Student Affairs Brian Kerr

A motion was made to adopt the Commencement Awards Recommendations. The motion was seconded and approved unanimously.

VII. Adoption of Pass/No Credit Policy for Spring 2021 - Interim Vice President for Enrollment Management and Student Affairs Brian Kerr

Declaration of a Spring 2021 Undergraduate Academic Emergency (Attachment F1) was replaced by the Proposal for Spring 2021 Pass/No-Credit Undergraduate Policy [see Attachment A1 of the minutes].

Declaration of a Spring 2021 Graduate Academic Emergency (Attachment F2) was replaced by the Proposal for Spring 2021 Pass/No-Credit Graduate Policy [see Attachment A2 of the minutes].

A motion was made to approve the Proposal for Spring 2021 Pass/No-Credit Undergraduate Policy. The motion was seconded. The committee discussed the policy. The motion was approved unanimously.

A motion was made to approve the Proposal for Spring 2021 Pass/No-Credit Graduate Policy. The motion was seconded. The committee discussed the policy. The motion was approved unanimously.

VIII. New Business
No new business was presented.

The meeting was adjourned at 2:55p.m.
Proposal for Spring 2021 Undergraduate Pass-No Credit Policy

Rationale:
The COVID-19 pandemic is still greatly affecting our students. More than 4,000 John Jay students are essential front line workers, working around the clock to keep our city safe, clean and running. Many of our students are struggling with food and housing insecurity, and this policy allows provides flexible options for those who have had difficulty balancing the work of the semester with the challenges they are currently facing in life.

Proposed Policy:
For Spring 2021, due to the public health epidemic, the following changes are made to the undergraduate Pass/No Credit (P/NC) grading policy:

- First, there is no one-course-per-semester cap.
- Second, P/NC grades earned during the Spring 2021 semester do not count towards the four-course limit that applies throughout a student’s matriculation.
- Third, students can choose the P/NC option even for courses satisfying the College’s general education requirements and courses in the student’s major; but students may not apply the P/NC option for courses identified as ineligible for the P/NC option by academic department chairs and program directors.

The Provost shall coordinate the development and implementation of the required communication and advising plan to ensure informed decision making.

***

This policy has not yet been approved by CUNY’s Committee on Academic Policy, Programs and Research (CAPPR) or the Board of Trustees. It will be implemented with clear disclaimers that the policy is subject to further approval.

***
Proposal for Spring 2021 Graduate Pass-No Credit Policy

Rationale:
The COVID-19 pandemic is still greatly affecting our students. More than 4,000 John Jay students are essential front line workers, working around the clock to keep our city safe, clean and running. Many of our students are struggling with food and housing insecurity, and this policy allows provides flexible options for those who have had difficulty balancing the work of the semester with the challenges they are currently facing in life.

Proposed Policy:
For Spring 2021, due to the public health epidemic, the following changes are made to the graduate Pass/No Credit (P/NC) grading policy:

- Students have the option to apply the P/NC credit option to any graduate course, and to any undergraduate course taken by graduate students as prerequisites to graduate courses, except for any courses or categories of courses identified as ineligible for the P/NC grade by the directors of each graduate program.

The Provost shall coordinate the development and implementation of the required communication and advising plan to ensure informed decision making.

***
This policy has not yet been approved by CUNY’s Committee on Academic Policy, Programs and Research (CAPPR) or the Board of Trustees. It will be implemented with clear disclaimers that the policy is subject to further approval.
***
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The College Council
AGENDA

May 11, 2021 – 1:40 pm
(Remote Conferencing via Zoom)

I. Adoption of the Agenda

II. Approval of the Minutes of the April 8, 2021 College Council (Attachment A), Pg. 3

III. Approval of the 2020-2021 Graduates (Attachment B) – Interim Assistant Vice President for Enrollment Management and Senior Registrar Daniel Matos, Pg. 8

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C22) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
C1. Proposal to Revise the BS in Criminal Justice (Instit. Theory & Practice (CJBS), Pg. 9
C2. Proposal to Revise the Minors in Africana Studies and Africana Studies Honors, Pg. 19
C3. Proposal to Revise the BS in Fraud Examination, Pg. 26
C4. Proposal to Revise the Minor in Fraud Examination, Pg. 33
C5. Proposal to Revise the Certificate in Forensic Accounting, Pg. 37
C6. Proposal to Revise the BS in Applied Math, Pg. 41
C7. Proposal to Revise the BS in Computer Science and Info Security & Minor in Computer Science, Pg. 47
C8. Proposal to Revise the Mathematics Minor, Pg. 54

New Courses
C9. ECO 2XX Movements for Economic Justice (CO: JCI 200-level), Pg. 58
C10. EDU 2XX (277) Education as Power to Heal, Pg. 79
C11. HJS 2XX Race and Resistance (CO: LP), Pg. 100
C12. ISP 2AA (237) Laughing at Ourselves: Comedy and Identity (CE), Pg. 115
C13. ISP 2BB (215) Colorism: a Global Perspective on Colonial Violence (WC), Pg. 131
C14. LIT 1XX Crime Stories (CE), Pg. 145
C15. SSC 2XX Writing in Criminal Justice: Bridging Theory & Practice in Research (CO: Communications), Pg. 160
C16. SSC 2YY Writing in the Social Sciences: Learning Powerful Authorship (CO: Communications), Pg. 183

Course Revisions
C17. ANT 315 Systems of Law (CO: JCII – Justice in Global Perspective), Pg. 219
C18. CHS 310 Advanced Interpersonal Counseling Skills, Pg. 229
C19. ECO 215 Economics of Regulation and Law, Pg. 231
C20. ECO 235 Finance for Forensic Economics, Pg. 241
C21. ECO 270 Urban Economics, Pg. 252
C22. ECO 280 Economics of Labor, Pg. 263
V. Report from the Committee on Graduate Studies (Attachment D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

**New Courses**
- D1. Case Analysis in Forensic Toxicology (MS FOS), **Pg. 272**
- D2. History of Genocide (MA ICJ), **Pg. 282**

**Program**
- D3. Proposal to Revise the MS in Forensic Science, **Pg. 305**

VI. Proposal from the Committee on Student Evaluation of Faculty to Adopt a New Form for Student Evaluation of Faculty (Attachment E) - Chair of the Committee on Student Evaluation of Faculty Keith Markus, **Pg. 309**

VII. Approval of Members of the College Council Committees (Attachment F), **Pg. 317**

- **Strategic Planning Subcommittee**
  - Poonam Latchman has been elected as the second student representative

- **Faculty Student Disciplinary Committee**
  - Student member Pedro Hernandez has resigned from the committee

VIII. New Business

IX. Administrative Announcements – President Karol Mason

X. Announcements from the Student Council – President Amber Rivero

XI. Announcements from the Faculty Senate – President Warren (Ned) Benton

XII. Announcements from the HEO Council – President Brian Cortijo
The College Council held its ninth meeting of the 2020-2021 academic year on Tuesday, May 11, 2021. The meeting was called to order at 1:49 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Dapia, Silvia; Delgado-Cruzata, Lissette; Gutierrez, John; Johnson, Veronica; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Park, Hyunhee; Paulino, Edward; Sheehan, Francis; Vrachopoulos, Thalia; Yu, Sung-Suk (Violet); Gordon-Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Wandt, Adam; Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Rivero, Amber; Tunkara, Fatumata; Seodarsan, Katelynn; Jackson, Crystal; Qudusi, Aisha; Luna, Aileen; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Kerr, Brian; Morote, Elsa-Sofia; *Balts, Andrea; *Lee, Anru; *Stone, Charles; *Caesar, Neil; *Grant, Heath; *Brooks, Devon; *Ramdat, Seema; *Mendez Garcia, Jan Luis; *Thomas, Alisa; *Daniel Matos; Velotti, Lucia; Solomon, Sharon; Waronker, Tzvia.

Absent: Parenti, Christian; *Epstein, Jonathan; *Freiser, Joel; Brownstein, Michael; Rougier, Atiba; *Binns, Chelsea; *Concheiro-Guisan, Marta; *Yambo, Kenneth; *Carpi, Anthony.

Guests: Maxwell, Jill; Markus, Keith; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Killoran, Katherine; Maria D’Agostino.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Approval of the Minutes of the April 8, 2021 College Council

A motion was made to approve the minutes. The motion was seconded and approved unanimously.

III. Approval of the 2020-2021 Graduates (Attachment B) – Interim Assistant Vice President for Enrollment Management and Senior Registrar Daniel Matos

A motion was made to approve the list of Graduates 2020-2021. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C22) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
**Programs**

A motion was made to adopt the Proposal to Revise the BS in Criminal Justice (Inst. Theory & Practice (CJBS)) (C1). The motion was seconded and approved unanimously.

A motion was made to adopt the Proposal to Revise the Minors in Africana Studies and Africana Studies Honors (C2). The motion was seconded and approved unanimously.

A motion was made to vote on the adoption of program revisions marked C3-C5 as a slate. The motion was seconded and approved unanimously.

   C3. Proposal to Revise the BS in Fraud Examination  
   C4. Proposal to Revise the Minor in Fraud Examination  
   C5. Proposal to Revise the Certificate in Forensic Accounting

A motion was made to adopt the program revisions marked C3-C5. The motion was seconded and approved unanimously.

A motion was made to vote on the adoption of program revisions marked C6-C8 as a slate. The motion was seconded and approved unanimously.

   C6. Proposal to Revise the BS in Applied Math  
   C7. Proposal to Revise the BS in Computer Science and Info Security & Minor in Computer Science  
   C8. Proposal to Revise the Mathematics Minor

A motion was made to adopt the program revisions marked C6-C8. The motion was seconded and approved unanimously.

**New Courses**

A motion was made to vote on the adoption of new courses marked C9-C16 as a slate. The motion was seconded and approved unanimously.

   C9. ECO 2XX Movements for Economic Justice (CO: JCI 200-level)  
   C10. EDU 2XX (277) Education as Power to Heal  
   C11. HJS 2XX Race and Resistance (CO: LP)  
   C12. ISP 2AA (237) Laughing at Ourselves: Comedy and Identity (CE)  
   C13. ISP 2BB (215) Colorism: a Global Perspective on Colonial Violence (WC)  
   C14. LIT 1XX Crime Stories (CE)  
   C15. SSC 2XX Writing in Criminal Justice: Bridging Theory & Practice in Research (CO: Communications)  
   C16. SSC 2YY Writing in the Social Sciences: Learning Powerful Authorship (CO: Communications)

A motion was made to adopt the new courses marked C9-C16. The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to vote on the course revisions marked C17-C22 as a slate. The motion was seconded and approved unanimously.
C17. ANT 315 Systems of Law (CO: JCII – Justice in Global Perspective)
C18. CHS 310 Advanced Interpersonal Counseling Skills
C19. ECO 215 Economics of Regulation and Law
C20. ECO 235 Finance for Forensic Economics
C21. ECO 270 Urban Economics
C22. ECO 280 Economics of Labor

A motion was made to adopt the course revisions marked C17-C22. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

**New Courses**
A motion was made to approve a new course marked D1. Case Analysis in Forensic Toxicology (MS FOS). The motion was seconded and approved unanimously.

A motion was made to approve a new course marked D2. History of Genocide (MA ICJ). The motion was seconded and approved unanimously.

**Programs**
A motion was made to adopt the Proposal to Revise the MS in Forensic Science (D3). The motion was seconded and approved unanimously.

VI. Proposal from the Committee on Student Evaluation of Faculty to Adopt a New Form for Student Evaluation of Faculty (Attachment E) - Chair of the Committee on Student Evaluation of Faculty Keith Markus

A motion was made to approve a proposal to adopt a new form for student evaluation of faculty. The motion was seconded. The committee discussed the proposal. The motion was approved:

In Favor: 35  
Opposed: 0   
Abstention: 15

VII. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.

VIII. New Business

No new business was presented.

The meeting was adjourned at 3:05p.m.
Interim Executive Committee of the College Council
I. Adoption of the Agenda for the Interim Executive Committee

II. Minutes of the April 22, 2019 Executive Committee of the College Council, Pg. 2

III. Review of Proposals Approved by the College Council on May 11, 2020, Pg. 4

IV. Review of Orientation for College Council, Pg. 6

V. Adoption of the Agenda for the September 14, 2020 College Council Meeting, Pg. 16

VI. College Council Attendance Percentage for 2019-2020, Pg. 66

VII. New Business
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE INTERIM EXECUTIVE COMMITTEE OF THE COLLEGE COUNCIL

September 1, 2020

The Executive Committee of the College Council held its first meeting of the 2020-2021 academic year on Tuesday, September 1, 2020. The meeting was called to order at 1:43 p.m. and the following members were present: Andrea Balis, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Mark Flower, Ellen Hartigan, Karen Kaplowitz, Yi Li, Karol Mason, Amber Rivero, and Francis Sheehan.

Guests: Tony Balkissoon and Jill Maxwell.

I. Adoption of the Agenda for the Interim Executive Committee

A motion was made to adopt the agenda with the following change:


The motion was seconded and approved unanimously.

II. Minutes of the April 22, 2020 Executive Committee of the College Council

A motion was made to approve the minutes of the April 22, 2020 Executive Committee meeting. The motion was seconded and approved:

In Favor: 9    Opposed: 0    Abstention: 1

III. Review of Proposals Approved by the College Council on May 11, 2020

The Committee reviewed the proposals passed at the May 11, 2020 College Council meeting.

IV. Review of Orientation for College Council

The Committee reviewed the College Council orientation to be presented at the September 14, 2020 College Council meeting.

V. Adoption of the Agenda for the September 14, 2020 College Council Meeting

A motion was made to approve the agenda with the following changes:

- Fix typos under items “V. Approval of the Minutes of the May 11, 2020 College Council” and “X. 2020-2021 College Council Calendar.”
• Remove the parenthetical following the description of the F grade under item “C3. HIS 3XX History of the Cold War.”

The motion was seconded and approved unanimously.

VI. College Council Attendance Percentage for 2019-2020

The Committee reviewed the College Council attendance for the academic year 2019-2020.

VII. Discussion of Secret Balloting During Remote Voting

Following discussion, the Committee decided to review the College Election Plan to determine who has the authority to adopt a remote voting procedure. The Committee also agreed to continue discussion regarding whether to recommend a single voting procedure to the College Council. The Committee asked Tony Balkissoon and Jill Maxwell to examine the role of the Committee on Faculty Elections in this process.

VIII. New Business

No new business was presented.

The meeting was adjourned at 2:54 pm.
Executive Committee
of the
College Council
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the September 1, 2020 Executive Committee of the College Council, Pg. 2

III. Report from the Committee on Graduate Studies, Pg. 4
   - Proposal to Amend the MPA DT Tuition Assistance Language

IV. Adoption of the Agenda for the October 13, 2020 College Council Meeting, Pg. 5

V. Review of College Council Attendance, Pg. 28

VI. New Business
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE EXECUTIVE COMMITTEE OF
THE COLLEGE COUNCIL

September 30, 2020

The Executive Committee of the College Council held its second meeting of the 2020-2021 academic year on Wednesday, September 30, 2020. The meeting was called to order at 1:44 p.m. and the following members were present: Karol Mason, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Joel Freiser, Lissette Delgado-Cruzata, Schevaletta (Chevy) Alford, Mark Flower, Ellen Hartigan, Karen Kaplowitz, Yi Li, Amber Rivero, and Francis Sheehan.

Guests: Tony Balkissoon and Jill Maxwell.

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Minutes of the September 1, 2020 Interim Executive Committee of the College Council

A motion was made to approve the minutes of the September 1, 2020 Interim Executive Committee meeting. The motion was seconded and approved unanimously.

III. Review of Proposal to Amend the MPA DT Tuition Assistance Language

The Committee reviewed the proposal and established that further work is needed before it is presented to the College Council.

IV. Adoption of the Agenda for the October 13, 2020 College Council Meeting

A motion was made to approve the agenda with the following change:

- Revise the Proposal to Eliminate the Specialization within the Inspection & Oversight MPA Track Called "Independent and Contractual Inspection and Oversight" to follow a particular format.

The motion was seconded and approved unanimously.

V. College Council Attendance Percentage for 2019-2020

The Committee reviewed the College Council attendance for the academic year 2020-2021.

VI. New Business
No new business was presented.

The meeting was adjourned at 2:21 pm.
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the September 30, 2020 Executive Committee of the College Council, Pg. 2

III. Adoption of the Agenda for the November 12, 2020 College Council Meeting, Pg. 4

IV. Voting by Alternate Members during Remote Meetings

V. Review of College Council Attendance, Pg. 130

VI. New Business
The Executive Committee of the College Council held its third meeting of the 2020-2021 academic year on Thursday, October 29, 2020. The meeting was called to order at 1:44 p.m. and the following members were present: Karol Mason, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Joel Freiser, Lissette Delgado-Cruzata, Schevaletta (Chevy) Alford, Mark Flower, Ellen Hartigan, Karen Kaplowitz, Yi Li, Francis Sheehan, Andrea Balis, and Yousof Abdelreheem.

Absent: Amber Rivero.

Guests: Tony Balkissoon and Jill Maxwell.

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Minutes of the September 30, 2020 Executive Committee of the College Council

A motion was made to approve the minutes of the September 30, 2020 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the November 12, 2020 College Council Meeting

A motion was made to approve the agenda. The motion was seconded and approved unanimously.

IV. Voting by Alternate Members during Remote Meetings

Following a discussion to determine a process for alternates to vote during remote meetings when their votes are needed, the Committee decided to continue this discussion at the next Executive Committee meeting.

V. College Council Attendance Percentage for 2020-2021

The Committee reviewed the College Council attendance for the academic year 2020-2021.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:46 pm.
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the October 29, 2020 Executive Committee of the College Council, Pg. 2

III. Adoption of the Agenda for the December 7, 2020 College Council Meeting, Pg. 3

IV. Voting by Alternate Members during Remote Meetings

V. Review of College Council Attendance, Pg. 151

VI. New Business
   • Student Council Resolution to Faculty Senate Resolution Condemning Institutional Racism- Student Council President Amber Rivero
The Executive Committee of the College Council held its fourth meeting of the 2020-2021 academic year on Monday, November 23, 2020. The meeting was called to order at 1:47 p.m. and the following members were present: Amber Rivero, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Joel Freiser, Lissette Delgado-Cruzata, Ellen Hartigan, Karen Kaplowitz, Yi Li, Francis Sheehan, Andrea Balis, and Fatumata Tunkara.

Absent: Karol Mason, Schevaletta (Chevy) Alford, Mark Flower.

Guests: Tony Balkissoon and Jill Maxwell.

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously with the following change:

- Under Item VI. New Business, remove Student Council Resolution to Faculty Senate Resolution Condemning Institutional Racism.

II. Minutes of the October 29, 2020 Executive Committee of the College Council

A motion was made to approve the minutes of the October 29, 2020 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the December 7, 2020 College Council Meeting

A motion was made to approve the agenda.

Following a discussion on Item VII. “Request to Unhouse Gender Studies Program from the Department of Interdisciplinary Studies”, the motion was made to change the item to a proposal to be voted on by the College Council. The motion was seconded and approved unanimously.

The motion to adopt the agenda was seconded and approved unanimously.

IV. Voting by Alternate Members during Remote Meetings

The committee agreed on the proposed process for alternate voting during remote meetings. The process will be implemented at the next College Council meeting.

V. College Council Attendance Percentage for 2020-2021

The Committee reviewed the College Council attendance for the academic year 2020-2021.
VI. New Business

No new business was presented.

The meeting was adjourned at 2:43 pm.
I. Adoption of the Agenda for the Executive Committee

II. Adoption of the Agenda for the December 9, 2020 College Council Meeting, Pg. 2

III. Discussion of Next Steps for the College Council to Take
The Executive Committee of the College Council held its fifth meeting of the 2020-2021 academic year on Thursday, December 8, 2020. The meeting was called to order at 5:18 p.m. and the following members were present: Karol Mason, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Lissette Delgado-Cruzata, Schevaletta (Chevy) Alford, Mark Flower, Ellen Hartigan, Karen Kaplowitz, Yi Li, Francis Sheehan, Andrea Balis, Amber Rivero and Fatumata Tunkara.

Absent: Joel Freiser.

Guests: Tony Balkissoon, Jill Maxwell, and Raeanne Davis.

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Adoption of the Agenda for the December 9, 2020 College Council Meeting

A motion was made to put on the agenda the Proposed College Council Resolution from the Faculty Senate adopted on December 8th by the Faculty Senate. The motion was seconded and approved unanimously.

III. Discussion of Next Steps for the College Council to Take

The committee discussed the Proposed College Council Resolution adopted by the Faculty Senate on 12/8/2020 as it relates to implementing the CUNY’s directive on Fall 2020 CR/NC policy; the committee discussed potential impact and consequences for students, logistics for implementing the policy, and importance of a strong communication plan.

The Committee decided to provide to the College Council on 12/9/2020 with two versions of the Faculty Senate Resolution for consideration and a vote: a) the original Proposed College Council Resolution from the Faculty Senate adopted on 12/8/2020 by the Faculty Senate, and b) a revised version of the Resolution with amendments discussed at the Executive Committee’s meeting on 12/8/2020.

IV. New Business

No new business was presented.

The meeting was adjourned at 6:34 pm.
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the November 23, 2020 and December 8, 2020 Executive Committee of the College Council, Pg. 2-4

III. Adoption of the Agenda for the February 17, 2020 College Council Meeting, Pg. 5

IV. Review of College Council Attendance, Pg. 131

V. New Business
The Executive Committee of the College Council held its sixth meeting of the 2020-2021 academic year on Monday, February 2, 2021. The meeting was called to order at 1:47 p.m. and the following members were present: Karol Mason, Schevaletta (Chevy) Alford, Mark Flower, Amber Rivero, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Joel Freiser, Lissette Delgado-Cruzata, Ellen Hartigan, Karen Kaplowitz, Yi Li, and Fatumata Tunkara.

Absent: Francis Sheehan, Andrea Balis.

Guests: Tony Balkissoon and Jill Maxwell.

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Minutes of the November 23, 2020 and December 8, 2020 Executive Committee of the College Council

A motion was made to approve the minutes of the November 23, 2020 and December 8, 2020 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the February 17, 2021 College Council Meeting

A motion was made to approve the agenda. The motion was seconded and approved unanimously.

IV. College Council Attendance Percentage for 2020-2021

The Committee reviewed the College Council attendance for the academic year 2020-2021. The Committee was informed of two cases of members with two or more consecutive absences. These members were notified by the Secretary of their absences and provided with the Declaration of Vacancy. The members responded with the letters of explanations for the absences and expressed an intent to attend future meetings. No further action will be taken at this time.

V. New Business

The Executive Committee was asked to consider a proposal to explore new ways of managing the ECCCC/CC materials and process via an electronic board management system. The Committee approved a research phase of the proposal.
President Mason made an announcement regarding formation of the Online Voting Advisory Committee to find a single voting platform for the College.

The meeting was adjourned at 2:10 pm.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The Executive Committee of the College Council
AGENDA

Thursday, March 4, 2021
1:40 p.m.
Remote Conferencing via Zoom

I. Adoption of the Agenda for the Executive Committee

II. Minutes of the February 2, 2021 Executive Committee of the College Council, Pg. 2

III. Adoption of the Agenda for the March 15, 2021 College Council Meeting, Pg. 4

IV. Review of College Council Attendance, Pg. 102

V. New Business
The Executive Committee of the College Council held its seventh meeting of the 2020-2021 academic year on Thursday, March 4, 2021. The meeting was called to order at 1:42 p.m. and the following members were present: Schevaletta (Chevy) Alford, Francis Sheehan, Andrea Balis, Mark Flower, Amber Rivero, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Joel Freiser, Lissette Delgado-Cruzata, Ellen Hartigan, Karen Kaplowitz, Yi Li, and Fatumata Tunkara.

Absent: Karol Mason

Guests: Tony Balkissoon and Jill Maxwell

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Minutes of the February 2, 2021 Executive Committee of the College Council

A motion was made to approve the minutes of the February 2, 2021 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the March 15, 2021 College Council Meeting

A motion was made to approve the agenda. The motion was seconded and approved unanimously with the following change:

- Add the Statement from the JJC Student Government Regarding Racial Injustice against the Asian American & Pacific Islander Community as Item VI on the agenda

IV. College Council Attendance Percentage for 2020-2021

The Committee reviewed the College Council attendance for the academic year 2020-2021.

V. New Business

No new business was presented.

The meeting was adjourned at 1:58 pm.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
The Executive Committee of the College Council  
AGENDA  

Wednesday, March 24, 2021  
1:40 p.m.  
Remote Conferencing via Zoom  

I. Adoption of the Agenda for the Executive Committee  

II. Minutes of the March 4, 2021 Executive Committee of the College Council, Pg. 2  

III. Adoption of the Agenda for the April 8, 2021 College Council Meeting, Pg. 3  

IV. Review of College Council Attendance, Pg. 240  

V. New Business  
   • Invoking the Emergency Campus-wide Pass/No Credit Option for Spring 2021
The Executive Committee of the College Council held its eighth meeting of the 2020-2021 academic year on Wednesday, March 24, 2021. The meeting was called to order at 1:46 p.m. and the following members were present: Karol Mason, Schevaletta (Chevy) Alford, Francis Sheehan, Andrea Balis, Mark Flower, Amber Rivero, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Joel Freiser, Lissette Delgado-Cruzata, Brian Kerr, Karen Kaplowitz, Yi Li, and Fatumata Tunkara.

Guests: Tony Balkissoon and Jill Maxwell

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Minutes of the March 4, 2021 Executive Committee of the College Council

A motion was made to approve the minutes of the March 4, 2021 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the April 8, 2021 College Council Meeting

A motion was made to approve the agenda. The motion was seconded and approved unanimously with the following comments:

- Item IV, C16. Proposal to Revise the Pass/Fail Policy – discuss the Policy and Invoking the Emergency Campus-wide Pass/No Credit Option for Spring 2021 with key decision-makers and incorporate into the CC agenda according to the feedback received.
- Item V, Attachment D. New Course “Organized Crime” proposed by ICJMA – revise the name of the course.
- Item VI. Resolution from the Student Council Regarding Divestment from Corcraft – clarify an action required by the College Council.
- Item VII. Resolution from the Student Council Regarding Voting and Civic Engagement – clarify an action required by the College Council.

IV. College Council Attendance Percentage for 2020-2021

The Committee reviewed the College Council attendance for the academic year 2020-2021. Per Guidelines for Declaration of Vacancy, the Executive Committee directed the Secretary of the College Council to notify the three members with 2 consecutive absences and to invite the members to provide the ECCC with an explanation for the absences.
V. New Business

- “Invoking the Emergency Campus-wide Pass/No Credit Option for Spring 2021” was discussed as part of Item III, Adoption of the Agenda for the April 8, 2021 College Council Meeting.

The meeting was adjourned at 2:55 pm.
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the March 24, 2021 Executive Committee of the College Council, Pg. 2

III. Adoption of the Agenda for the May 11, 2021 College Council Meeting, Pg. 4

IV. Bylaws of the Master of Arts Degree Program in International Crime and Justice of John Jay College of Criminal Justice, Pg. 320

V. Review of College Council Attendance, Pg. 325

VI. New Business
The Executive Committee of the College Council held its ninth meeting of the 2020-2021 academic year on Monday, April 26, 2021. The meeting was called to order at 1:47 p.m. and the following members were present: Karol Mason, Schevaletta (Chevy) Alford, Francis Sheehan, Andrea Balis, Mark Flower, Amber Rivero, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Cat Alves, Lissette Delgado-Cruzata, Brian Kerr, Karen Kaplowitz, Yi Li, and Fatumata Tunkara.

Absent: Joel Freiser

Guests: Tony Balkissoon and Jill Maxwell

I. Adoption of the Agenda for the Executive Committee

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Minutes of the March 24, 2021 Executive Committee of the College Council

A motion was made to approve the minutes of the March 24, 2021 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the May 11, 2021 College Council Meeting

A motion was made to approve the agenda. The motion was seconded and approved unanimously with the following changes:

- Update the College Council membership to add student sophomore representative Poonam Latchman to the SPS and remove Pedro Hernandez from the FSDC.

IV. Bylaws of the Master of Arts Degree Program in International Crime and Justice of John Jay College of Criminal Justice

After the discussion, the Committee tabled the item.

V. College Council Attendance Percentage for 2020-2021

The Committee reviewed the College Council attendance for the academic year 2020-2021.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:25 pm.
Undergraduate Curriculum
and
Academic Standards Committee
COMMITTEE

AGENDA
September 11th, 2020
9:45 A.M. – 12:00 P.M.
via Zoom (https://jjay-cuny.zoom.us/j/2020637330)

1. Dean’s Welcome and Introductions – Dean Byrne

2. Approval of the minutes of May 15th, 2020

3. Elections
   - Vice Chairperson
   - Two Representatives to the Honors Program Advisory Committee
     Nominees: Professor Carlton (Jama) Adams, Africana Studies
     Professor Lissette Delgado-Cruzata, Sciences

4. UCASC Subcommittees – Description and Sign Up – Dean Byrne
   - Academic Standards Subcommittee
   - Courses/General Education Subcommittee
   - Programs/Program Review Subcommittee

5. Old Business – None

6. New Business
   a. Dean’s Initiatives for the Academic Year – Dean Byrne
   b. General Education Program Planning - Wynne Ferdinand

Attachments:
Agenda for September 11th
Minutes of May 15th
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, September 11, 2020 at 9:45 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

**Present:** Dara Byrne, Bettina Carbonell, Virginia Diaz-Mendoza, Crystal Endsley, Nina R. Fisher, Beverly Frazier, Sergio Gallegos, Ellen Hartigan, Katherine Killoran, Maria Kiriakova, Ke Li, Daniel Matos, Kimberley McKinson, Kelly McWilliams, Lorraine Moller, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Henry Pontell, Michael Puls, Maria Julia Rossi, Erin Thompson, Nancy Velazquez-Torres, Valerie West, Zhun Xu.

**Absent:** Angelique Corthals, Lucia Velotti,

**Non-Voting Members and Guests:** Karen Argueta, Maggie Arismendi, Teresa Booker, Alvin Estrada, Wynne Ferdinand, Sarah Hammond, Karen Kaplowitz, Katherine Munet, Allison Pease, Dyanna Pooley, Sumaya Villanueva, Michael Rohdin, Daryl Wout.

**Announcements**

Dean Dara Byrne introduced herself and spoke about the work of the committee and its place in reviewing the curriculum as part of the processes of college governance. She said the kinds of changes that are called upon right now are a shared responsibility and when she speaks about what John Jay is doing, that represents all the people at the college and in the room. Everyone is a stakeholder in what John Jay is doing. There is a groundswell right now of faculty, staff, and students asking for changes at the college, and those changes will flow through UCASC to speak to the college community. She expressed her excitement about this, noting that the last time such a sweeping change happened was with the implementation of Pathways and the changes to broaden liberal arts at the college.

Committee members then introduced themselves.

**Approval of the minutes of May 15, 2020**

Professor Lorraine Moller made a correction to page 8, line 29. Where the minutes said “synchronous,” the word should have been “asynchronous,” regarding methods of learning.

A motion was made and seconded to approve the minutes of May 15, 2020 with the amendment. The corrected minutes were adopted with 20 votes in favor and 3 abstentions.

**Elections**

**Vice Chairperson**
The Vice Chairperson is someone who leads the committee in Dean Byrne’s absence, such as when UCASC and FPC must be double-booked because of the way holidays fall. Professor Judy-Lynne Peters has served in this capacity for a number of years. She was nominated again and accepted the nomination.

A motion was made and seconded to elect Professor Judy-Lynne Peters to the position of Vice Chairperson. The proposal was approved unanimously with 23 votes in favor.

Two Representatives to the Honors Program Advisory Committee

Professor Ray Patton introduced the two new nominees, Professor Jama Adams, Africana Studies, and Professor Lissette Delgado-Cruzata, Sciences. They will both be teaching in the Honors program this year. Last year, a conversation began about diversity, equity, and inclusion in Honors, and these professors have been active in that conversation, so Professor Patton was glad to make their roles official.

A motion was made and seconded to elect Professor Adams and Professor Delgado-Cruzata to the Honors Program Advisory Committee. The proposal was approved unanimously with 23 votes in favor.

UCASC Subcommittees

Academic Standards Subcommittee
Courses/General Education Subcommittee
Programs/Program Review Subcommittee

Dean Byrne explained the roles of the three subcommittees and how each contributes to the movement of curricular changes. Academic Standards looks at the policies that take place at the college as well as giving a deeper look at how people are experiencing those policies. Dean Byrne oversees this committee. She said when she began this work, she was surprised to find how much could be learned about the actual impact on students. In this subcommittee, they examine data and hear from both students and faculty to get a holistic view of how a policy is moving. Sometimes policies exist, but there is nothing official on the record about it. She spoke of an example from the summer in which a student with a degree came back to John Jay for a second bachelor’s degree. That student wanted to take a minor, but her request was rejected simply because there was no written rule in place allowing it. She said the committee also looks at trends, examining bottlenecks in the pipeline and issues that are holding back large groups of students. They look at ways to identify these problems and address them. Typically, Dean Byrne shares the issue with the group, then they meet to examine the problem before bringing it to UCASC and voting. She said interested parties could sign up in the chat box or e-mail her or Dean Katherine Killoran.

Wynne Ferdinand introduced the Courses and General Education Subcommittee, saying they hold conversations about new course proposals and course revisions. This committee will be very active this year, as there are a lot of new proposals in the pipeline. They will also be reevaluating General Education and preparing for Middle States assessments.
Dean Killoran introduced Programs and Program Review subcommittee. This committee reviews proposals for new majors, minors and certificates, as well as revisions of those programs. This year, there are four such proposals on the way. She described the program review process and the self-study that proposers prepare, and how the committee works with the department in developing that document, which will eventually be presented to external reviewers. In addition to recruiting for the committee, she took a moment to ask everyone to urge their departments to submit program review documents early. Dean Byrne agreed, noting that it would be helpful with avoiding bottlenecks in the meeting calendar. After UCASC, everything must be approved by College Council to be approved for next year.

New Business

Dean’s Initiatives for the Academic Year

Dean Byrne began by speaking about the intersection of her personal and professional experience at the college. She said much of her work at the college right now strikes right at the heart of what she is about as a Black woman and a scholar, as the summer had brought issues related to inequality in the African diaspora back into public conversation. She said things are intersecting and colliding and calling her to explore her work as a Dean in a different fashion. Since joining John Jay in 2003, she has had problematic experiences with some elements of the institution. She spoke of trying to access the college on the weekend and not being granted access by Public Safety, or myriad experiences being mistaken for somebody’s wife, somebody’s assistant, a college assistant, and so forth. When reflecting about these experiences, she said it has been a wonderful experience to watch people talking about what needs to happen, what they imagine for themselves and for the students they serve. Some professors even reached out to her directly about things they wanted to see.

During the summer, Dean Byrne and Associate Provost Allison Pease held a series of conversations with faculty about blackness and race issues at the college. She said the Black Student Union has been reaching out to the college and the president to ask for change. Dean Byrne noted how different this was from her own college experience, when students at an institution would not have reached out to leaders with the expectation that they could or would do anything to impact their learning. She was struck by the powerful, loving, hopeful expression of who the students think they are and what they deserve. She said she is digging deep now to figure out how to move things forward and make change this academic year. The students are asking and the faculty are asking as well, and it is extraordinary to see those forces collide. She said everyone is looking at opportunities to build and she wants John Jay to be right there on the cutting edge of learning what makes institutional change possible. For her, the next steps are around how this relates to shared governance, as they look to ways to do this in as inclusive a way as possible. She said she has been working very closely with Associate Provost Pease. She was impressed by the strategic planning process last year and thought that a similar conversation would be needed to gather all the various conversations that are already taking place in departments, between chairs, at the administrative level.

She said she wanted to know more about what people have in mind in terms of curricular or policy changes and invited the faculty body to let her know what they are interested in doing. One of Wynne Ferdinand’s surveys from the summer found that students are interested in curriculum around criminal justice reform, civil rights, social inequalities, and systemic racism. Right now, the college does not have dedicated courses for these subjects, although many professors are working on exactly these things. It is problematic that course scheduling and the agenda are not the same. She said there has already been an effort underway to align the two. In
2016, she and Professor Patton started a conversation about how students can build an academic plan for their areas of interest. They presented a couple of themes that were prevalent in Gen Ed that were scaffolded into the majors, but not visible to students. The overlap of these areas of student interest and faculty expertise need to be made visible. In some cases, new courses need to be proposed, such as lower level courses in criminal justice reform. Currently, students have to wait at least two years to get some of these meatier courses with professors engaged in the work they are interested in.

She said there are opportunities in Gen Ed, where students building critical thinking skills can reflect on cultures other than their own and their own culture. Students are asking for curriculum that reflects their experiences, not just as victims or victimizers, but the histories and stories and experiences in resistance, resilience, movement-building, and agency. She asked for courses that reflect student interest, courses that cite more literature by scholars that are coming from the communities that reflect our students, courses that highlight the skills-building work that needs to happen in order for students to go forward in these roles.

Dean Byrne said these types of conversations have always been in the air at John Jay, but the difference now is that these conversations are coming from everyone at the college in the context of a worldwide conversation. Some of this work could even focus on course descriptions. She pointed out the incredible work done last year on refreshing course descriptions in Sociology, where they changed outdated terms like “juvenile delinquency” to “youth justice” and so forth. How we frame the courses is as important as what they are. She said learning goals need to be examined across the board. Are they the right ones? Are they playing out? Associate Provost Pease summed up the work that would be needed this year: new courses, course revisions, revised course descriptions, revised learning goals.

Dean Byrne opened the floor to general discussion. Professor Patton said Dean Byrne’s words reflect a lot of what he has been hearing from the honors students, and he was excited to see this work ripple across the campus. Professor Suzanne Oboler thanked Dean Byrne for her words, saying that they are important thoughts to hear during this difficult time. Dean Byrne noted how different this moment is, to watch young people say these things and ask for these things instead of turning away from the institution. The college has to receive this with the hopeful energy from which it comes. Professor Oboler said the students are leading this change, and she has been feeling that in her own classroom in a way she had not before. Dean Byrne said these conversations are unfolding around re-envisioning policing, noting that 50% of students come to this college aiming toward careers in policing with the hopeful energy to serve better than what they have seen. John Jay is deeply invested in police education, police professionalism, and the changes that will happen there. The bulk of graduates are women of color, and the bulk of those students are going into criminal justice professions. This is the place for conversations about reimagining policing and there is a lot to learn from students in those conversations. Students can imagine a world in which communities and police meet. She spoke about some relevant research work that faculty are doing, noting Professor Nina Fischer’s examinations of youth justice. Dean Byrne also stressed how important it is to get this into the undergraduate curriculum. Graduate school is too late.

Dyanna Pooley said the assessment committee is going to be working on equity-minded assessment this year and invited faculty to reach out to her for help with resources for assessing new courses, revised course, and so forth.
**General Education Program Planning**

Wynne Ferdinand spoke about the work that was done last year to add 200-level Justice Core courses for students who enter John Jay at the sophomore level. They are hoping to see course proposals for that initiative this year. There is also a question about the pathway through General Education, and she is working on ideas that could be implemented in 2021 to help students pursue their own pathway of inquiry and build skills around it. She said they are examining and supporting pedagogical techniques with a student-centric approach to learning, understanding their agency in the learning process. Ferdinand said they are looking at not just how to do this work, but also how it can be sustained and made permanent.

Dean Byrne concluded the meeting, saying that the flow of materials would start to pick up by October. She said she would be sharing with the college community an invitation to let her know what kind of changes they are working on. Since the subcommittees’ work is a bit different now that it is on zoom, planning would be critical to make it fair to everyone and avoid bottlenecks.

The meeting concluded at 11 a.m.

Respectfully submitted,

Sarah Hammond, scribe
1. **Dean’s Announcements** – Dean Byrne

2. **Approval of the minutes of September 11th, 2020**

3. **Old Business** – None

4. **New Business**

**Curriculum Refresh Initiative Update** – Dean Byrne

**Outcomes Assessment Update** – Dyanna Pooley

**Program Review / Programs Subcommittee**
1. Proposal to Revise the BA and Minor in Gender Studies
2. Proposal to Revise the BS in Applied Mathematics
3. Proposal to Revise the BA in International Criminal Justice

**General Education/Courses Subcommittee**

**New Courses**
- CSCI 3XX Machine Learning

**Mapping to Gen Ed Learning Outcomes**
- ART 233 Cultural History of Photography – Map to GE: Learn From the Past

**Course Revisions**
1. MAT 241-242, 243, 244 Calculus I-IV
2. CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I
3. HIS 150 Doing History – raise level
4. AFR 237 Institutional Racism
5. LWS 200 Introduction to Law and Society
6. LWS 225 Introduction to Research in Law and Society
7. POL 203 Municipal & State Government
8. POL 206 Urban Politics
9. POL 214 Political Parties, Interest Groups & Social Movements
10. POL 232 Media & Politics
11. POL 235 Judicial Processes & Policies

**Attachments:**
Agenda for October 16th
Minutes of September 9th
Proposal to Revise the BA and Minor in Gender Studies
Proposal to Revise the BS in Applied Mathematics
Proposal to Revise the BA in International Criminal Justice
New Course: CSCI 3XX Machine Learning
Map GE: ART 233
Course Revisions:
MAT 241-244 Calculus I-IV
CSCI 400 Capstone Experience in Digital Forensics I
HIS 150 Doing History
AFR 237 Institutional Racism
LWS 200 Intro to Law & Society
LWS 225 Intro to Research in Law & Society
POL 203 Municipal and State Government
POL 206 Urban Politics
POL 214 Political Parties
POL 232 Media and Politics
POL 235 Judicial Processes & Politics
Minutes of October 16, 2020

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, October 16, 2020 at 9:45 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

**Present:** Dara Byrne, Bettina Carbonell, Angelique Corthals, Virginia Diaz-Mendoza, Crystal Endsley, Nina R. Fisher, Sergio Gallegos, Katherine Killoran, Maria Kiriakova, Ke Li, Daniel Matos, Kimberley McKinson, Kelly McWilliams, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Henry Pontell, Michael Puls, Maria Julia Rossi, Katelynn Seodarsan, Erin Thompson.

**Absent:** Maia Farina, Beverly Frazier, Ellen Hartigan, Lorraine Moller, Lucia Velotti, Nancy Velazquez-Torres, Valerie West, Zhun Xu.

**Non-Voting Members and Guests:** Karen Argueta, Maggie Arismendi, Rosemary Barberet, Nelson Bermudez, Cristina DiMeo, Wynne Ferdinand, Sarah Hammond, Karen Kaplowitz, Tim McCormack, Katherine Munet, Allison Pease, Dyanna Pooley, Michael Rohdin, Kate Szur, Sumaya Villanueva.

**Announcements**

Dean Byrne introduced our three new student members from Student Council, Katie Seodarsan, returning from last year, and new members Tayvhon Pierce and Maia Farina. Seodarsan is a junior in the BA MPA program and president of the photography club. Pierce is a senior Humanities and Justice major who completed a poetry book during COVID-19.

Dean Byrne said student participation is critical to John Jay’s vision of shared government. The student members weigh in and vote on all proposals. She thanked the students for joining.

**Approval of the minutes of September 11, 2020**

Professor Judy-Lynne Peters noted a misspelling of her name on page 2.

A motion was made and seconded to approve the minutes of September 11, 2020 with the amendment. The corrected minutes were adopted with 17 votes in favor and 3 abstentions.

**Old Business**

None.

**New Business**
Curriculum Refresh Initiative Update

Dean Byrne introduced the Curriculum Refresh Initiative, a collaboration between Undergraduate Studies, Dean Anthony Carpi, and Associate Provost Allison Pease. They are reaching across campus with special attention to racial justice and awareness of anti-Black racism. Since the last time UCASC met, at least 40 faculty have signed up to start curriculum refresh efforts that would get underway in the next one to three years. Dean Byrne pointed to one example of a small but far-reaching change in Africana studies, where they are removing some prerequisites to the institutional racism course. While the change can be made relatively easy on the administrative end, it can have great impact because it removes barriers to entry.

Dean Byrne also spoke of a podcast she and Associate Provost Pease have developed to conduct discussions with faculty about what a culturally affirming, anti-racist curriculum with inclusive pedagogy might look like. This is an effort to create a shared conversation to build community around what faculty are individually working on. The podcasts can be found on Apple podcasts via Anchor FM under the name “The Curriculum IS the Institution – the Call for Change.”

There are also conversations underway with the HEO council because HEO leadership have expressed desires to support this curriculum refresh outside of courses.

Outcomes Assessment Update

Dyanna Pooley said last year her office received 27 reports - double the amount of reports from the year before. The first part of the process, selecting goals and collecting data, works well, but the second part of the reports where people interpret strategies and seek solutions is not as robust. The third part, regarding execution of changes, falls short. She said for Middle States, educational effectiveness assessment is critical. They have noticed that there is uneven assessment across programs and a lack of documentation in terms of use of assessment materials for improvement. She urged faculty to get involved in assessments, to get on those committees, and to update departments about assessment efforts throughout the year. She said her department is available to help.

Assistant Dean Katherine Killoran asked if there is a template for the annual assessment reports. She suggested adding a section for them to reflect on results from the previous year, so this could be collected in a more formal manner. Pooley said there is such a question now, and those answers could be stronger. Assistant Dean Killoran also asked about providing a link for departments to their previous assessments. Pooley said they started looking at forms and processes last year, and this is something that could use attention. Assistant Dean Killoran said she always likes to note in her introduction when curriculum changes come through that they come out of the self-studies and the program review process.

Program Review / Programs Subcommittee

Proposal to Revise the BA and Minor in Gender Studies

Assistant Dean Killoran said all three programs on the table today have very small changes. The revision to Gender Studies would add one course to the list of electives, the Feminist Rhetorics course that was approved last year for the Writing and Rhetoric minor. Professor Tim McCormack said the course would benefit Gender Studies as well as drawing more students into the writing minor.
A motion was made to approve the Proposal to Revise the BA and Minor in Gender Studies. The proposal was approved unanimously with 20 votes in favor.

Proposal to Revise the BS in Applied Mathematics

Assistant Dean Killoran described the changes to the major, including an expansion of the electives adding the courses from the concentrations to the electives.

A motion was made to approve the Proposal to Revise the BS in Applied Mathematics. The proposal was approved unanimously with 20 votes in favor.

Proposal to Revise the BA in International Criminal Justice

Assistant Dean Killoran said this program revision comes out of the self-study process. They did a self-study last year and will have a virtual site visit this Fall. The changes include removing a history course that the History Department has no plans to offer in the future and changing the internship course to count toward the credits to earn the major. Professor Rosemary Barberet said they hoped this will make for better take-up on the internship, as well as eliminating anxiety related to how it appeared in DegreeWorks.

A motion was made to approve the Proposal to Revise the BA in International Criminal Justice. The proposal was approved unanimously with 20 votes in favor.

General Education / Courses Subcommittee

New Courses

CSCI 3XX Machine Learning

Wynne Ferdinand introduced this course, which is a new elective for math and computer science students. Students will learn some data science practices where they will apply machine learning to study how companies use it to analyze and market to their users. There were discussions of ethics in the subcommittee. Students will do a fair amount of coding, using of software tools, as well as writing. It was noted that students take PHI 216 Ethics in Technology as a required course in the major.

A motion was made to approve CSCI 3XX Machine Learning. The course was approved unanimously with 20 votes in favor.

Mapping to Gen Ed Learning Outcomes

ART 233 Cultural History of Photography – Map to GE: Learn From the Past

Wynne Ferdinand said students will trace historic events up through today through the lens of photography. Professor Erin Thompson said the course has been going well for a few years. She had neglected to propose it as a Gen Ed course originally, so she was proposing that now.
A motion was made to approve the new mapping of ART 233 Cultural History of Photography. The new mapping was approved unanimously with 20 votes in favor.

Course Revisions

MAT 241-242, 243, 244 Calculus I-IV

Assistant Dean Killoran said this change would align our calculus courses with offerings at other colleges. At John Jay, four courses are offered for three credits each, while elsewhere, the same material is covered in three courses for four credits each. Assistant Dean Killoran said this adjustment would create some significant changes, since it adds credits and adds extra faculty work hours.

Dean Byrne said this is very important change because having transferability of courses, even within the CUNY system, is a priority for John Jay. Currently, those calculus courses are problematic for transferring.

A motion was made to approve the revision to MAT 241-242, 243, 244 Calculus I-IV. The revision was approved unanimously with 20 votes in favor.

CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I

Assistant Dean Killoran said this would be a change to the prerequisite for one of the capstone courses in the major. Some students have been jumping prematurely into the 400-level capstone, so the department is adding prerequisites at the 300-level to better prepare those students to succeed at capstone level.

A motion was made to approve the revision to CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I. The revision was approved unanimously with 20 votes in favor.

HIS 150 Doing History

Assistant Dean Killoran said that this revision fulfills changes envisioned during the last self-study and subsequent revision of the Global History major. The course will be moving from 100-level to 200-level to support a scaffolded sequence of courses. Professor Ray Patton said this course deals with several great student skills, engaging critical thinking, writing, and how to analyze complex documents in writing.

A motion was made to approve the revision to HIS 150 Doing History. The revision was approved unanimously with 20 votes in favor.

AFR 237 Institutional Racism

This is the first course in the effort to refresh the curriculum. Assistant Dean Killoran said that a lot of students have been requesting the course and it is being incorporated into other majors, so the department is removing a prerequisite so more students can enroll, effectively removing a barrier to entry.
Professor Crystal Endsley said the department is excited that such a simple step that can have large ramifications for other majors and minors.

A motion was made to approve the revision to AFR 237 Institutional Racism. The revision was approved unanimously with 20 votes in favor.

LWS 200 Introduction to Law and Society
LWS 225 Introduction to Research in Law and Society

Assistant Dean Killoran proposed that they take the two LWS courses as a slate. She said these changes came out of a retreat held by the department after their last self-study. The department is doing a review of all their courses. The change to 200 will adjust an “and” to an “or” to change the timing of progression of courses. The change to 225 is a title change and an adjustment of prerequisites.

A motion was made to take the two Law and Society courses as a slate. The proposal was approved unanimously with 20 votes in favor.

A motion was made to approve the slate of Law and Society course revisions. The proposal was approved unanimously with 20 votes in favor.

POL 203 Municipal & State Government

Assistant Dean Killoran talked through the changes to the following POL courses one by one before voting, saying that the changes were minor and the course revisions could be voted on as a slate. For this course, she said they will be removing the old course number from POL 101, which used to be GOV 101. The title and course description of POL 203 will be changed to clarify that it is an introductory course for a subfield in Political Science.

POL 206 Urban Politics

Assistant Dean Killoran described similar changes to the previous course. Some changes include a refreshed course description and revisions to the titles of the prerequisites.

POL 214 Political Parties, Interest Groups & Social Movements

Assistant Dean Killoran spoke of various rewordings that would update this course description.

POL 232 Media & Politics

Assistant Dean Killoran said this course would also get a refreshed course description.

POL 235 Judicial Processes & Policies

This course revision involves an updated list of prerequisites and removal of GOV 101.

A motion was made to take the five Political Science courses as a slate. The proposal was approved unanimously with 20 votes in favor.
A motion was made to approve the slate of Political Science course revisions. The proposal was approved unanimously with 20 votes in favor.

Professor Ke Li thanked Assistant Dean Killoran for helping turn around all these changes, noting that there is still a revision to POL 101 to come. Assistant Dean Killoran gave kudos to the department for taking the initiative to refresh their courses all at once.

**Closing Remarks**

Dean Byrne said that two members of UCASC, Professor Suzanne Oboler and Professor Sergio Gallegos have agreed to work with Undergraduate Studies on obtaining a grant from the Teagle Foundation that would enable strengthening the justice core, strengthening students’ historical lens and bridging that with criminal justice. Since many John Jay students intend to serve in criminal justice careers, the college really wanted to bring these two lenses together. The grant would be for two hundred thousand dollars, which would go to developing curriculum and providing professional development to especially adjunct faculty. This would continue the work they do with the OER grant to strengthen the sharing culture. The part-time faculty are particularly in need of this help as they design their courses.

She said she was also excited about the work Professor Peters and Professor Ned Benton have done with the New York Slavery Database. Dean Byrne said there is an initiative at UVA for universities who study slavery, but there were not many schools from the North represented, so she had suggested that Professor Benton and Professor Peters submit their work to be recognized there. Dean Byrne said most conversations around slavery are still in the context of the South, and we know from the work of our experts at the college that that is simply not true.

Speaking more generally, Dean Byrne said she has been talking and thinking about what it might be like to have free and available antiracist courses at the college for faculty and staff. That suggestion came by way of Professor Erin Thompson, based on something she came across at another school. Professor Thompson added that it would also be important to examine the issues around the John Jay statue.

Dean Byrne said since John Jay is a public institution, and the only justice-focused campus that does work like ours, the college must ask the critical question, how do we go about preparing future justice professionals? What does this look like in our daily functioning as a community? What does it look like for a whole campus to be able to participate in education in an open, accessible way, drawing on the best practices that we know of? She was enthusiastic about the opportunity to “build for us first,” and felt that John Jay’s whole-community approach was unique among colleges. While many campuses are putting forward student-directed initiatives, Dean Byrne said at John Jay, students and faculty have both asked about faculty and staff training here. Professor Sergio Gallegos added that Thoreau stressed that Northern merchants and bankers were as immersed in slavery as Southern plantation owners.

The meeting concluded at 11 a.m.

Respectfully submitted,

Sarah Hammond, scribe
1. **Dean’s Announcements** – Dean Byrne

2. **Approval of the minutes of October 16th, 2020**

3. **Old Business** – None

4. **New Business**

**Report on JJ Honors / Macaulay Honors Program** – Ray Patton

**Academic Standards Subcommittee**
- Earning a Minor for Second Bachelor’s Degree Students

**General Education/Courses Subcommittee**
- Gen Ed Assessment Plan 2020-2025

**New Courses**
1. ENG 2XX Technical Writing in Computer Science, Math & Science
2. ISP 1XX Creative Movements: How, When and Why They Happen (FC: Creative Exp)
3. ISP 1YY Murder: Historical & Cultural Perspectives (FC: Ind & Soc)
4. HIS 2XX History of Eugenics: (CO: Learn from Past)

**Overview of Changes in Gen Ed Math Sequencing** – Wynne Ferdinand

**Course Revisions**
1. MAT 105 College Algebra
2. MAT 108 Social Science Mathematics
3. MAT 250 Elements of Mathematical Proof
4. SOC 385 Selected Topics in Criminology
5. POL 257 Comparative Politics
6. POL 260 International Relations
7. POL 308 State Courts & State Constitutional Law
8. POL 316 Politics of Rights
9. POL 406 Seminar & Internship in NYC Government
10. POL 407 NYS Assembly-Senate Session Program
11. POL 408 CUNY Washington, DC Summer Internship
12. POL 409 Colloquium for Research in Government & Politics

**Student Leader Voices on Curriculum Refresh Initiative** (Amber Rivero, Katelyn Seodarsan, Tayvhon Pierce, Maia Farina, Decarlos Hines, Ronesha Singleton)
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, November 13th, 2020 at 9:45 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Bettina Carbonell, Virginia Diaz-Mendoza, Crystal Endsley, Nina Rose Fisher, Beverly Frazier, Sergio Gallegos, Katherine Killoran, Maria Kiriakova, Ke Li, Kimberley McKinson, Kelly McWilliams, Lorraine Moller, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Tayvhon Pierce, Henry Pontell, Michael Puls, Maria Julia Rossi, Katelynn Seodarsan, Erin Thompson, Valerie West, Zhun Xu.

Absent: Ellen Hartigan, Daniel Matos, Nancy Velazquez-Torres


Dean’s Announcements

Dean Byrne began by saying she had no announcements beyond the conversation around forum. She thanked everyone for their feedback, and said she appreciated the brainstorming and crowd sourcing.

Approval of the minutes of October 16, 2020

No discussion took place. One typographical error was corrected.

A motion was made and seconded to approve the minutes of October 16, 2020. The corrected minutes were adopted with 19 votes in favor and 6 abstentions.

New Business

Report on JJ Honors / Macaulay Honors Program

Professor Ray Patton, who is UCASC’s History Department representative and the Director of the Honor’s Program, gave an annual update on the Honors Program, particularly how the program would address student concerns about its Euro-Centric curriculum. He said that when talking to students, they brought up concerns of the curriculum reflecting that higher education has traditionally been a white, European-dominated space. Academic excellence has historically been coded as white, not just at John Jay but across higher education. Honors students were feeling tension between the honors program being perceived as an experience for white students, when demographically that is not the case. In unpacking the discourse around race and inclusion in higher education, they raised the question of “what it means to be in an honors program” and how the program could better reflect the diversity of the student body.
program at a college like John Jay – a public, diverse, urban institution” and made that one of
the core themes of the colloquium experience for new students. The question was taken up with
honors leadership and expanded in a series of questions open to the whole program. Insights are
coming out about faculty teaching courses, the curriculum, recruitment, space, presentation of
the program, pedagogy, the relationship between faculty, staff, and students. As a result, a
multifaceted plan is being worked on. This plan will be the core of the Honors Program’s
strategic plan for the next 5 years. Focusing on the curriculum piece, Ray stated that he wanted
to hear the conversation from UCASC around Honors at John Jay and how we can fit the
curriculum around making the program fit the college’s identity of being an HSI (Hispanic-
Serving Institution) and MSI (Minority-Serving Institution). Ray said that the conversations
have been difficult but rewarding. Since the Honor Program was created 10 years ago, the core
theme of the program has been “the common good”. This theme lends itself to talking about
racial justice and experiences that are relevant to students of color, but this is not explicit in the
theme of the program or the curriculum. HON 201 is the intellectual foundation of the program,
and it is possible to talk about and emphasize non-European philosophies and critique
European universalism, but it is not explicit in the title or course description. Ray says that the
Honors Program wants Honors at John Jay to be completely coherent with the college’s identity
as an HIS and MSI. One approach being taken in accomplishing this is running a faculty-
mentored research course in the spring where 12 Latinx and Black students are going to be
looking at how other institutions have done this and how to restructure a program to suit John
Jay and better serve students of color. The second half of course is going to be looking at the key
documents of the program including the mission statement, program goals, how the program
presents itself on the website, the basic structure of the curriculum, what is emphasized in
courses and course descriptions. Working with students, the Honors program is going to be
looking at those documents, come up with ideas for revisions and bringing them to the Faculty
Advisory Board and, eventually, UCASC to start creating these changes. Ray says that from
speaking to students recently, they are excited to be involved in this project and making the
college and program in-line with racial justice.

Dean Byrne expressed gratitude for the intentional student involvement and collaboration in
this process.

Academic Standards Subcommittee

Proposal to Revise the Second Baccalaureate Degree Section in the UG Bulletin

Dean Byrne introduced the proposal with a summary, saying that this change is to clarify that
any student coming to John Jay to pursue a second bachelor’s degree may also pursue a minor if
desired. This current language in the undergraduate bulletin is not explicit in stating that a
minor can be pursued during a student’s second bachelor’s degree. This was discussed in the
Academic Standards subcommittee, and it was clear that it did not make sense to prevent
students from this. The change states that “Students are permitted to earn a minor along with
their second baccalaureate degree. The college’s maximum two course overlap rule will apply
to this minor and the second baccalaureate major. The rule states that students cannot overlap
more than two courses between major and major, major and minor, and minor and minor.”

A motion was made by Professor Peters and seconded by Professor Corthals to
approve the proposal. The proposal was approved unanimously with 25 votes in
favor.
General Education Subcommittee: General Education Assessment Plan

2020-2025

Wynne Ferdinand, the Director of General Education and Educational Partnerships, gave an overview of what she and the General Education Subcommittee are looking to accomplish in the next 5 years of general education assessment. First, looking at reframing approaches they’ve been taking to assessment in general education since Pathways was enacted. The purposes of the general education curriculum, based on feedback from the Committees, is to introduce students to various approaches to justice and make sure they have a firm grounding in concepts, theories and epistemologies they will use in their majors. The hope is that general education classrooms are employing high-impact student-centered pedagogy in the delivery of the curriculum so that students are engaged as active participants in the learning process. Wynne explains that this year there will be a continuation of student learning outcomes assessment and begin to develop new tools for course level assessment and more cumulative assessment of the impacts of the program. There are two parallel assessment plans happening: one is type of assessment plan is used to maintain accreditation and understand what’s happening at the course level. In that plan is syllabus collection, design outcomes rubrics, and design rubrics focused around bigger goals for the curriculum – such as critical thinking, research-based academic writing and quantitative reasoning. Beyond rubrics to measure skills development, they’d also like an active learning rubric to understand the practices being used to deliver the curriculum, and some of the content to understand the justice focus in curriculum. Wynne says she believes both approaches will be valuable to learn more about how the general education sequences introduces students to ideas in different ways and helps them build their skills as they move into major course work and for the college to get a sense of where some gaps may be in the justice-focused curriculum. They are also looking to develop some inquiry strands in the general education curriculum so that students can learn more deeply about issues closest to them, such as criminal justice reform, immigration, or environmental justice and sustainability.

Wynne opened the floor for comments and discussion. Professor Corthals noted that a lot of adjuncts are teaching general education courses and involving them to participate in these discussions for their input, and to show them that input matters, would be good. Wynne said they are hoping to invite them to contribute to the development of the rubrics, so they have role in the formative process before asking them to submit samples.

Professor Pickman expressed that it is sometimes hard to follow up with students having difficulty with English language skills despite having good ideas. She refers them to the writing center but wants to know how professors can follow up with students to ensure they maintain their skill level. Wynne says that part of challenge is for us to understand more about how writing and reading skills are developed through curriculum and that developing a research-writing skills rubric could help figure out where to build in more supports and continuity in the kinds of writing assignments students are exposed to. Professor Tim McCormack says that, in terms of writing when English is a student’s second language, the Writing Center has a specialized tutoring program called WISE that students at any level (freshman to senior) can be referred to. He says that we don’t have enough support in terms of a student’s abilities as far as upper-level research and writing work and that there are writing intensive classes but not enough to go around. However, he is working with departments to develop a program called Writing-Enriched Curriculum to put writing into the different levels of their courses.

Professor Patton said that as someone who has been involved with general education assessment in the past, this is exciting for him. He appreciates that this document tackles something intense and makes it coherent. Assessment to him is an opportunity for groups like
UCASC to have an informed discussion about what students are really learning. Professor Carbonell agreed and said she was able to wrap her mind around this through reading the well laid out document. She also raised a question around if we have data around what specific courses students take to satisfy bucket requirements. Wynne responded saying that hopefully by mid-Spring they would have a webpage published that would provide an overview of enrollment, outcomes, student demographics, and academic success characteristics by course and by bucket. She also wants to learn how success differs between students in a general education course offered by their major’s department versus students who take courses not associated with their major.

A motion was made by Professor Peters and seconded by Professor Corthals to endorse the plan. The plan was endorsed unanimously with 25 votes in favor.

New Courses

1. ENG 2XX Technical Writing in Computer Science, Math & Science
2. ISP 1XX Creative Movements: How, When and Why They Happen (FC: Creative Exp)
3. ISP 1YY Murder: Historical & Cultural Perspectives (FC: Ind & Soc)
4. HIS 2XX History of Eugenics (CO: Learn from Past)

Wynne Ferdinand introduced ENG 2XX Technical Writing in Computer Science, Math & Science, a course like ENG 235 Writing for Management, Business and Public Administration and ENG 250 Writing for Legal Studies. The course will first be offered as an elective for STEM majors, and as an option in the new Writing and Rhetoric minor. It fills an important gap identified by Math and Science faculty in students’ communication skills.

Professor Kim Liao of the English department says they worked with the Math and Computer Science coordinators in the course’s development to make it appropriate for these students and offer them writing situations that they’ll find in academic/scholarly situations, and professional situations later in life. She said this is also the first class of its kind in specifically technical writing, which focuses on clarity and objectivity. Professor Tim McCormack also adds that in addition to the Math & Computer Science department working with the English department on the course, the Math Department is also going to help them populate the course.

A motion was made by Professor Peters and seconded by Professor Corthals to accept the proposal for ENG 2XX. The proposal was passed unanimously with 25 votes in favor.

Wynne notes that ISP 1XX Creative Movements: How, When and Why They Happen and ISP 1YY Murder: Historical & Cultural Perspectives would benefit from being voted on as a slate.

A motion was made by Professor Corthals and seconded by Professor West to vote on ISP 1XX and ISP 1YY as a slate.

Wynne introduces ISP 1XX Creative Movements: How, When and Why They Happen as a Creative Expression general education course designed for interdisciplinary faculty to introduce a creative moment and place it in context for students to understand how art produced in a given period relates to other instances that occurred. Professor Richard says this is essentially a topics course that is trying to make students think about how location, time period, and context,
combine to create important cultural movements, what is produced, and what the cultural legacy of that production is.

Wynne then introduces ISP 1YY Murder: Historical & Cultural Perspectives which is an Individual & Society general education course where students will read and review a variety of fiction and non-fiction sources to explore the phenomenon of murder. Professor Haw notes that the course is meant to be enticing and that as a department they try to think about important and interesting social phenomena that can be approached from different perspectives in an interdisciplinary manner. Murder is a topic that begs for an intellectual and interdisciplinary look at it, and that as a criminal justice college it seems like a topic that many students would be interested in. The culture is fascinated with murder; we can't stop making movies and TV shows about it. Professor Haw notes that ISP always tries to make it clear that we cannot solve these issues through just one discipline, which is what they are trying to do in this course in order to get a sense of how this one act appeals to so many different parts of our brains.

**The slate proposal was passed unanimously with 25 votes in favor.**

**A motion was made by Professor Peters and seconded by Professor Pickman to accept the proposal for ISP 1XX and ISP 1YY. The proposal was passed unanimously with 25 votes in favor.**

Wynne then introduces HIS 2XX History of Eugenics as ongoing topic with extensive and important ramifications, and the fact that it is part of our society it is a terrifying but important thing to explore. The course is timely and important to include within the inquiry strands previously mentioned for general education. Professor Munns explains that the course has been taught under experimental conditions and encompasses cultural and social views of injustice as well as the ways in which gender, class, and race are historically situated, contextualized, and evolve within social and scientific policy. And, importantly, the ways in which those things exist within the United States and a global context, as well as the ways in which the legacies of those things still go on. He notes that something they are proud of how the final paper includes a newspaper assignment that takes what was learned in the course to examine how the echoes of these things still exist in current events. Kathy Killoran notes that within the History department there is a course called The History of Science, Technology, and medicine which is part of the Scientific World bucket, meaning that students that like this area can take this course as a good second course in the Learning from the Past bucket. Professor Munns notes that students are interested in this topic and that two senior theses included eugenics last semester - one of whom got into Cornell Law.

**A motion was made by Professor Corthals and seconded by Professor Patton to accept the proposal for HIS 2XX. The proposal was passed unanimously with 25 votes in favor.**

**Overview of Changes in Gen Ed Math Sequencing**

Wynne introduced the changes CUNY made out of concern about students’ ability to proceed beyond developmental math courses at the community college level, which is related to the changes that will be seen at John Jay. As a part of that process, faculty have developed what they call “quant way” and “stat way” pathways in the math curriculum. The quantitative path is designed for students that are going to complete several math courses in their sequence because they are STEM majors or are in any field that requires intensive quantitative methods and algebra courses. The statistics path is for students who complete statistics courses as part of
their social sciences major. About 60% of our student body is transfer students and we are
beginning to see more and more students coming into John Jay (along with other senior
colleges) with one or the other math experiences coming from the community college. Wynne
said the experience of students in our general education math courses, MAT 108 Social Science
Math and MAT 105 College Algebra, prepares them for different tracks in the curriculum. To
streamline the sequence and make more effective connections between the general education
math course and the type of quantitative reasoning skills students are asked to use in their
major, the department is proposing two strands wherein students who enter the college as
STEM majors will follow the College Algebra, Pre-Calculus, and Calculus sequence, and non-
STEM majors will follow the MAT 108, STA 250 or other statistic course sequence into other
quantitative courses in the major. Student who want to take College Algebra will not be
prevented from doing so. And they can take MAT 105 after they take MAT 108 or MAT 106 (in
the case of Humanities students). The hope is that this will help students make more active
progress in the major. It will also give the departments opportunities to collaborate more closely
to bring more context from the disciplines into the math learning experience. These changes are
to better align with the kinds of expectations we have for math skills in the various disciplines
and to make the process of being admitted and demonstrating proficiency for math more
equitable.

Professor Alvin Estrada said that the MAT 105 curriculum has not changed much and will better
prepare students for a class like MAT 141 Pre-calculus. For students that do struggle with the
algebra component of the class, Professor Estrada has been working with the Math and Science
Resource Center in creating workshops for students that struggle with prerequisites for classes
like MAT 141. With the redesign of MAT 108, the Math department looked at the goals of STA
250 in order to offer preparation that would need to happen in MAT 108. He notes that using
that backwards design really held out in creating the curriculum for MAT 108. He also shared
that over the summer in the Early Start program, students successfully engaged with the
discussion board on MAT 108 in a way that was astonishing. A question he's being getting about
these changes is about what would happen if a student decides to go from non-STEM to STEM
and how that would possibly prolong their track of graduating in 4 years. The numbers of
students that do that are low, but the department is still in development of that phase.

Professor Patton congratulated Professor Estrada on the work involved in doing this and
provided additional context by saying that these changes affect issues that were identified by the
General Education Subcommittee through their assessment of quantitative reasoning. As well
as issues brought up when working with faculty and social science majors. Within the Gen Ed
assessment, they found that quantitative reasoning skills among students were not improving in
the way that they had hoped. When they looked at why that could be, they found that they were
put into MAT 105, which was not designed to teach quantitative reasoning skills. The reason this
path makes more sense is because the skills students will be learning will line up with those
quantitative reasoning needs. And in social science majors, faculty notice that students were not
transferring the skills from statistics into the other courses in the sequence, and it was because
the learning goals were not aligned between statistics and other forces in the sequence - just as
Professor Estrada said. Professor Patton noted that these are hugely impactful changes which
have the chance to make a positive difference and thanked Professor Estrada for his work.

Dean Byrne shared that the next steps are to have meetings with department chairs and major
coordinators within the social science departments, so they are aware of the changes and have a
chance to meet and speak further with Professor Estrada.
Course Revisions

1. MAT 105 College Algebra
2. MAT 108 Social Science Mathematics
3. MAT 250 Elements of Mathematical Proof
4. SOC 385 Selected Topics in Criminology
5. POL 257 Comparative Politics
6. POL 260 International Relations
7. POL 308 State Courts & State Constitutional Law
8. POL 316 Politics of Rights
9. POL 406 Seminar & Internship in NYC Government
10. POL 407 NYS Assembly-Senate Session Program
11. POL 408 CUNY Washington, DC Summer Internship
12. POL 409 Colloquium for Research in Government & Politics

Dean Killoran summarized the course revisions for MAT 105 College Algebra and MAT 108 Social Science Mathematics. The changes are to the prerequisites and course descriptions to align with the changes that have been made to the curriculum pathways described above. The change to MAT 250 Elements of Mathematical Proof is just to the course number in order to make a sensible sequence of numbers for the calculus revisions. In SOC 385 Selected Topics in Criminology, they are changing the prerequisite from SOC 203 Criminology to SOC 101 Introduction to Sociology to be consistent with what they are using with all the courses throughout the department. The political science courses all involve the same type of revision, which is the refresh of the course descriptions and getting rid of the old “GOV 101” number for “POL 101”. Dean Killoran noted that in POL 407 NYS Assembly-Senate Session Program internship course, students currently only earn 12 credits for going to Albany and staying there for a semester, which is not in line with the 15-credit amount that is given at other colleges. John Jay will now be on par with other colleges for this internship experience.

A motion was made by Dean Killoran and seconded by Professor Corthals to vote on MAT 105, MAT 108, MAT 250, SOC 385, POL 257, POL 260, POL 308, POL 316, POL 406, POL 407, and POL 409 as a slate. The slate proposal was passed with 24 votes in favor and one abstention.

A motion was made by Professor Peters and seconded by Professor Corthals to approve MAT 105, MAT 108, MAT 250, SOC 385, POL 257, POL 260, POL 308, POL 316, POL 406, POL 407, and POL 409. The course revisions were passed with 24 votes in favor and one abstention.

Dean Byrne noted that for the political science internship revision, the changes came about due to students bringing the credit difference to the attention of the department. They went through the process of identifying who they had to write to and having various meetings. Despite graduating by the time this change has been implemented, they still thought it was important to do the work.

Student Leader Voices on Curriculum Refresh Initiative

Dean Byrne introduced DeCarlos Hines and Ronesha Singleton from the Black Student Union, Amber Rivero the Student Council President, and UCASC’s Student Representatives Tayvhon Pierce and Katelynn Seodarsan to join on the conversation piece around the curriculum refresh. We are still in the discussion phase of what the college is planning to do and what it is we mean
by curriculum refresh. There is a goal to create a culturally affirming, inclusive and anti-racist curriculum and pedagogy. A podcast has been started by Dean Byrne and Associate Provost Allison Pease to address what exactly that means and looks like in the classroom. Dean Byrne gave an example, saying she notices that the write-up of the Justice Core general education program does not mention of the word ‘race’. She notes that when talking about the struggle for justice, there are many things that are implied but racism and anti-racism are not explicitly named. She speaks as a Black immigrant woman in her role as Dean and what it means to look at something and see that her core identity is not named. She says that she often speaks about the Justice Core as a place to introduce students to justice, the college’s mission, and what it means to us, yet this vital aspect is not explicitly present. We cannot measure outcomes associated with something that is not named.

Dean Byrne noted that Wynne Ferdinand conducted a survey along with Student Academic Success Programs (SASP) about what students are interested in learning at John Jay, and some of the things that came up were criminal justice reform, civil rights, inequality and immigration. Yet, when looking at first year course offerings, it is difficult for students to identify courses that appeal to those interests, especially without an advisor to assist them. These topics are often not explicit in the names or descriptions of courses.

Byrne explained that Student Government President Rivero had asked for a list of anti-racist courses, and it is hard to pull that list together when some course descriptions are out of date or some courses have multiple sections wherein only some of the sections are directly related to those areas of interest. Inaccessibility of this information to be readily available speaks loudly.

Dean Byrne noted that we currently have 40+ faculty who indicated proposing courses tied to this topic to go through governance, of which two have in the past month. Additionally, many faculty are looking at and rethinking the materials they discuss in their courses after noticing that the scholarship they use is predominantly by white or male scholars to talk about diversity and justice yet do not have a diverse range of sources, materials, topics or examples.

There is also a discussion about where diversity shows up in the curriculum in regard to justice, but not in regard to agency: for example, people of color being talked about in reference to victimization and suffering, but not talked about for their innovations, contributions, and achievements. She shared an anecdote about when she was in college and the only English course that had any material on people of color was called ‘third world literature’, and that though she wanted to learn about authors of color, she refused to take the course because of that title.

Dean Byrne shared that she had conversations with the History department about what appears to be happening in the Learning from the Past general education bucket. It was clear that other disciplines like Interdisciplinary Studies, Gender Studies, Latin American and Latinx Studies, and Africana Studies have content that represents ‘everyone else’ while curriculum as it is written in the Bulletin descriptions in other departments such as History and English seemingly represents only Europe and European identities. This presents a picture of the past with a sharp line that is either inclusive of everyone or where people of color are completely excluded. These departments are rethinking not only of their curriculum but the scaffolding of it and how to center the experiences and identities of our students within the curriculum and revising pedagogy. She also shares the importance of what it means for an entire institution to practice anti-racism, and that it can be easy to say we can’t do things like required courses and trainings, but that there is an importance to ask what it looks like for faculty and staff at an institution to be better trained and prepared on what to do to move this forward. The more conversations that
are had at the college, the closer we get to building and sustaining this plan. Dean Byrne opened the floor for the student leaders to share their experiences and thoughts.

DeCarlos Hines begins by talking about why this undertaking is so important within the context of the impact of white supremacy on students of color. He says that for the first 12 years of education, students are within a system that teaches a curriculum that perpetuates and uplifts whiteness. It is hard for students of color to see themselves within a curriculum that perpetuates whiteness and that does not tell the whole truth about the history of the treatment of people of color in the United States; this is seen through the teaching of slavery as a short moment in time as opposed to the foundation that this country was built on. Furthermore, when conversations are had about the accomplishments of humankind, Black people and people of color are diminished, which can deeply harm the self-perception of students who identify with these groups. DeCarlos says that when students come to higher education, they assume that they are entering an institution of critical thinking, openness, world philosophies, and new discoveries, but what they find is more of the same: white supremacy is doubled down in higher education. He says that in asking students what changes can be made to the curriculum, many see nothing wrong with the curriculum, and that is because they do not know of alternatives to learning outside of white supremacy when they have been taught in this way for their entire lives. It is not until a student steps outside of the curriculum that they can learn that there is more to be offered and that people of color can be seen as more than just slaves or boxed into designated celebratory months. Students want to see themselves reflected in their syllabi and be able to enter classrooms where they are accepted and included to enjoy the material being taught. There is also a knowledge gap when research is not included from perspectives other than that of white people. DeCarlos encourages the committee to be on the right side of history for matters like this and to put effort into bringing in other faculty members who do not quite get it by doing the work together.

President Amber Rivero thanked DeCarlos and echoes the importance of sharing his student experience at John Jay and the way faculty members can be more active in affirming the identities of students of color. She talked about how she went to Medgar Evers before transferring to John Jay and had a great academic experience there because of its focus on scholarly work from people of color, and a population that was a majority (faculty, staff and students) of people of color. Her professors shared with her that they could not have the same intellectual conversations about works written by people of color at other institutions, and she didn’t know what they meant until she transferred to John Jay. When she, as a student of color, was at an institution that was primarily faculty of color, it was easier for her to get mentorship, recommendation letters, information on networking events, and feeling more supported, and so on. She’s noticed that at John Jay, if a student stands out in regard to immigration status, or for wearing a hijab, or being an LGBTQ+ student, they are tokenized and asked to be a representative of that entire group. It is understandable that professors may take their identity as an opportunity for an entire class to learn, but there should be more sensitivity to whether a student wants to be that representative.

President Rivero added that the conversation around respecting students’ pronouns and not acknowledging dead names was also raised as an issue within John Jay that interferes with a student’s psychological ability to fully focus in a class. Dean Byrne expressed that there are programs and trainings available at John Jay for faculty members to take advantage of doing this quickly and to scale - including 15,000+ students, 2,000+ faculty members and hundreds of staff members - is where the problem is. When things come to UCASC, there is an effort to try and impact what the curriculum looks like across the entire college. For example, having an anti-racism course for everyone would certainly accomplish that, but doing it for 4000+ new
students a semester is where the issue is. The issue is not about making individual choices, there
is a paradigm shift that is being asked for by our students and by people across the nation to
change the predominantly white foundations of our disciplines. Currently, students are getting
the impression that the work of white scholars is universally applicable to every single
community and scenario, but the work of people of color is only applicable to their identity
perspective.

Tayhvón Pierce talked about how important it is for the curriculum to go beyond a lecture,
because currently the curriculum does not take into account the students that are sitting in the
classroom. It is important for the curriculum to be breathable and adaptable so that when social
and political issues that impact students come up, professors are equipped to have those
conversations. Being a culturally affirming institution means understanding that these specific
students have very specific experiences based on what they are learning, which can lead to
things like imposter syndrome. He also mentioned that it is important to take into account that
the students of today have more responsibilities; they are parents, they work, and support their
families, and to take the extra step of having to look outside of the curriculum in order to find
themselves is very difficult. Faculty members must consider who they have in the classroom,
that having those populations represented in their teachings will make it so that students better
understand the material and are able to apply it to their own lives. He encouraged continuing to
ask questions, pose new ideas, and not let classes that have not been updated in years continue
without critique. He ended by stating that the curriculum must continue to be adapted to the
student experience.

Ronesha Singleton said that when talking about the curriculum, she is reminded of the
philosopher Decartes and the importance of challenging everything you know, your
fundamental beliefs, what you think you know and what you have been told. For her there is an
importance in taking teachings from groups that are not representative of her and applying
them through her perspective.

Katelynn Seodarsan talked about the importance of continuing to push the envelope beyond
entry level courses, because as students advance in courses, professors start telling them that
specializations will happen in graduate school and beyond this classroom. She says that she
understands the difficulty with rethinking the pedagogy you teach with, but that there are small
ways to move forward with this - such as asking students to include their pronouns in Zoom
names or asking students for reading suggestions to include in the course. She notes that it is
especially important now that school is online to work to connect with students and teach in a
way that resonates.

Dean Byrne ended by saying she appreciates them speaking up and examining the curriculum
because it means they believe that the changes they are asking for are not only possible but that
the people they are reaching out to who are responsible for these changes are capable of
delivering that.

The meeting concluded at 12:00 p.m.

Submitted by,
Karen Argueta, Scribe
COLLEGE COUNCIL
AGENDA AND ATTACHMENTS

WEDNESDAY, DECEMBER 9, 2020
I. Adoption of the Agenda

II. Proposed College Council Resolution from the Faculty Senate (Attachment A), Pg. 2
Proposed College Council Resolution from the Faculty Senate
December 8, 2020

Whereas, The Student Council of John Jay College of Criminal Justice adopted a resolution on November 12, 2020, that clearly and forcefully articulates the very serious challenges and risks for student academic success that have been created by the transition to fully online and distance learning modalities necessitated by the COVID-19 pandemic, and

Whereas, The Student Council resolution calls for the extension of the Flexible Grading Policy (aka the Credit/No Credit Policy), enacted by CUNY for the Spring 2020 semester, and

Whereas, CUNY did not extend the Credit/No Credit Policy for the Summer 2020 or Fall 2020 semesters, and

Whereas, on December 7, 2020 Vice Chancellor Cruz further communicated that colleges are to adopt one of the following three options:

1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.
2. Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.
3. Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college’s existing flexible grading policies using the University’s P/NC grading framework.

Whereas, the communication by Vice Chancellor Cruz specified that in extending the Spring 2020 CR/NC Policy to the Fall 2020 term, the University is also extending to all colleges the provision in said policy stating that “students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.” And as was administratively determined for Spring 2020, consistent with the intent of the University’s COVID-19 CR/NC Policy, for students transferring to CUNY from outside the University, the University will honor and transfer in binary grades for all courses taken in Spring and Fall 2020 that would normally transfer, without negative impact on admission, transfer credit, or degree requirements. This provision must be honored even if colleges choose to expand access to their own flexible grading policies using the P/NC grading framework.

Whereas, the communication by Vice Chancellor Cruz further specified that in extending the Spring 2020 CR/NC Policy to the Fall 2020 term, it is also extending to all colleges the provisions of the Special COVID-19 Graduate Admissions Policy approved by the Board of Trustees on April 27, 2020, which seek to ensure that “in evaluating future candidates for admission into graduate programs, they will not disadvantage students who present P (pass) or CR (credit) grades in their transcripts for courses specifically taken during Spring 2020 and other terms which could be affected by the COVID-19 pandemic — regardless of whether their institutions imposed a flexible or similar grading policy for all students or gave them the choice to opt-in” and that to this end “all University graduate admissions committees shall adjust their selection processes to honor this commitment while keeping with the norms of their specific programs.
and corresponding disciplines.” These provisions must be honored even if colleges choose to expand access to their own flexible grading policies using the P/NC grading framework.

Whereas, the Credit/No Credit policy enacted for the Spring 2020 semester was enacted in the context of waivers enacted at the federal and state level that protected students from the potentially negative consequences of the policy for financial aid, for Veterans’ benefits eligibility, for transferability of courses, and for graduate and professional program admission, waivers that are no longer in effect.

Therefore, the College Council calls on John Jay academic and administrative leaders and college faculty to

- respond with empathy and concern for John Jay’s undergraduate and graduate students facing challenges that may impair their academic success,
- apply discretion in registration and academic standing reviews where it is within the discretion of college officials to defer the implementation of deadline and academic standing decisions;
- extend, when possible, the deadlines of policies designed to help students who are challenged in their academic work
- promote access to programs and services that enable students to successfully complete classes with additional support.

Therefore, and furthermore, the College Council, acting on the recommendation of the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies, adopts Option 2 to “allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.” These courses will be identified, by the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies upon the advice of departments and programs, as courses that are prerequisites to subsequent courses that require specific levels of competency and knowledge that are essential for academic success in the subsequent course.

Therefore, and furthermore, the College Council call upon all faculty, staff and student leaders to be robust and proactive advisors of students, informing them of the potential negative and unintended consequences of opting for a CR/NC grade, including the possible loss of TAP for the subsequent semester; the possible loss of PELL; the possible loss of Veterans benefits; the possible non-transferability of courses outside of CUNY; the possible negative effect on licensure; the possible negative effect on graduate and professional school admission; and the possible negative effect on competitiveness within the job market.

Therefore, and furthermore, the College Council warns that, in addition to all of the aforementioned possible negative consequences, the central administration in CUNY and John Jay College cannot foresee the full scope of all potential and future negative consequences that may result from the Fall 2020 proposed CR/NC policy, and the College Council calls on the student body to proactively prepare by assessing their future academic and career goals,
meeting with faculty and student advisors, and members of key student support service areas such as financial aid.

Therefore, and furthermore, the College Council calls on the John Jay administration to provide a structured informed consent protocol to be completed by students before electing a CR/NC grade.

Therefore, and furthermore, the College Council calls on the Faculty Senate, the Student Council, college administrators, and John Jay academic policy committees to continue to study and propose ways to implement for the Spring 2021 Semester, and beyond, local policies and procedures that allow students to resolve academic challenges without exposing students to harmful and unintended consequences of CR/NC grades.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
City University of New York  
UNDERGRADUATE CURRICULUM & UNDERGRADUATE STANDARDS COMMITTEE  

Minutes of December 9, 2020  

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Wednesday, December 9th, 2020 at 9 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Bettina Carbonell, Angelique Corthals, Virginia Diaz-Mendoza, Sergio Gallegos, Ellen Hartigan, Katherine Killoran, Maria Kiriakova, Ke Li, Daniel Matos, Kimberley McKinson, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Tayvhon Pierce, Michael Puls, Maria Julia Rossi, Katelyn Seodarsan, Erin Thompson, Nancy Velazquez-Torres, Valerie West.

Absent: Crystal Endsley, Kelly McWilliams, Lorraine Moller, Henry Pontell, Zhun Xu.


Localized Extension of the Spring 2020 Flexible Grading Policy (CR/NC)

Dean Byrne introduced the meeting’s topic by informing the committee that on Monday (December 7th, 2020), CUNY’s Executive Vice Chancellor and University Provost Jose Luis Cruz released a policy allowing colleges to decide, based on 3 options, if they would allow the flexible grading from the Spring semester to apply to the Fall semester. She notes that this decision is challenging because classes are ending shortly and deciding what to do and how to guide students is being thrust upon each CUNY college. Based on our college governance processes, policy shifts usually come from this body (UCASC) to the College Council, but normal governance deadlines would have already passed before we looked at this last-minute resolution if we followed our normal processes.

Dean Byrne says that students and faculty have been vocal about the challenges they have faced this semester. Based on this group’s conversations, she and Allison Pease have talked about how to message around flexible grading. Though there was a college-wide awareness that everyone was experiencing difficulties, John Jay leadership did not have any options because at a larger level there was not an understanding from CUNY about flexible grading. She notes that student advocates have been vocal about the need to have the policy, even though in the Spring only 25% of students used it. Student leadership has recognized the psychological importance of having this option so that each student can look at their grades and performance and be able to make the decision that is best for their specific situation. President Karol Mason wants to make sure that UCASC, who is the primary decision maker on curriculum policies, is able to review this in time for the College Council’s emergency meeting today and does not want to proceed in a vote.
without hearing what the governing bodies have to say. She continues to say that she has heard many people express great concern and empathy for what students have been going through, but that we as a college are also aware of the structural forces impacting students and the way credit/no credit may impact financial aid or ability to access graduate programs like law school, professional licenses, and other endeavors. Nevertheless, we are in a crisis due to Covid-19. We think of disaster as a moment in time and end up taking our foot off the gas after some time, when it’s long term recovery that we must shift our thinking towards. Dean Byrne expressed dismay that we have to talk about disaster recovery and what to do for students so close to the end of the semester, when everyone in this meeting has talked about what to do since the first UCASC of the semester. It is not the fault of faculty or students that we are in this situation, but we are in position to think of next steps or what long term recovery will look like.

Dean Byrne addressed concerns about the Spring semester by stating that this semester’s decision has to set the foundation for next semester, if not all of next year, since it is known that we will not be out of the woods with the pandemic come the Springtime. The pandemic will have long term effects, of which it has already cost the college time, money, and with imminently shrinking budgets. Being able to put a policy or practice forward will free up having to discuss this again, so roles like that of Dean Byrne’s have time to go out and find money to fund other long-term recovery initiatives. Earlier this morning, Dean Byrne sent supporting documentation for everyone to make sense of what is already at the college to work with. that can be extended to support recovery. She highlights that Kathy Killoran, who put the documentation together, has even suggested looking at revising the Pass/Fail policy or revising the WU as a non-penalty grade. We have zero cost ways to have our system be more humane, as we have been expressing is needed all along. Looking at the document gave her a warm feeling and reminded her of the work and journey this institution has been on for years and how we are part of a community that has been supporting students across various challenges along the way. She says that our task is not to build a new system from scratch, but how to scale measures we already offer and ensure every student who needs to take some relief has the guidance and information they need to find the best options. Meaning, this is a disaster with no great outcomes to be had; there are better outcomes than some, better choices for some students than others. Our Academic Advisement center is maxed out from students being in pandemic and transitioning from an in-person learning environment to an online one, and they alone cannot guide each student individually in making this choice; as a result, there has to be a careful campaign to get this information out there. Other departments also must contribute, and the document shows ways this can be done such as relaxing deadlines, public messaging and campaigning, or taking things faculty already do in their classrooms and having our leadership verbalize that it is accepted. Dean Byrne turns the conversation over to Professor Karen Kaplowitz for further information.

Professor Karen Kaplowitz explains that on Monday, the College Council met and approved what the Faculty Senate sent over on Friday before CUNY reversed itself on their CR/NC stance. That resolution gives people like the Undergraduate Dean, the Graduate Dean, and the Provost the authority to do what Dean Byrne suggested in the document sent earlier: extend deadlines, and change policy within discrete boundaries. The options given by CUNY are as follows: 1) Do not adopt a policy. 2) Allow the use of CR/NC grades for all Fall 2020 courses as was done in the Spring 2020 term, 3) Allow the use of CR/NC grades for Fall 2020 courses except those the college designates to be excluded, or 4) Expand access to the college’s existing flexible grading policies using the University’s Pass/No Credit grading. We passed a resolution in the emergency Faculty Senate meeting yesterday and intend to do so in College Council later today, and did so
with great despair, because of the possible negative consequences. Last semester, the whole
higher education community in the U.S. developed some form of flexible grading, and the whole
community lobbied federal and state governments to provide waivers, so students weren’t
penalized with Pell or Veterans benefits, or transfers between CUNY. But no university system
in the U.S. has flexible grading this semester. The reason CUNY kept saying no is because
students can lose financial aid by taking advantage of college-specific CR/NR policies.

Kaplowitz further explained that students lobbied hard for this option, and in a statement of
solidarity, faculty all want to work students as best as possible. The resolution passed in College
Council calls for students to have signed an informed consent form if they choose credit/no
credit. Last night there was an executive meeting where President Mason showed concern that
we might not be technologically able to have this informed consent mechanism in CUNYfirst.
However, many senators voted ‘yes’ to the resolution on the condition that we’d have an
informed consent system in place. Last night, students spoke highly of having that informed
mechanism, as they now realize how potentially terrible the credit/no credit policy may be for
some students. As a result, in the resolution they have included that UCASC and Graduate
Studies are to ‘make any exclusionary limitations they wish’. Additionally, they were asked by
President Mason to add that ‘any course exclusions that UCASC or Graduate Studies make need
not be approved by the College Council’ - what is decided by these governing bodies will be final.

Katelynn Seodarsan Professor Kaplowitz for shedding more light on this conversation about
something students need while understanding that there are risks involved. She asked for more
information on if it was possible for students to choose CR/NC after learning their grade, as
some students may panic and choose the option only to learn their letter grade is one, they want
to keep.

Professor Kaplowitz reiterated that students will in fact be able to see their letter grades, which
are due from faculty on December 31st, and then have 3 weeks in January to look at their grades,
think about them, and then decide if they want to keep them as is or use the CR/NC option.
From that, it is not reversible.

Professor Oboler asked for further discussion on why it was technologically impossible to put in
a box to be checked in CUNYfirst when students opted into CR/NC that asked if they understood
the ramifications of choosing this grade option. She notes it’s important in order to ensure that,
as an institution, we are doing everything possible for students to understand the responsibility
associated with this choice. Professor Kaplowitz explained that this would not be possible
because CUNYfirst is a University system. Joe Lowe, Mark Flower, and Registrar Daniel Matos
have been in communication with the University to see if this would be possible and have been
informed that it would require a University-wide initiative, as they are who support CUNYfirst.
Professor Oboler suggested instead doing a paper release form or an email method. Vice
President Ellen Hardigan noted that the college has various ways to connect with students in
CUNYfirst; for example, they can pull information to alert all students who are Pell Grant
recipients, or send a mass text to students, and emphasizes that she is working with Registrar
Matos and Financial Aid to make sure students know of their options and the risks associated
with them.

Shu-Yuan Cheng noted that this situation is tough and that she understands that students and
faculty are struggling, but that she cannot help but worry that this policy may result in students
not being prepared for the potential next steps, and the long term effects of decisions like this - especially in the science field. She expresses that she knows we as a college have no choice but to act in some way but would like to know who made these decisions because this is something students will want to talk to faculty members about. Additionally, she raises the implications of this decision being made so late in the semester: there are students who have withdrawn as early as today because they have already looked at their performance in class to-date and don’t think they did a good job.

Dean Byrne says she understands that concern and reiterated that option 2 gives discretion to the college to recommend courses that should be excluded from the policy should the college choose to exercise that. She says that in looking at what different colleges have done, by the time a list of course exclusions start to form, there is a limit to the possibility of psychological relief that is supposed to be achieved by this policy. Additionally, in conversations with Registrar Matos, it becomes clear that these exclusions put departments in conflict with students and puts them in a position where they must then deal with questions on why that department’s course(s) was excluded from the policy. The excluded courses list for option 2 would come through UCASC, if decided that that was the route we wanted to go down, and the list would be created after the option has been chosen. Dean Byrne notes that in choosing these excluded courses, it opens the door to placing courses into hierarchies. Additionally, many departments need to work quickly to get the policy’s information out to influence 15k students to do their decision making on time.

Professor Susan Pickman noted that she attended a college that frequently used High Pass/Pass/Fail grading, and it resulted in her having to spend her master’s and PhD trying to offset those grades. When reading about students at John Jay having informed consent on the pitfalls of the CR/NC policy, she says they may take it and not understand the full ramifications even if student leadership and others are reading and explaining the proposal well. She urges that the ramifications outside of CUNY will extend for long to come.

Dean Byrne agrees that ensuring students know all possible ramifications is the rough part; there isn’t a handbook for how best to create policy during a pandemic and everyone is walking in the dark with good intentions but no prior information to guarantee how it will play out. The policy must be complemented by good, broad campaigns and awareness to take care of the bulk of students since Jay Express, Academic Advisement, and other departments are already experiencing such high engagement. Taking proactive outreach to find students most at-risk has been found to be more impactful in past situations than waiting for students to call because by that point many possibilities for remediation have passed.

Professor Ray Patton says that this is a difficult decision as we recognize there is no great option on the table. The academic concerns of students not getting everything they need from their classes and trying to go on to jobs, graduate school, or move through curriculum are valid. He names the financial aid piece as another huge concern, but that with all of that said, we’ve heard from students over the past few weeks and know that they are having an incredible variety of issues. There is no blanket decision that is best to make for all students, which brings us back to what we are going to do as a body. CUNY has kicked the can down the road, and amidst a list of bad options, the Faculty Senate helped figure out the least bad option. Giving people the information necessary to navigate difficult choices is the best option, though it is not perfect.
Vice President Ellen Hartigan notes that about 25% opted for credit/no credit in the Spring 2020 semester and reminds everyone that not all 15,000 students will have concerns or need advice.

Registrar Daniel Matos elaborated on the informed consent check-box, saying it is difficult to do because the form students go to select CR/NC is not native to CUNYfirst; meaning, every time they make an amendment to the form, it must be a system-wide change where all colleges have to agree on same language. We are 4 days away from the end of the semester right before the holiday season when many people who pre-planned time off. He explains that CUNY is giving colleges the power to decide on policy on an individual basis, and that students are asking for the same thing which is to be granted the ability to make their own decisions in regards to which courses they choose to use the policy on.

Dean Byrne elaborated on the points in the document about ‘zero cost summer’ and academic recovery workshops, which have been piloted at the college for some years for STEM, Writing Program, and Math Foundations and Quantitative Reasoning students. Faculty have created an innovative concept where students are identified who do the work within a course but do not necessarily get a grade that reflects that for whatever reason, despite having been good citizens of the class. During June they sign up for 3-week, all-day workshops, working on the skills-building portion of learning, and get a change of grade supported by the original faculty member who taught them as well as a new one. The program is uncredited, and optional, but has proven to be helpful for students in programs that struggled with the material or needed extra time in order to turn a D into C by addressing gaps in learning. She says she wanted to introduce the option to remediate an important piece in continuity of learning without the financial burden on students, as the only other way to do it is to have a student repeat the entire semester when the issue may have been a few weeks in the semester.

Dean Byrne has also been working with donors to fund more summer courses for students behind in credit accumulation; in past years the grades were good, but in this summer’s courses students proved a real mastery of the material because they were focused on these stand-alone courses. In the Spring semester when the move was made to fully online classes, students ended up doing 5 classes online, during a global disaster, on top of their workloads where 4,000+ of them were classified as essential workers. John Jay is now first among CUNY colleges in pass rates in Math, and third in pass rates in English, not because of what happens during the semester, but thanks to zero cost improvements in summer and giving students the opportunity for a 12-month freshman year as opposed to a 6-month.

Katelynn Seodarsan asks about how courses are chosen for the summer program and Dean Byrne explains that it is in-need students who are chosen first and that the courses are then built around their needs. In SASP, there is an Acceleration Coordinator who pursues students that fit into a certain profile, such as STEM majors that are behind in their sequencing to get them on track to graduate. Students who are first responders, essential workers, or impacted in some way by Covid-19 are also targeted, as well as those who used emergency funds in order to pay for college, or students that have dropped classes in order to work or care for sick family members. These students have priority and are pursued to be alerted that they have options. Dean Byrne notes that because the outcomes have been phenomenal, it gives the college more opportunities to go out and get funds for additional populations who might need it. She emphasizes that when
talking about ‘funding’, she is not just talking about covering tuition costs but also covering all faculty members’ time.

Wynne Ferdinand notes that in past conversations, a couple of faculty members have raised the question of transfer of skills and performance in subsequent courses in a sequence. In addition to these recovery options, we can also fund development of review and refresh materials for courses that come next in the sequence through the OER Project. There is a concern for the preparation of not just students that take advantage of CR/NC, but also for students that receive low grades and continue to move on in the sequence. Kate Szur agrees, saying that this is something to strongly consider regardless of if we pass the CR/NC policy. She adds to keep in mind that with summer classes it is always easier to find spots for courses with multiple sections and harder for courses like capstones - in which case it may be best to focus on individualized workshops for populations that need extra aid in those areas.

Professor Oboler notes that she worries about the timeframe given to students to decide if they want to take advantage of CR/NC because people are away for the holidays, some of which may be the academic advisors and mental health counselors students need support from in order to make their decision. She suggests moving the deadline to the midpoint of next semester to give students an ample chance to find support instead of having all advising crushed into that 3-week period.

Naomi Nwosu expresses that last semester when the college had a flexible grading policy, it was made clear that if a student needed a grade for their overall GPA to improve to graduate, they would not be able to select the CR/NC. She says it would be good to think of writing something similar for majors, as there is a minimum GPA of 2.0 for majors, parts of minor, and higher GPAs required for honors tracks and awards. Her concern is there may be students who take a major course, receive a CR and are still below the 2.0 for their major GPA so she urges UCASC to think about how this policy will affect students’ ability to graduate.

To Professor Oboler’s point, Registrar Matos says he asked CUNY to update documentation issues from last semester regarding the student guidance section being too long. The revisions would then be sent to advisors and students. Within those documents is a list of potential ramifications, such as the implications of the CR grade on a student’s transcript for health professions, education programs and licensing issues that may arise to give faculty and students more information on potential pitfalls.

Also, to Professor Oboler’s point, VP Hardigan ensures that counseling staff will be available to support students during the holiday break.

Registrar Matos says that CUNY has not yet communicated what the deadline will be for colleges to choose a CR/NC policy. However, we know that last semester they gave students approximately 20 days after the last day of final exams, but afterwards CUNY told us in writing that we still had certain sufficient flexibility to extend as much latitude to students as possible in regard to a deadline.

Dean Byrne adds that the Registrar, Financial Aid, and other offices are unfortunately bound to certain rules and regulations and can’t always do the things they feel are right to do because they
must follow what CUNY’s rules are. She says that resolutions like this one free these offices up to
do what is right by our students, and thanks the Faculty Senate and UCASC for their role in this.

Katherine Munet reiterates that the Academic Advisement Center is open year-round, including
holiday break and will do the best they can to help students navigate this policy, as they did
during the Spring semester.

A motion was made by Dean Byrne and seconded by Professor Corthals to endorse
the Faculty Senate resolution. The resolution was endorsed unanimously with 22
votes in favor.

Dean Byrne concluded the meeting at 10:34 a.m.

Submitted by,
Karen Argueta, scribe
1. **Dean’s Announcements** – Dean Byrne
   a. New Course Proposal Form Refresh – Dean Killoran
   b. Model Syllabus Refresh – Dean Killoran

2. **Approval of the minutes of November 9th, 2020**

3. **Old Business - none**

4. **New Business**
   - CR-NC Course Exclusions from the Sciences Department

**Academic Standards Subcommittee**
   - Model for Academic Acceleration Workshops

**Program Review / Programs Subcommittee**
   - Proposal to Revise the BS in Criminal Justice Management

**General Education/Courses Subcommittee**

**New Courses**
1. CJM 1XX (101) Introduction to Criminal Justice Management
2. CJM 3XX (301) Organizational Behavior & Management in Criminal Justice Agencies
3. POL 2XX Political Science Internship

**Course Revisions**
1. AFR 325 Research Methods in Human Services & Community Justice
2. MAT 141 Pre-Calculus
3. PAD Course Revision Memo (PAD 314, 343, 346, 348, 360, 404)
4. ESA 355 Geographic Info Systems for Emergency Services
5. FIS 209 Analysis of Urban Hazardous Materials, Tactics & Strategy
6. FIS 210 Fire Safety Administration
7. FIS 319 Hazard Identification and Mitigation
8. FIS 350 Management Applications in Fire Protection
9. SEC 217 Cybercrime Investigations
10. SEC 220 Terrorism, Security and Emergency Management
11. SEC 307 Cyberpredators
12. SEC 313 Cybervice
13. SEC 317 Cyberfraud and Identity Theft
14. SEC 333 Intelligence and Counterintelligence
15. POL 325 Politics of Transnational Crime
16. POL 328 Politics of International Security
17. POL 362 Terrorism & international Relations
18. POL 371 American Politics Philosophy
19. POL 389 Independent Study 300-level

UCASC Reactions to Student Leader Voices on Curriculum Refresh

**Attachments:**
Agenda for Dec 18th
Minutes of Nov 19th
List of Courses to Exclude from CR/NC Grading Flexibility
Academic Acceleration Workshop proposal
Revision of Criminal Justice Management BS
CJM 1XX Intro to Criminal Justice Management
CJM 3XX Org Behavior & Management in CJ Agencies
POL 2XX Pol Sci Internship
Course Revisions:
AFR 325
MAT 141
ESA 355
FIS 209, 210, 319, 350
SEC 217, 220, 307, 313, 317, 333,
POL 325, 328, 362, 371, 389
PAD Course Revisions: PAD 314, 343, 346, 348, 360, 404
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Wednesday, December 18th, 2020 at 9:45 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Bettina Carbonell, Angelique Corthals, Virginia Diaz-Mendoza, Crystal Endsley, Nina Rose Fischer, Beverly Frazier, Sergio Gallegos, Ellen Hartigan, Katherine Killoran, Maria Kiriakova, Ke Li, Daniel Matos, Kimberley McKinson, Kelly McWilliams, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Henry Pontell, Tayvhon Pierce, Michael Puls, Susan Pickman, Maria Julia Rossi, Katelynn Seodarsan, Erin Thompson, Valerie West.

Absent: Nancy Velazquez-Torres, Zhun Xu.

Non-Voting Members and Guests: Karen Argueta, Maggie Arismendi, Nelson Bermudez, Alex Bolesta, Alvin Estrada, Wynne Ferdinand, Maxwell Mak, Shavonne McKiever, Katherine Munet, Dyanna Pooley, Michael Rohdin, Henry Smart, Kate Szur, Denise Thompson, Sumaya Villanueva.

Dean’s Announcements

Dean Byrne begins the meeting by reflecting on the past meeting, and how the college was able to move quickly to take effective action on the sentiment from faculty and students to make the CR/NC policy happen to provide some relief. She expresses her appreciation to the committee for that work – particularly those who sent back their course exclusion forms in record time, which made it possible to start notifying students and get the official information out so that those decisions could be made. Across the board, course exclusion decisions were made with careful deliberation, not just about the students’ immediate circumstances, but with their long-term future in mind. Dean Byrne then passes the floor to Dean Killoran.

New Course Proposal Form Refresh

Dean Kathy Killoran advises the committee that there is going to be a new version of the New Course Proposal Form on the UCASC webpage. There will be a refresh of the information about the library resources now that there is a new library discovery tool. Professor Maria Kiriakova elaborates by saying that this tool is like a mini-Google of library resources where queries are sent to an array of databases, including the library catalog. It’s called “One Search”, and the library offers sessions on how to use it to search for materials. She also notes that there is always someone ready to chat online during the library’s open hours and that the chat will be connected to Zoom during the Spring 2021 semester. Professor Kiriakova advises anyone that would like to speak to a librarian live to check the library website for more information.

Model Syllabus Refresh

Dean Killoran gives a heads up that the Associate to the Provost for Faculty, Angela Crossman, is working on an enhancement to the model syllabus that will be on the UCASC website. It will contain more advice and annotations that will be helpful for new faculty, especially.
concludes by saying the New Courses Subcommittee will work with Angela to review the model syllabus with hopes to bring it to UCASC in February 2021.

**Approval of the minutes of November 9th, 2020**

Professor Corthals noted that her name was missing from the “present” section of the meeting minutes, despite being in attendance for the duration of that meeting. Dean Byrne and Karen Argueta agreed it was an error.

A motion was made by Professor Peters and seconded by Professor Corthals to approve the minutes with the amendment of marking Angelique Corthals in the attendance. The minutes were approved with 24 votes in favor and 2 abstentions.

**New Business**

**Courses Excluded from the Fall 2020 Flexible Grading Policy (CR/NC)**

Dean Byrne introduced the policy by sharing that across all departments at the Undergraduate level there was only have one department with course exclusions. The Department of Sciences has sequence courses for their intro to Biology classes and the sequence courses for their intro to Chemistry classes that are essential classes for students. Students in the Sciences are part of a formal grade review process and their performance in these classes is essential for continuation in the major and their pathway through to successful completion.

Dean Byrne notes that this is understandable and expressed appreciation for the Science department’s careful deliberation about the courses that would be included in the course exclusion out of all the variety of courses that the Sciences offers. She emphasizes that is because these classes are in a sequence where not only is successful completion is essential, but non-completion allows them to remedy and support those students. Within the STEM majors, students who are missing credits, did not successfully complete a course, or students who are transitioning to the college that may not have a strong enough foundation, we offer summer programming acceleration courses, tutoring, and other opportunities for them to strengthen their learning. Given this, she expresses confidence that even with these classes being on the course exclusion list, there is excellent support programming for Science students to help them recover and thrive because of that.

Dean Byrne shares that the college recently received a monetary contribution from an anonymous donor to aid towards the concept of helping students to recover in the summer so students who may be impacted by Covid-19 will have the opportunity to take zero-cost summer classes to recover their credits or strengthen their learning. She expresses gratitude for this contribution, noting that so much emergency assistance comes from within the John Jay community. It is meaningful that the community knows that it is not lack of commitment or talent of our students that’s at issue, but often it’s the financial barriers.

Professor Corthals emphasizes that these courses are those that the Sciences department uses to provide guidance for the students; they are vital to their performance in their given program to make sure that they’re on track.
Professor Judy-Lynne Peters asks how the CR/NC credit will be disseminated to students and when. Dean Byrne responds by saying that on the John Jay website right now, there is a scrolling banner for CR/NC and if you click on that, it takes you to an information page that houses everything. Students also received a memo from the Office of the Registrar with information and details about the policy; faculty received the same memo as well as a message from the Provost. The students are going to get non-stop communication and outreach via text messaging and other kinds of things like that about this. She notes the important distinction in the policy this time around of a limitation on who can opt-in: students with a B+ or higher cannot opt-in to a CR/NC grade. This makes it critical that we over communicate with students about what this means. The re-enrollment group led by Kate Szur will be handling lots of support for students who are going to have questions and will be in hot pursuit of targeted students – particularly the students who might have a lower performing grade and have not opted-in to CR/NC, or have not had any contact with Financial Aid or Academic Advisement. There are significant considerations, depending on individual circumstances. She describes the general description of the policy on the website, as well as ample encouragement for students to reach out to Financial Aid or Academic Advisement. Students received a text message on Tuesday and will receive another once the grades come in.

Professor Corthals adds that within the Sciences, they going to post the memo received from the Registrar into each of the Science courses on Blackboard, to ensure that as grades are being posted students will be able to see that they have this CR/NC option while being aware that there may be negative consequences to its use. Dean Byrne adds that Jay Express is also doing group drop-in hours, so that students don't have to wait for a specific appointment to be able to ask questions. She advises that if any professors have students who are concerned, or asking questions, to please tell them to go to the John Jay website for the official information and contact information of Financial Aid, the Registrar’s Office, and Jay Express as the policy can be tricky in terms of a student’s individual situation.

Professor Pickman asks for details on group drop-in hours available to students, and Dean Byrne responds by saying that because the college is understaffed in comparison to the volume of students at the college, if everyone were to request appointments at the exact same time there would be significant wait times during a very short opt in window. The group drop-in hours are running from December 24th to January 12th. She says that the Re-enrollment group, a team comprised of representatives from across all divisions, is pooling their efforts to target populations. Once they see the grades submitted by faculty on the 23rd, they will be able to use that and develop a proactive plan to guide students through what could be not only be a complicated process, but an emotionally hard one – especially for brand new students at the college.

Dean Byrne expresses that what’s happening across the college is a level of humanitarianism that exemplifies what it means to really embrace and affirm each other and the different kinds of things that we’re going through. The college is taking the shame and the stigma out of not doing well, and as a result of this, students do not have to think about whether a moment of nonsuccess in a globally challenging time means that they don’t belong in college. Dean Byrne ends by expressing her gratitude for all of the things that faculty and staff are doing behind the scenes to make a policy like this work in terms of student success, and says she hopes this committee understands the magnitude of what they have lifted up at the college.

A motion was made by Professor Moller and seconded by Professor Fischer to approve the course exclusion list. The list was approved unanimously with 26 votes in favor.
**Academic Standards Subcommittee**

**Academic Acceleration Workshops Format and Grading Procedures**

Dean Byrne introduces the Acceleration Workshop format and grading procedures by first giving some background: this proposal was developed by faculty in the Department of Math and Computer Science as well as faculty in the English department – specifically the Math Foundations and Quantitative Reasoning program and the Writing program. She explains that the ideas the acceleration Workshops speak to is a concept around academic recovery in the hands of the faculty. She gives the example of ENG 101, where there are times when faculty have students who are consistently attending classes and doing their work, but they are struggling and need a bit of extra time. This is also the case in math, where faculty can identify students who are going to pass a class but will do so without the strong foundation necessary to move forward in the sequence. These students can then be referred to a winter or summer program led by the faculty in the departments where there is a recovery workshop of about 30 hours that students elect to participate. If they participate in the workshop and successfully complete the course, they then have an opportunity for a better grade, and that would mean that a student who would have finished with a D, for example, might end up with a C. Byrne notes that they have had one or two outlier cases where student completed with a stronger grade than that, however in most cases these workshops move the very at risk D students into stronger grades, like a C plus or a C, where they then can go on to complete the next course in the sequence.

The Office of Undergraduate Studies has been able to raise funds in order to compensate the faculty who previously were volunteering their time into running these workshops, as well as to pay for Peer Success Coaching and tutoring support through any of the college’s resource centers, as well as academic advisement to address and reflect on issues that may have occurred the previous semester.

Byrne explains the proposal in front of the committee today has to do with the process of changing the grades. Faculty have asked for the ability to cut down on some of the bureaucracy associated with changing grades for this specific program, where rather than each of the original professors going back to changing the grades, one roster of grade changes would be submitted to the Registrar's office from the professor in charge of the workshop. Dean Byrne explains that essentially, if a professor refers a student to the workshops and the student does not complete them, the original grade stands, but if the student does complete the workshop, then the professor who is the administrator of the program has the authority to issue the new grade. The Registrar’s office needs a process like this to go through governance to do grade changes in a simplified way – otherwise they would be subject to severe audits.

Professor Carbonell asks if there is going to be a mechanism whereby the original grading instructor is informed of how the student has done in the workshop and that the grade has changed. Dean Byrne explains that how it’s been running is, the program director sends an email to all their faculty with the overall outcomes. The student population that has benefitted so far been very small, but it is still impactful. John Jay is first in CUNY in pass-rates because of the creative ways that faculty in Math and English have leveraged the winter and the summer for recovery at zero-cost to the students. The alternative for students would be to repeat the entire class and delay their time to graduation and so on. She explains that the taxing aspect is the paperwork as sometimes the original professors may not get that paperwork back in the summer at the time that the student needs it to move on to the next course or graduate.
Katelynn Seodarsan asks how faculty knows that this is an option, and Dean Byrne responds that the workshops were an innovation developed by the faculty and has always been faculty purview. She shares an example that earlier in the semester she met with psychology about different possibilities for looking at outcomes in PSY 101 and they met with their department and they have identified a pathway that they would like to proceed with and the administration does their best to help. She says that most importantly, the administration can help with the bureaucratic pieces of it.

Katelynn Seodarsan also asks how professors would differentiate students who are eligible, and Dean Byrne responds that this is at the discretion of professors and what they are looking for is the students that tried in a given course but are unlikely to do well in a subsequent course. Meaning, there may be students who want to improve their grade, but it doesn't necessarily mean that they're the students who aren't going to succeed, based on the faculty's judgment of their performance in the work. Dean Byrne explains that being wary of creating unfair advantages is part of the creation of these programs, all the while making it clear that this is not a program that allows any student to just improve grades non-stop as it is only for extremely at risk and vulnerable students who did put in the time and commitment to the courses. She says that the outcomes so far have shown an improvement in the skill set, not necessarily a radical shift in the final grade.

VP Ellen Hartigan asks for further clarification on how the referral process works, and Wynne Ferdinand gives an example that with English, the Writing Program co-directors developed the criteria for referral in consultation with other faculty teaching ENG 101. They created a whole suite of referral material, including a form that faculty are invited to complete where they have to give detailed information about student performance, including documenting what grade and assignment students have completed, what grade they might earn, and what assignments and to what degree students have completed them. Faculty get an email template to send an email referral to students to inform them of this option and have one-on-one conversations with them as needed to discuss the option. Students then complete a registration form to confirm their participation and then staff members follow up to get them connected to all the details they'll need. Wynne shares that what's great about this is that faculty are presented with a set of criteria and then have the benefit of the program directors who can support the decision-making and referral process up to the start of the workshop. Professor Alvin Estrada adds that in the English department, there is a requirement to have at least 50% of the work finished, and that its similar for MAT 105.

Dean Killoran adds to keep in mind that this is a program that requires resources and the college is constrained by its amount of resources to run these kinds of programs. She ends by saying it is especially important to focus in on the essential learning necessary for student success as they move on to their higher level courses, and it would especially be good for majors to think about the key courses that they’ve identified for success in the major to help students make up those gaps.

A motion was made by Professor West and seconded by Professor Corthals to approve the Academic Standards Subcommittee’s proposal. The proposal was passed unanimously with 26 votes in favor.

Program Review / Programs Subcommittee
**Program Revision of Criminal Justice Management BS**

Dean Killoran introduces the revision to the BS in Criminal Justice Management by explaining that this is a significant revision to the curriculum. Right now, the major is 39 credits and is heavy on public administration with significantly less criminal justice courses added in. The department is increasing the number of credits in the major to 48 and have added 36 required credits of courses, increasing the rigor and scaffolding of the required courses in the core. The proposers have also embedded career readiness and career competencies within the curriculum of the major and are making institutional racism as a required course. She mentions that they have also consulted extensively with other departments across the campus and have included their process of consultation in the proposal. There are about 300 students currently enrolled in this major.

Professor Henry Smart thanks Professor Denise Thompson for her work on this proposal and gives background that it is the department’s desire to grow the program. New qualified adjuncts will be added to ensure they have coverage as there is high anticipation that the program will surpass the 300-330 students it currently has. He notes that the program that will not only put students in a better position for the job market, but also enable them to keep a job through ample preparation. He ends by stating that when thinking about student success, is not just about allowing for students to secure a position but ensuring they are able to perform. Professor Smart says the new additions and edits to the current curriculum will do just that.

Professor Denise Thompson further explains that the department has found, as is reflected in the revisions, that an undergraduate education not only requires skills in the discipline, but also requires skills in critical thinking, reasoning, assessment, interpersonal skills, etc. She says that they focused on skills that all undergraduate students need, whether they’re going to work after graduation or whether they’re continuing to a graduate education. They have included experiential learning, which is critical for students in courses that can be hard to understand, such as in research methods. Professor Thompson ends by thanking the committee for taking the time to review the program.

Dean Killoran points out that in creating new courses, there is a new course prefix specifically for this program – CJM for “criminal justice management”. The department has also designed a new 100 and 300-level course that focuses on organizational behavior and management and will soon be introducing a 400-level professional ethics course. The rest of this program will be seen by UCASC in the spring. This change must have to go to New York State to be registered as an update to the program; when approval is received from the state, the college can start offering the new version.

A motion was made by Katelynn Seodarsan and seconded by Professor Peters to approve the program revision. The program revision was passed unanimously with 26 votes in favor.

**General Education/Courses Subcommittee**

**New Courses**

- CJM 1XX (101) Introduction to Criminal Justice Management
- CJM 3XX (301) Organizational Behavior & Management in Criminal Justice Agencies
- POL 2XX Political Science Internship
Wynne notes that CJM 1XX Introduction to Criminal Justice Management and CJM 3XX Organizational Behavior & Management in Criminal Justice Agencies would benefit from being voted on as a slate.

A motion was made by Professor Corthals and seconded by Katelynn Seodarsan to take CJM 1XX and CJM 3XX as a slate.

Wynne introduces CJM 1XX and CJM 3XX as two courses that are part of the program revision from earlier in the agenda. The first one is CJM 1XX (101) Introduction to Criminal Justice Management, a course that reflects an introduction to the goals that the students enrolled in the major will achieve in exploring the administrative and management challenges and solutions that individuals can encounter when they work in the criminal justice system. It also gives students a chance to develop their plan for success in this career track which is a great alignment of both the individual exploration that students need to do while they’re undergraduates and the development of the understanding of the system and type of work they’re planning to do. She notes that this course is also an open access course, meaning students won’t have to purchase any textbooks. Rather, they’ll be able to access all their readings through whatever course page the faculty decide to set up, as reflected by the extensive bibliography in the syllabus. Ferdinand ends by saying the assignments that students in the program are asked to complete are diverse and give them a chance to demonstrate a variety of skills in a variety of modalities, which reflects the needs and skills of all students in the class.

Professor Smart adds that this course also gives students a soft introduction to corrections, law enforcement, and the courts.

Wynne then introduces CJM 3XX (301) Organizational Behavior & Management in Criminal Justice Agencies as a course that gives students by the ability to deepen what they’ve learned in CJM 1XX by both exploring and practicing leadership techniques. They will also be able to think through the types of challenges associated with change making or facilitating normal operational processes of their roles and the kinds of techniques they can use to influence outcomes in the workplace that they seek to achieve. Wynne ends by saying it is a vital learning experience for students planning to enter these types of roles as they will get a chance to practice the skills, expressed by Professors Thompson and Smart, that organizations have said they want students to come to the workplace having.

Professor Thompson adds that this course is one of the critical courses in the arc of the criminal justice management program and is central for the capstone which focuses on leadership and management. This course, along with the introduction, ethics, institutional racism, and another in program evaluation, are the critical courses within this major.

Taking the courses as a slate was approved unanimously with 26 votes in favor.

A motion was made by Professor Peters and seconded by Professor Corthals to approve the proposals for CJM 1XX and CJM 3XX. The proposals were passed unanimously with 26 votes in favor.

Wynne introduces POL 2XX as a great addition to the opportunities in experiential learning where students get a more guided experience before they move into pursuing a more formal internship. Professor Mak adds that this course allows for students to learn academic theory while also taking advantage of the professional development that comes along with it. Within the course, students are also competing for the Summer Internship Program at the Bronx DA,
which is a paid internship. Students who don’t get it can also still transition into another Bronx DA internship in the Political Science department as part of the judicial internship program. There are multiple avenues for students to move forward and continue gaining skills. Professor Mak expresses his excitement in being able to offer an opportunity to grow and develop students and to get them more competitive for scholarships and fellowships. The course will be open in Fall semesters for sophomores, and in the Spring semesters only for transfer students. The intent of this design was to provide an opportunity for transfer students who are at a disadvantage when they come into the college because they don’t have the academic record; this is especially important because they will be competing for a full-time internship in the Fall with the hope that it leads to fulltime employment when they graduate. Professor Mak expresses that these scaffolding moments are what faculty are trying to fight for to give students avenues to move forward and find jobs after graduation.

Dean Byrne adds that with this internship there is a focus on students that could not get into competitive programs. They looked at the students who consistently would not get selected for a judicial internship program and developed what acts as a sort of pre-internship program to strengthen their opportunities. Students who are chosen for special programs are likely to land even higher-level things, but there are so many students that are not part of those programs. The work around this program also includes development of our adjunct faculty – particularly our adjuncts who are professionals in the very fields that students are hoping to go into and drawing on their insights, mentoring capabilities, and connections.

A motion was made by Professor Peters and seconded by Professor Pickman to accept the proposal for POL 2XX. The proposal was passed unanimously with 26 votes in favor.

Course Revisions

1. AFR 325 Research Methods in Human Services & Community Justice
2. MAT 141 Pre-Calculus
3. PAD Course Revision Memo (PAD 314, 343, 346, 348, 360, 404)
4. ESA 355 Geographic Info Systems for Emergency Services
5. FIS 209 Analysis of Urban Hazardous Materials, Tactics & Strategy
6. FIS 210 Fire Safety Administration
7. FIS 319 Hazard Identification and Mitigation
8. FIS 350 Management Applications in Fire Protection
9. SEC 217 Cybercrime Investigations
10. SEC 220 Terrorism, Security and Emergency Management
11. SEC 307 Cyberpredators
12. SEC 313 Cybervice
13. SEC 317 Cyberfraud and Identity Theft
14. SEC 333 Intelligence and Counterintelligence
15. POL 325 Politics of Transnational Crime
16. POL 328 Politics of International Security
17. POL 362 Terrorism & International Relations
18. POL 371 American Politics Philosophy
19. POL 389 Independent Study 300-level

Dean Killoran introduces AFR 325 Research Methods in Human Services & Community Justice wherein the change is to remove some of the prerequisites, because the major found that transfer students were coming in at different points in the program and were not getting access
to the course when they needed to. Additionally, Africana Studies minors are also required to take a research methods course, of which this is one of the options.

A motion was made by Dean Killoran and seconded by Professor Corthals to approve AFR 325. The course revision was passed unanimously with 26 votes in favor.

Dean Killoran then introduces MAT 141 Pre-calculus wherein the revision is changing the prerequisite to reflect the CUNY Math Pathways and the placement criteria, as well as refreshing the description.

A motion was made by Professor Corthals and seconded by Professor Puls to approve MAT 141. The course revision was passed unanimously with 26 votes in favor.

Dean Killoran then introduces the PAD Course Revision Memo (PAD 314, 343, 346, 348, 360, 404) because the same changes are being made to all the courses' prerequisites. The change opens these courses to the majors in Criminal Justice Management who will now take CJM 101 instead of PAD 101, meaning there will be an addition of CJM 101 as an alternative prerequisite to these 6 courses.

A motion was made by Professor Corthals and seconded by Professor Puls to approve the PAD Course Revision Memo. The course revisions were passed unanimously with 26 votes in favor.

Dean Killoran notes that ESA 355, FIS 209, FIS 210, FIS 319, FIS 350, SEC 217, SEC 220, SEC 307, SEC 313, SEC 317, and SEC 333 would benefit from being voted on as a slate.

A motion was made by Dean Killoran and seconded by Professor Peters to take ESA 355, FIS 209, FIS 210, FIS 319, FIS 350, SEC 217, SEC 220, SEC 307, SEC 313, SEC 317, and SEC 333 as a slate.

Dean Killoran then introduces the courses as part of the Department of Fire, Security and Emergency Management. The department has introduced many new programs over the past year and as a result there are high numbers of students that need to share these courses. The department has been experiencing many students that can't get into the courses seamlessly needing permissions to override the prerequisites. The course revisions apply to the prerequisites.

The slate proposal was passed unanimously with 26 votes in favor.

A motion was made by Professor Peters and seconded by Professor Corthals to approve SEC 217, 220, 307, 313, 317, and 333. The course revisions were passed unanimously with 26 votes in favor.

Dean Killoran notes that POL 325, 328, 362, 371, and 389 would benefit from being voted on as a slate.

A motion was made by Professor Corthals and seconded by Tayvhon Pierce to take POL 325, 328, 362, 371, and 389 as a slate.
Dean Killoran says that the change in these courses would be in the removing the GOV 101 prerequisite in most cases as well as some revisions to the course descriptions.

The slate proposal was passed unanimously with 26 votes in favor.

A motion was made by Professor Peters and seconded by Professor Corthals to approve POL 325, 328, 362, 371, and 389. The course revisions were passed unanimously with 26 votes in favor.

UCASC Reactions to Student Leader Voices on Curriculum Refresh

Dean Byrne reflects on the conversation led by student leaders in a previous UCASC and asks for faculty’s reactions to the conversation. Professor Peters says that she thought it was important and shares that she just agreed to be part of the committee that’s going to be looking into this further. She says that if we’re going to be moving curriculum forward, we need to include student voices, as their voices have historically been overlooked when faculty and staff are seeking to make the curriculum meaningful and relevant. Students are making the curriculum more applicable to what they’re going to be doing when they get out into the field. She ends by saying she was over the moon impressed with what our students had to say.

Professor Raymond Patton adds that the academy can be slow to change, especially regarding curriculum. It’s exciting to see students guiding faculty and making some of the changes that that are long overdue in some cases. He notes that even today there is incredible progress being made in the curriculum through how each of the new courses and the program revisions that came through were taking critical perspectives on justice issues. It is seen in the Criminal Justice Management proposal, and through integrating experience with what students are learning in the classroom in Political Science. He says that these innovative approaches to pedagogy tie into the dynamic of equity and racial justice nicely, which makes John Jay an exciting place to be right now because that fusion of the student interest with what faculty are interested in doing as.

Professor Maria Julia Rossi states that what she got from the conversation was the idea of discussing with her own students what they had to say about her course and readings she’s shared throughout the semester. She says the conversation was eye opening, that it was a powerful thing to hear what they had to say, and that it solidified how important it is to listen to students about her own work. Professor Oboler adds that in listening to her students she has found it so much easier to teach. She sets up her classroom in a way where she and her students are always exchanging ideas collaboratively, because her whole purpose for teaching is to ensure students learn as much as they can from the course.

Professor Crystal Endsley expresses appreciation for student leaders Tayvhon Pierce and DeCarlos Hines because of the relationship with her department, Africana Studies, as her department chair Dr. Booker has been meeting with them regularly which has opened the doors for collaboration. She shares that Dr. Booker just informed her that CUNY received a Mellon grant for transformative learning and humanities programming that’s focused on some of the things the student leaders discussed. This will allow even more opportunities for collaboration come the Spring from the Africana Studies department.

Katelynn Seodarsan expresses wanting to thank professors for taking the time to do course revisions and making sure that students understand the material. She wants to encourage professors at the end and at the beginning of the semester to ask their students what their career goals are as many students say they don’t know all the possibilities that are out there. VP
Hartigan says she would like to echo much as of what has been said by faculty and academic leadership on behalf of our students. She says that students, and especially student leadership, never fail to impress, and thanks them for their hard work as she is delighted that their voices are being heard. She expresses appreciation for having students as thought partners in the development of new plans for general education this year. During a recent conversation facilitated by Professor Markowitz with Africana Studies, several participants raised the idea of an audit of the curriculum. VP Hardigan ends by saying she hopes to get students further involved in giving feedback and shaping some of the tools developed for general education assessment, particularly with respect to active learning strategies and inclusive, culturally responsive content in the courses.

Dean Byrne reflects on the semester by saying she feels full because of what the committee and college community is focusing on and thanks everyone for their interest in collaboration. The discussions around sustaining collaboration, feeding resilience at John Jay and in the student body are especially moving. She expresses on a personal level that her appreciation comes, in part, from the amount of support and affirmation from this committee - faculty, staff and students - as there continued to be discussions about what it means to be an immigrant, Black woman in a challenging leadership position at John Jay. Seeing the commitment of a community that will always show up for the thousands of students and staff and faculty to transcend hundreds of years’ worth of history touches her deeply and gives her a sense of encouragement about what is really possible when people work together to build a vision for a community that is radically different from the spaces, places, and histories that we may have originated from.

Dean Byrne thanks everyone for the simple things like asking her for advice, insight, an opinion or for just being able to disagree amicably and respectfully, as those little details just are not actually the norm and are not what many people get to experience. It is clear to her that this group always makes it a point to put in the work to do something different – especially in a challenging time. Dean Byrne ends by saying she feels good about where we are as we close out the year and moving on to an even better 2021, and thanks the committee for their role in that assuredness.

Dean Byrne concluded the meeting at 11:34 a.m.

Submitted by,
Karen Argueta, scribe
John Jay College of Criminal Justice

UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS COMMITTEE

AGENDA
February 19th, 2021
9:45 A.M. – 12:00 P.M.
via Zoom (https://jjay-cuny.zoom.us/j/2020637330)

1. Dean’s Announcements – Dean Byrne

2. Approval of the minutes of December 9th and December 18th, 2020

3. Old Business

4. New Business

Program Review / Programs Subcommittee

1. Self-Study for BA in Anthropology
2. Proposal for a New Minor in Middle East Studies

General Education/Courses Subcommittee

New Courses

1. HIS 2XX Critical Perspectives on the Middle East
2. CJM 3YY (301) Research Methods in Criminal Justice Management
3. CJM 4XX (401) Professional Ethics in Public Organizations
4. ISP 2ZZ Forbidden Love: Cultural and Social Perspectives (Ind & Soc)

Course Revisions

1. PAD 348 Justice Planning and Policy
2. POL 237 Women & Politics
3. POL 331 Government and Politics in the Middle East & North Africa
4. HJS 315 Research Methods in Humanities and Justice Studies
5. LIT 260 Introduction to Literary Study
6. BIO 102 Paced Modern Biology I-B
7. CHE 321 Instrumental Analysis II
8. FOS 416 Forensic Science Laboratory II

Framework for a Culturally Responsive, Inclusive and Anti-Racist Curriculum at JJC – Dean Byrne

Attachments:
Agenda for Feb 19th
Minutes of Dec 9th and Dec 18th
Self-Study for Anthropology

[OVER]
New Minor in Middle East Studies
Framework for a Culturally Responsive, Inclusive & Anti-Racist Curr
HIS 2XX Critical Perspectives on the Middle East
CJM 3YY Research Methods in Criminal Justice Management
CJM 4XX (401) Professional Ethics in Public Orgs
ISP 2ZZ Forbidden Love
Course revisions
PAD 348 Justice Planning & Policy
POL 237 Women & Politics
POL 331 Government & Politics in the Middle East & North Africa
HJS 315 Research Methods in Humanities & Justice Studies
LIT 260 Introduction to Literary Study
BIO 102 Paced Modern Biology I-B
CHE 321 Instrumental Analysis II
FOS 416 Forensic Science Laboratory II
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, February 19th, 2020 at 9:45 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

Present: Jana Arsovska, Dara Byrne, Bettina Carbonell, Angelique Corthals, Virginia Diaz-Mendoza, Crystal Endsley, Beverly Frazier, Sergio Gallegos, Ellen Hartigan, Katherine Killoran, Maria Kiriakova, Ke Li, Daniel Matos, Daniel Matos, Kelly McWilliams, Lorraine Moller, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Tayvhon Pierce, Michael Puls, Susan Pickman, Maria Julia Rossi, Katelynn Seodarsan, Edward Snajdr, Erin Thompson, Valerie West, Zhun Xu.

Absent: Nina Rose Fischer, Nancy Velazquez-Torres.

Non-Voting Members and Guests: Karen Argueta, Maggie Arismendi, Alex Bolesta, James Delorenzi, Alvin Estrada, Wynne Ferdinand, Louise Freymann, Tim McCormack, Shavonne McKiever, Katherine Munet, David Munns, Naomi Nwosu-Stewart, Allison Pease, Dyanna Pooley, Henry Smart, Kate Szur, Daryl Wout, Sumaya Villanueva.

Dean’s Announcements

Dean Byrne began the meeting by introducing 3 new members to UCASC: Professor Edward Snajdr who will replace Professor Kimberley McKinson on behalf of Anthropology, Professor Jana Arsovska who will replace Professor Henry Pontell in Sociology, and Ciomara Dominguez who is a new student representative.

Approval of the minutes of December 9th and December 18th, 2020

A motion was made by Professor Corthals and seconded by Katelynn Seodarsan to approve the minutes. The minutes were approved with 24 votes in favor and 4 abstentions.

New Business

Program Review / Programs Subcommittee

Self-Study for BA in Anthropology

Dean Kathy Killoran introduced the Self-Study for the BA in Anthropology as the first 5-year self-study done on the program. The department recently did a curricular revision (2018) and added an ethnographic writing course which strengthened the major. The Programs Subcommittee thought the department had clearly defined learning outcomes and already has a five-year assessment plan in place. She notes that the size of the major is currently about 53
students, and that though the hope is to get more, these numbers are in line with other senior colleges across CUNY.

Professor Edward Snajdr thanked the Program Subcommittee for their help and is really looking forward to feedback from external evaluators, which is a very important part of the self-study process. He says that the program is unique nationally because it focuses on culture and language and not necessarily the traditional four fields of anthropology. In the 2018 revision, they got rid of elective tracks to focus on courses that teach skills within courses. In addition to recruiting more students in the major, the department would also like to systematically start tracking alumni as the major grows. They would like to invite former students back and have them participate in community events to connect them with currently enrolled students. The curriculum component in particular has led to the discovery that many course descriptions and course titles are not doing the program justice. The work has begun to systematically revise those descriptions and titles, as well as the content and theory of the anthropology program as a whole. He says that it’s all about understanding, identifying, and critiquing systems of power, inequity, racism, ethnocentrism, structural violence, and elite cultural privilege. Training students to see this in the guise of social norms and to work, write and research against these is a vital aspect of the program. Professor Snajdr ends by saying that under Professor Mckinson’s guidance, the department has started to do a collaborative faculty-wide assessment of these descriptions and titles, and it is going well.

Katelynn Seodarsan thanked the Anthropology Department from a student perspective and emphasized the importance of preparing students for specific jobs and skills while keeping current events in mind for the program.

A motion was made by Professor Peters and seconded by Professor Oboler to endorse the self-study. The self-study was endorsed with 28 votes in favor.

Dean Byrne says that the next stage will be a site visit in the fall.

Proposal for a New Minor in Middle East Studies

Dean Killoran introduced the proposal for a New Minor in Middle East Studies coming out of the History Department and led by Professors James Delorenzi, Steven Russell, and Anissa Helie. As proposed, it is an 18-credit minor with two required courses: HIS 2XX Critical Perspectives on the Middle East, which is a topics course, and POL 331 Politics and Government in the Middle East and North Africa.

Professor James Delorenzi says this minor has been under development for two years as a direct response to conversations with students in History classes as well as through a specific request from student leaders. He says these conversations really clarified how this minor can contribute to the college’s mission of educating for justice through giving students the opportunity to engage with a critical perspective on the modern Middle East that will complement their major coursework and inform how they envision their future careers. The grounding of the minor in an interdisciplinary framework will equip students with a nuanced framework for thinking about the region and its diasporas that can accommodate a wide range of perspectives, which will
allow for students to bring this framework into a wide range of justice related professions. He described recently teaching the History of Orientalism course as a rewarding teaching experience, in part because many students (particularly non-Humanities majors) emailed him looking forward to studying the central topics of this course that they never previously had a chance to study at the college: islamophobia, anti-Arab racism, anti-Semitism, the ideas of Edward Said, and so on. He thanked the committee for their help with the minor.

Katelynn Seodarsan said that in reading the proposal she noticed study abroad courses can count as credits toward the minor and was wondering if completion of a study abroad program before the Covid-19 pandemic would be honored towards it, or if those only apply to study abroad courses taken after the proposal is accepted. Professor Delorenzi responded that he is not sure as it is a policy question, but in the proposal, they tried to be as accommodating as possible in terms of transfer credits. Currently, John Jay only offers one Middle Eastern language as a regular course and the rest of the languages can be obtained through exams, transfer credits or going on ePermit to another CUNY college. Overall, he thinks accepting any relevant study abroad credits would be a great idea.

A motion was made by Professor Corthals and seconded by Professor Oboler to approve the minor in Middle East Studies. The minor was endorsed with 28 votes in favor.

General Education/Courses Subcommittee

New Courses

1. HIS 2XX Critical Perspectives on the Middle East

Wynne Ferdinand introduced HIS 2XX as a foundational course in the newly approved Middle East Studies minor and an elective for the Global History major and the History minor. Students who complete this course will be prepared for subsequent coursework including POL 331 Government and Politics in the Middle East and North Africa. As they complete this course, students will develop a critical analytic apparatus through exposure to interdisciplinary approaches to develop their understanding around these critical questions related to the Middle East and its people. Professor Delorenzi taught this course in a recent winter session on an experimental basis under the topic of orientalism, but other faculty who teach the course may select other related topics. Ms. Ferdinand noted that there is a range of assignments for students to complete to provide consistent opportunities across the semester for students to demonstrate their understanding and mastery of the subject matter.

Professor Delorenzi describes students’ excitement around learning about Edward Said specifically as a number of them had heard of him and knew that he was a person they wanted to explore and hadn’t had a chance to do so in other courses. He notes that the way this proposal was written can accommodate any particular topic that meets the definition of central to either the field of Middle Eastern studies or understanding the Middle East and its diaspora. It is meant to teach foundational knowledge that will help to equip students with a critical toolkit for thinking about all things related to the “Middle East”, which he acknowledges is in of itself a highly problematic term. In the course, they will take a broad definition of what that means in terms of the curriculum, how the proposal was written, and in terms of faculty expertise.
Professor Bettina Carbonell asks why the course is not being proposed under a general education bucket? Professor Delorenzi said he is unsure but that it may have something to do with how specific the goals of this course are. Dean Byrne assures him that the course can be turned into a general education course at any point.

A motion was made by Professor Peters and seconded by Professor Corthals to approve HIS 2XX. The course was approved with 28 votes in favor and zero abstentions.

2. CJM 3YY (301) Research Methods in Criminal Justice Management

Wynne Ferdinand introduced CJM 3YY as a course where students are going to develop their capacity to critically evaluate and synthesize evidence from a variety of sources and get comfortable with the steps in the research process. They’re going to practice applying research skills by preparing assignments for varied audiences as they may be invited to do in their future roles as criminal justice management professionals. Students will also learn about the process and purpose of research, as well as published examples of research in the criminal justice field; these efforts culminate in the development of a research project proposal and presentation.

Professor Smart added that research methods provide a base knowledge for when students get to the capstone. Faculty can spend a semester developing those skills through several in-house methodologies. Among other topics, students will have opportunities to develop basic surveys, learn about process tracing, as well as qualitative methods.

A motion was made by Professor Gallegos and seconded by Professor Peters to approve CJM 3YY. The course was approved with 28 votes in favor and zero abstentions.

3. CJM 4XX (401) Professional Ethics in Public Organizations

Wynne Ferdinand introduced CJM 4XX as a course that will provide students with exposure to critical questions about ethics for their future roles as criminal justice management professionals. She notes that the department got feedback from frontline managers to develop this course. Students will have the chance to think through how they would manage cases of unethical behavior within criminal justice and other organizations. The course features several multimodal assignments to promote deeper learning.

Professor Smart mentioned that in the approval process the department was able to integrate the teachings of more Black and Brown scholars as well as scholars from backgrounds besides Ivy League institutions to expose students to a range of teachings that challenge the idea that all the good knowledge is coming from the elite institutions. Professor McCormack notes he is pleased to see courses so focused on writing.

A motion was made by Professor Peters and seconded by Katelynn Seodarsan to approve CJM 3YY. The course was approved with 28 votes in favor.

4. ISP 2ZZ Forbidden Love: Cultural and Social Perspectives (Ind & Soc)

Wynne Ferdinand introduced ISP 2ZZ as a course that will examine examples of forbidden love from different times and places by using a variety of interdisciplinary and multimodal content. Part of the goal of this course is for students to understand how these cultural and social
frameworks impact individuals and how individuals in turn reshape the same. It will fulfill the Individual and Society: Flexible Core General Education requirement. The readings in the course calendar feature a wide range of compelling stories and real life accounts, and students will also complete a range of assignments from short papers, to presentations, quizzes and a final project where they will analyze a well-known example of forbidden love.

Professor Crowder explained that this course was a great way to take a topic that sounds appealing to students and have it act as a broad lens to look at a variety of significant justice issues. The title “Forbidden Love” sounds personal and intimate on the surface yet unpacks how broader cultural and social constructs have a long-term impact on the individual and then how individuals can in turn have an impact on society.

A motion was made by Ciomara Dominguez and seconded by Professor Corthals to approve ISP 2ZZ. The course was approved with 28 votes in favor.

Course Revisions

1. PAD 348 Justice Planning and Policy
2. POL 237 Women & Politics
3. POL 331 Government and Politics in the Middle East & North Africa
4. HJS 315 Research Methods in Humanities and Justice Studies
5. LIT 260 Introduction to Literary Study
6. BIO 102 Paced Modern Biology I-B
7. CHE 321 Instrumental Analysis II
8. FOS 416 Forensic Science Laboratory II

Dean Killoran introduced the revisions to PAD 348 as including moving this course under the new prefix “CJM” as well as refocusing the course to remove the piece about policy analysis and instead focusing on justice, planning and program evaluation. The department has also adjusted the learning outcomes.

Professor Peters adds that the department is not altering the course in a way that would require rethinking them entirely, they are only focusing on emphasizing criminal justice management as opposed to pure public management.

A motion was made by Professor Corthals and seconded by Professor Carbonell to approve the course revision for PAD 348. It was approved with 28 votes in favor and zero abstentions.

Dean Killoran notes that POL 237 Women & Politics and POL 331 Government and Politics in the Middle East would benefit from being voted on as a slate.

A motion was made by Dean Killoran and seconded by Professor Corthals to take POL 237 and POL 331 as a slate.

Dean Killoran explains that the title for POL 237 will now be Women & Gender, and that in addition to changing name, the department is changing the course description and will add POL 101 as a prerequisite course. POL 331 will add HIS 2XX Critical Perspectives on the Middle East as an alternative prerequisite so the course does not to have hidden prerequisites for the new Minor in Middle East Studies and they are removing the POL 101 prerequisite.
The slate was approved unanimously with 28 votes in favor.

A motion was made by Professor Oboler and seconded by Professor Corthals to accept the course revisions for POL 237 and POL 331. The course revisions were passed unanimously with 28 votes in favor.

Killoran noted that HJS 315 Research Methods in Humanities and Justice Studies, LIT 260 Introduction to Literary Study, BIO 102 Paced Modern Biology I-B, CHE 321 Instrumental Analysis II, and FOS 416 Forensic Science Laboratory II would benefit from being voted on as a slate.

A motion was made by Professor Oboler and seconded by Professor Corthals to accept the course revisions for POL 237 and POL 331. The course revisions were passed unanimously with 28 votes in favor.

A motion was made by Dean Killoran and seconded by Professor Corthals to take HJS 315, LIT 260, BIO 102, CHE 321, and FOS 416 as a slate.

Dean Killoran explained that all the adjustments are in the prerequisites for these courses. The prerequisites for HJS 315 are vague and unenforceable in CUNYfirst; the new prerequisites are HIS 250 or 310 which are early courses in the major. The prerequisites for LIT 260 will now be ENG 101 and any LIT course, in order to reach the English major’s intended student population and incorporate the fairly new 100-level LIT courses at the college. For BIO 102, the requirement for students to belong to a specific major will be removed, as there are many students interested in health professions and minoring in sciences that should be able to take the course; it is a vital course when preparing for admission to graduate programs in the health and other sciences. CHE 321 and FOS 416 are part of two course sequences which were not reflected in the prerequisites. The prerequisite for CHE 321 will now be CHE 320, which is the first half of that course, and likewise FOS 415 will now be the prerequisite for FOS 416.

The slate was approved unanimously with 28 votes in favor.

A motion was made by Professor Oboler and seconded by Professor Corthals to accept the course revisions for HJS 315, LIT 260, BIO 102, CHE 321, and FOS 416. The course revisions were passed unanimously with 28 votes in favor.

Dean Byrne noted that continuous unanimous endorsements and approvals are a clear reflection of the caliber of work that faculty and staff have put into this, especially during the current difficult times; she thanks the committee for their efforts.

Framework for a Culturally Responsive, Inclusive and Anti-Racist Curriculum at JJC

Dean Byrne reflected on the importance of faculty and staff listening to student leadership that has reached out to the departments, particularly the Black Student Union (BSU), along with the strategic plan and faculty’s call for something that would hold the entire college accountable for the work that needs to be done in connecting the curriculum with the students the college serves. She said that the importance of having this discussion in UCASC is that it opens the door for the next steps in endorsing or sending it along to the College Council-level and likely every governance body at the College would have to do something similar. A common thread being heard is that individual faculty and individual departments doing this kind of work is not the same as an institution expressing what it’s shared vision or values could look like. Allison Pease adds that she plans to also take this to the Faculty Senate for a general discussion and possibly isolate part of the document that is about the six principles as that which could be passed by the
College Council. Much of this document is giving context to and defining terms around these issues and then giving examples about shared practices. The principles of pedagogy and curriculum would be what the college would endorse and commit to. She notes that this document is a draft intended to invite people into discussion; there are many ways this can and should be reshaped by people.

Professor Raymond Patton thanks them both for bringing this document forward and emphasizes that an institution-wide statement such as this is essential. His first reaction to the principles was that they could be even more specific and pointed, however, different faculty members are at different places and the current principals are a good middle space that has some clear principles but also leaves room for faculty to find their own meaning for them. When looking specifically at principal number four, "embodied learning: make use of learning strategies and techniques that developed students communication skills, cultural competency, empathy and emotional intelligence", he wonders about the addition of a clause in there on respecting and engaging students’ identities and strengths, while developing their communication skills and cultural competency. He notes that there is a tension between realizing that students have a lot of areas to grow into but also that students do come with strengths and not being able to use them can be defeating and actually part of these systems of oppression.

Professor Oboler questions why, as a Hispanic-serving institution, the college is focused on naming anti-Black racism specifically because to her it suggests that there are various forms of racism when there is one form which is white supremacy. Tayvhon Pierce responds by saying Professor Oboler’s point is largely related to American culture and society as well as the way that America has compartmentalized the understanding of ethnicities. When talking about anti-Blackness, we are directly talking about Latinx countries, particularly when speaking about the history of the slave trade and the history of Black people in the Western hemisphere; many cultures in Latin America are inherently based in Black and African histories, meaning that when people are talking about anti-Blackness, that directly relates and includes the histories of Latinx people. Professor Oboler states that while anti-Black racism is fundamental to the history of this country, Latinx identities and concerns are also important, and the document is worded in a way that makes it appear as though other groups are not being represented.

Professor Crystal Endsley says that the work and effort of creating this document is much appreciated. She says she appreciates the principals and the glossary that is incorporated. When discussing embodied learning, part of the definition includes cultural competency, empathy, and emotional intelligence, but the physical – what the body learns – needs to be mentioned. She wondered if responsible parties could be identified for the action throughout. It would add clarity throughout the college, as well as clarify the work UCASC would have to do as a committee dedicated to shifting curriculum. She also wondered about action steps beyond suggestions, such as training faculty.

Dean Byrne said it is important to move beyond values and vision to operationalize this, especially through the curriculum. When looking nationally, many institutions are putting out statements and doing the work, but according to previous faculty documents and the work the BSU is asking for, the solution is very much pointed towards the curriculum. There are some recommended actions in the document itself. An important piece of the work is for departments to take a look at how they map things and include the faculty that are not just in the governance bodies, but the faculty in departments – this is speaking directly about their courses and pedagogy. She says it is very important to ask institutional actors to take a look at these principals in a coordinated, cohesive way; there are already people doing this individually, but
what that means in terms of a whole department is in the hands of faculty so that we can bring
those pieces together. Most institutions put out their value statement and then move away, but
the legacy of the institution for students is in the curriculum. This is ensuring that there is some
overarching guide that is reflective of what everyone holds as important.

Professor Valerie West says that this document addresses things that are deeply seated in not
only the academy but everywhere. She appreciated the glossary, but the terms are used
interchangeably in ways that sometimes are not always helpful; even when discussing ‘racism’,
she notes that there are a variety of different forms of bias and not all of them are racism as it is
defined. Terms become a distraction from getting at what the college is trying to do which is
empower and embody our students and our history as a nation. When talking about the Latinx
community, the Latinx culture is in part a product of a colonial history, it comes rooted in a very
distinct culture or history. This document is going to lead to difficult but necessary
conversations that must happen in a constructive way so that students and faculty are able to
critically assess the material that they’re dealing with and contextualize their own experiences.
She notes that what she likes about the principles in this context is that they are open and broad
which will be helpful as not to castigate faculty for their lack of development. She emphasizes
that being able to build self-awareness is super important and it expresses itself differently in
every part of the curriculum and that governing bodies should not micromanage that
conversation as it has to organically grow from departments, and it has to be driven in part by
students.

Dean Byrne says that Professor West’s point on using the tools of the academy to do this work
strikes at the heart of what this work is about. It is more than just having a conversation; it is
equipping students and each other with disciplinary tools to get to do this kind of work.
Professor West says it helps to think about the world like research: if the question is a type-3
error, you might be getting the right answer for the wrong reasons. When talking about racism,
if we identify something as racist it might not be for the reasons that we think it is. She says it is
that depth of understanding that we need to build a capacity for because oftentimes the minute
you identify something as racist the conversation ends at the point where it must really go
deeper.

Professor Sergio Gallegos adds that we can go a bit further including as part of the framework
principles a commitment to a kind of democracy under students, in a broad way, we can better
address a number of these issues that have been discussed as a community. He says there is
beauty in John Jay being a diverse community full of diverse voices and that acknowledging that
we are a democratic community could go a long way towards the college addressing some of the
points that a number of people have made. The task of democracy is never ending because
democracy is always a work in progress, meaning that the conversation around being an anti-
racist institution will always a work in progress.

Registrar Matos adds that across the university there is a very concerning trend with low
enrollment of young Black and Hispanic males. We have to develop marketing and recruitment
tools that help the college do better with recruiting males, however, when they get to the campus
we must also work to retain them and help them graduate; having curriculum that speaks to
them and their issues, as well as growing mentoring services for them to ensure that they
succeed is critical to ensure we do not miss an entire generation. Dean Byrne adds that being an
institution committed to these things is more crucial than ever because our student success
efforts in this area must be grounded in the realities that our students are facing in the world.
Teaching to their experiences and understanding their experiences is a core part of what the
faculty who have contributed to these conversations that inform the document have done. The pandemic experience especially shines a spotlight on this urgency.

VP Hartigan expressed her concern over seeing a decline in the number of students applying to John Jay for Fall 2021 because the college is down 12% in applications and adds that when speaking to guidance counselors in Long Island she learned that high school students are being discouraged by their parents and counselors to pursue criminal justice fields. Professor West added that this is a national issue as criminal justice has been shrinking as a discipline and a field for years. There was a big boom of related programs growing quickly, but now they are all shrinking. PhDs are shrinking as well and there are fewer jobs out there for criminal justice faculty. Professor West wondered if the rest of CUNY is having this same issue. Sumaya Villanueva added that the decrease in African American, Black, and Latinx students enrolling in John Jay is true for all CUNY schools. She also noted that increasingly students are choosing not to go to college. The institution is also contending with the fact that many students are being impacted by mental health issues and stress caused by our current time.

Dean Byrne ended the meeting by thanking the committee for their feedback and saying goodbye to Professor Maria Julia Rossi for the rest of this semester and Vice President Ellen Hartigan for her time on UCASC and serving as our Interim Vice President of Enrollment Management and Student Affairs.

Submitted by,
Karen Argueta, scribe
1. **Dean’s Announcements** – Dean Byrne
   - New member: Vice President of Enrollment Management & Student Affairs Brian Kerr
   - Research and Practice Racial Justice Dialogues – Dean Anthony Carpi

2. **Approval of the minutes of February 19th, 2021**

3. **New Business**

   **Program Review / Programs Subcommittee**
   1. Self-Study for Certificate in Dispute Resolution
   2. Dual Admission Degree Programs for the AA in Liberal Arts from BMCC to BA Programs in the Humanities at John Jay (CUNY Justice Academy)
   3. Proposal to Revise the BA and Minor in Humanities & Justice Studies

   **General Education/Courses Subcommittee**

   **New Courses**
   1. HUM 2XX Writing in the Humanities: Writing for Real Life
   2. ISP 1WW (132) Monsters and What They Mean (Creative Exp)
   3. ISP 1YY (242) Stuff: An Investigation into the Meaning of Things (Ind & Soc)
   4. ISP 1ZZ (115) Voices of Migration (World Cultures)
   5. ISP 2XX (226) White Supremacy: Constructions of Race & Institutionalized Racism (U.S. Exp)
   6. HIS 2XX Famous Trials That Made History (CO: JC I [200-level])
   7. ACC 4XX Data Analytics for Fraud Examination

   **Course Revisions**
   1. Modern Languages 101-212 Bulk Course Revision
   2. Modern Languages SPA Literature Bulk Course Revision
   3. Modern Languages SPA Translation-Interpretation Bulk Course Revision
   4. SPA 250 Spanish for Criminal Investigation
   5. POL 101 American Government & Politics
   6. LIT 233 American Stories

   **Academic Standards Subcommittee**
   - Revision of the Pass/Fail Policy

   **Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum** (revised) - for endorsement

   **Attachments:**
Agenda for March 19th
Minutes of Feb 19th
Self-Study for Certificate in Dispute Resolution
Dual Admission Programs from BMCC to JJ Liberal Arts majors
Proposal to Revise BA and Minor in Humanities and Justice Studies
Revision of Pass/Fail Policy
Principles for a Culturally Responsive, Inclusive & Anti-Racist Curr
New Courses:
HUM 2XX Writing in the Humanities
ISP 1WW (132) Monsters and What They Mean
ISP 1YY (242) Stuff: An Investigation into the Meaning of Things
ISP 1ZZ (115) Voices of Migration
ISP 2XX (226) White Supremacy and Racism
HIS 2XX Famous Trials That Made History
ACC 4XX Data Analytics for Fraud Examination
ISP 2AA Punching Up: Comedy and Power
Course Revisions:
Modern Languages 101-212 Bulk Course Revision
Modern Languages SPA Lit Bulk Course Revision
Modern Languages SPA Translation-Interpretation Bulk Course Revision
SPA 250 Spanish for Criminal Investigation
POL 101 American Government & Politics
LIT 233 American Stories
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, March 19th, 2020 at 9:45 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

Present: Jana Arsovska, Dara Byrne, Bettina Carbonell, Angelique Corthals, Virginia Diaz-Mendoza, Crystal Endsley, Beverly Frazier, Sergio Gallegos, Brian Kerr, Katherine Killoran, Maria Kiriakova, Vincente Lecuna, Ke Li, Daniel Matos, Daniel Matos, Lorraine Moller, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Tayvhon Pierce, Michael Puls, Maria Julia Rossi, Katelynn Seodarsan, Edward Snajdr, Erin Thompson, Valerie West.

Absent: Kelly McWilliams, Susan Pickman, Nancy Velazquez-Torres, Zhu Xu.

Non-Voting Members and Guests: Karen Argueta, Maggie Arismendi, Rochelle Arms-Almengor, Alex Bolesta, Alexa Capeloto, Wynne Ferdinand, Katie Gentile, Richard Haw, Karen Kaplowitz, Elliot Liu, Tim McCormack, Sara McDougal, Shavonne McKiever, Tara Pauliny, Allison Pease, Dyanna Pooley, David Shapiro, Kate Szur, Sumaya Villanueva, Maria Volpe.

Dean’s Announcements

Dean Byrne begins by introducing the new Vice President of Enrollment Management and Student Affairs, Brian Kerr.

Approval of the minutes of February 19th, 2021

A motion was made by Professor Corthals and seconded by Professor Peters to approve the minutes. The minutes were approved with 24 votes in favor and 1 abstention.

New Business

Program Review / Programs Subcommittee

Self-Study for Certificate in Dispute Resolution

Dean Killoran introduced the Self-Study for Dispute Resolution by saying there has been an increased student interest over the years following changes to the program made five years ago, and an increase in student completion of the program. She notes that there is strong faculty dedication and leadership in the program that has fostered a culture of working closely with students to provide substantial advisement. 284 students have completed the internship in the last five years. Challenges of the program include needing more full-time faculty, as there are only two full timers dedicated to the program and many adjunct faculty, as well as needed work on their assessment plan.

Professor Maria Volpe and Professor Arms-Almengor gave an overview of the strengths of the certificate program as well as the challenges it faces.
Professor Volpe notes that Professor Arms-Almengor, one of the department’s two full-time faculty members, will be leaving John Jay in August to emphasize the need for more staff to maintain the level of engagement that students are accustomed to.

A motion was made by Professor Corthals and seconded by Professor Fischer to endorse the self-study. The self-study was approved with 25 votes in favor and zero abstentions.

**Dual Admission Degree Programs for the AA in Liberal Arts from BMCC to BA Programs in the Humanities at John Jay (CUNY Justice Academy)**

Dean Killoran introduced the first programs in the new CUNY Justice Academy pipeline for Humanities majors at John Jay. Since these programs are part of the CUNY Justice Academy, they must go through the governance process. She notes that Wynne Ferdinand worked with faculty of different departments within the humanities to establish the course equivalencies and create the articulation documents. Justice Academy programs allow for students to experience a seamless transition with support like mandatory advisement when they arrive at their senior colleges. Professor Raymond Patton expressed how exciting it is to see a pathway created for community college students to come to John Jay to study areas outside of criminal justice, as this is a great opportunity to show how the humanities can lead to a variety of different professional options that students might not be accustomed to thinking about.

A motion was made by Professor Corthals and seconded by VP Kerr to approve the articulation agreements. The articulations were approved with 25 votes in favor and zero abstentions.

**General Education/Courses Subcommittee**

**New Courses**

1. **HUM 2XX Writing in the Humanities: Writing for Real Life**

Wynne Ferdinand explained that this is a new addition to the Communications College Option general education category and is a product of the Writing Across the Curriculum faculty members in collaboration with several faculty members from the Humanities. There will be several of these courses that were developed from a college-wide awareness of the need to continue to develop students writing skills beyond English composition in preparation for the coursework they will do throughout their majors as well as the capstones. She notes that these courses are conceptualized not to be a major-specific requirement, but to be an introduction to the conventions and forms of writing in the Humanities disciplines writ large.

Professor Tim McCormack explained further that these courses are aimed at the fact that half of our students are transfer students who will not have taken their first year of writing at John Jay. Professor Tara Pauliny notes that while these courses are discipline-specific and different in terms of the conventions they are presenting to students, they are similar in that they are all
following good writing pedagogical practices while addressing anti-racist pedagogy in some way as well.

A motion was made by Professor Peters and seconded by Professor Corthals to approve HUM 2XX. The course was approved with 25 votes in favor and zero abstentions.

2. **ISP 1WW (132) Monsters and What They Mean (Creative Exp)**

Wynne introduced the course by saying it uses a comparative approach to explore the relationship and development of monsters to address or express social concerns. The course has an international orientation and uses diverse texts. The culminating assignment for this course is one where students conceived of their own monster and analyze it.

Professor Richard Haw said that all the new ISP courses being presented come from faculty who have been thinking about curricular renewal for a while. ISP is a new program where they are constantly asking what might be missing and what can be done to strengthen general education. He explains that the main thrust of this curricular initiative is to respond to the need to have a more culturally responsive curriculum. A lot of the classes are designed towards the final project which engages students in many different skills such as research and writing, interviewing, presenting, but they are also designed with the idea that students often don’t think of themselves as fit subjects to study their own backgrounds and roles. ISP 1WW Monsters and What They Mean is a covert way of bringing a culturally responsive curriculum forward. There is a huge part of the history of monsters, a course that seems light on the surface, that is about racism, xenophobia, sexuality, and gender.

A motion was made by Professor Peters and seconded by Professor Corthals to approve ISP 1WW. The course was approved with 25 votes in favor and zero abstentions.

3. **ISP 2XX (226) White Supremacy: Constructions of Race & Institutionalized Racism (U.S. Exp)**

Wynne introduced the course by saying a challenging discussion is being had around the subject matter of this course as well as larger questions about collaborating across the college on the implementation of new curriculum that addresses issues of racism, white supremacy, and the introduction of more culturally responsive pedagogy into the classroom. This course takes on a construct that is historic while looking at current issues that are pervasive in our institutions, culture, and society.

Professor Katie Gentile explained that the United States is shaped by things like white supremacy, land stealing, and genocide. This course was made to discuss white supremacy as a series of systems that undergird the United States. The impetus for wanting to create this course was the feeling that many instructors tend to disguise white supremacy when teaching it in classes. It is important to introduce students to the concept by looking historically at ways that the United States was founded on practices of white supremacy.

A motion was made by VP Kerr and seconded by Professor Fischer to approve ISP 2XX. The course was approved with 25 votes in favor and zero abstentions.
4. ISP 1YY (242) Stuff: An Investigation into the Meaning of Things (Ind & Soc)

Director Ferdinard introduced the course by explaining that it is looking at the consumerism and materialism of American culture. The kinds of assignments students complete include a current events journal where students document issues that come up and the 'stuff' that might be connected to these issues. Students will complete an assignment to analyze an object that they feel represents New York, as well as write about connections between the packaging of stuff and the way different objects are presented to different groups in society. Professor Haw said the course is ultimately about the identity we associate with material culture in a world where we are often defined by our stuff more than who we are.

A motion was made by Professor Peters and seconded by Professor Corthals to approve ISP 1YY. The course was approved with 25 votes in favor and zero abstentions.

5. ISP 1ZZ (115) Voices of Migration (World Cultures)

Wynne Ferdinard began by saying this course looks at migration and what kinds of conditions, crises, or goals precipitate large scale migrations. It also looks at how people, through their migration, in turn influence the environments they exit and enter. Students will complete a project about a migration that is personal to them and will also engage in a comparative exploration of global perspectives on migration through a diverse use of images films and texts throughout the course.

Professor Haw further explained that though the college has courses on migration, it does not have courses that try to discuss both ends of the migratory journey: why people leave situations in home countries and what the receiving situation is like. Students will be doing project-based learning, such as interviewing a family, doing historical research into a specific trend in migration; in doing so, they learn different methods of critical thinking about lots of different types of evidence and material.

Professor Oboler noted that there are a few assignments in the syllabus centered around asking for students' immigration stories and has found when that topic is brought up in her courses that students sometimes say they do not have an immigration story. Professor Haw explains that everyone has come from somewhere, and that for some students that may mean having to go back a bit farther in history. The course will help a student think about different types of evidence associated with that journey.

A motion was made by Professor Corthals and seconded by Professor Peters to approve ISP 1ZZ. The course was approved with 25 votes in favor and zero abstentions.

6. HIS 2XX Famous Trials That Made History (CO: JC I [200-level])

Wynne introduced the course as reflective of many of the features of the first year and transfer seminars that are offered at the 100-hundred level in the Justice Core. This course is focused on famous trials students will read to analyze and understand connections to larger justice issues. Professor Sara McDougall elaborated by saying that it is exciting for her to be able to use these trial records to introduce the students to John Jay's mission and history as famous trials are something many are interested in. Students engage with the topic through more than just
traditional writing assignments and reflective papers as the course incorporates group work, podcasts, etc.

A motion was made by Professor Oboler and seconded by Professor Corthals to approve HIS 2XX. The course was approved with 25 votes in favor and zero abstentions.

7. ACC 4XX Data Analytics for Fraud Examination

Wynne introduced the course as a way for students to learn to extract, interpret and develop data used to create financial reports. The subcommittee was really interested in the troubleshooting discussion board feature of the course as it seems like a great way to engage students in whatever questions they might have, especially in the online setting. Students will practice the skills they need to effectively extract and analyze data and consider the ethical concerns around the way we use and/or interpret data. Professor David Shapiro explained that not only is this course designed to be a summative and formative course as it is at the 400-level, but it reintroduces students to concepts that they may have learned earlier. This course brings students’ Microsoft Excel skills to a higher level and introduces them to data visualization software. He notes that it is important not to neglect discussions of ethics in this course as it allows students to face the potential reality that data and its effects can live a long time.

A motion was made by Professor Peters and seconded by Professor Corthals to approve ACC 4XX. The course was approved with 25 votes in favor and zero abstentions.

Course Revisions

1. Modern Languages 101-212 Bulk Course Revision
2. Modern Languages SPA Literature Bulk Course Revision
3. Modern Languages SPA Translation-Interpretation Bulk Course Revision
4. SPA 250 Spanish for Criminal Investigation
5. POL 101 American Government & Politics
6. LIT 233 American Stories

Dean Killoran noted that course revision items 1-4 would benefit from being voted on as a slate.

A motion was made by Professor Carbonell and seconded by Professor Corthals to take course revision items 1-4 as a slate.

Dean Killoran introduced three bulk proposals that would make wholesale changes to the course descriptions across the Modern Languages department’s curriculum. The first one deals with all of the languages available at the college; the department is standardizing the way they talk about these courses, as some of them have been on the books for a long time, as well as emphasizing that they often deal with issues of gender, race, culture and ethnicity. The second proposal deals with the Spanish literature courses, where the department will again be refreshing the course descriptions to emphasize the various issues the courses address. The final bulk proposal is to tighten up the descriptions of the courses in Interpretation and Translation, which is a concentration in the major. The final relating revision is to the course description of SPA 250 as well as a course title change from “Spanish for Criminal Investigators” to “Spanish for Criminal Justice”.

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The slate was approved unanimously with 25 votes in favor.

A motion was made by Professor Carbonell and seconded by Professor Corthals to accept course revision items 1-4. The course revisions were passed unanimously with 25 votes in favor.

Dean Killoran explained that the change to POL 101 American Government & Politics is to make the course description more robust and reflective of the course.

A motion was made by Professor Corthals and seconded by VP Kerr to accept the course revisions for POL 101. The course revisions were passed unanimously with 25 votes in favor.

Dean Killoran explained that LIT 233 American Stories is proposing a change in title of the course to “America Stories of Promise, Power and Protest” to sound more appealing to students. There are also minor changes in the course description.

A motion was made and seconded to approve the revision of LIT 233. It was approved unanimously with 25 votes in favor.

Academic Standards Subcommittee
Revision of the Pass/Fail Policy

Dean Byrne introduced the revision to the Pass/Fail Policy as a response to the challenging way the previous semester ended with a late motion to bring through a flexible grading policy to support students. There was confusion between what CUNY would allow each college to do, and by the time all the details were worked out the end of the semester was approaching quickly, and many faculty and staff members expressed concern for bringing through a policy without time to properly advise students or for them to seek guidance from financial aid and things of this nature. This is the revision of a policy for the college that would allow for an emergency application. It is a proposal to take the college’s existing Pass/Fail Policy and change it to a Pass/No Credit Policy by using the current concept of pass/fail. During non-emergency times, the current Pass/Fail Policy allows for students to opt in to taking up to four non-general education courses as pass/fail. In an emergency, if approved, this is the governance basis to allow the College Council to vote to invoke that part of the policy or not.

Registrar Daniel Matos adds that there is a distinct difference between this Pass/No Credit Policy and what the college is accustomed to as the Credit/No Credit Policy. The Credit/No Credit Policy was a university-wide policy which could only be approved by the University and was a post-grading policy. Meaning, grades were submitted by faculty and students could then elect to change their grade to a credit/no credit. This is particularly unique, as all other grading policies are pre-grading policies, meaning the students must make the choice prior to the withdrawal deadline before grades are submitted by faculty. Now, the withdrawal deadline has been permanently extended by CUNY to the end of the semester. The other major difference is that while there was a CUNY first solution to past Credit/No Credit policies, the Pass/No Credit Policy for John Jay will be a manual process. Meaning, the folks in the Registrar's Office will have to manually touch each student’s record to change the grading basis to pass/no credit. He ended by stating that, as with the past emergency policy, for each semester that it is
implemented, faculty will be asked for a list of the courses that are excluded from the Pass/No Credit Policy.

Professor Patton asked for clarity on whether the policy will be able to apply to general education courses. Dean Killoran clarifies that under the emergency situation, it can apply to all courses except those excluded by departments, meaning it would be the same procedure that was done in the Fall 2020 semester where departments were given the opportunity to identify courses that were excluded from the Credit/No Credit Policy.

Professor Frazier noted that in the past, CR/NC has sounded like an audited class. Dean Byrne explains that the difference is that the only folks that are eligible for audited classes within CUNY are senior citizens. In certain classes, matriculated students have the option to switch the grading from the A through F scale to pass/fail. The F in and of itself can be punitive in many ways, particularly in terms of financial aid and recovery options, that would make taking a ‘no credit’ a better option even despite the existing F-repeat policy. The problem is that some students switch majors and will not go back to repeat the class from their prior discipline because they are moving on. Additionally, in times of emergency, like the last two semesters it is helpful to have a policy in place that can be invoked should the college have another situation that calls for its need.

Professor Peters asks if there is a way to ensure students receive mandatory advisement before opting into the policy as an emergency, and Dean Byrne clarifies that the emergency would be declared by the college not by students on an individual basis. Mandatory advisement for all students opting into CR/NC is not written into the existing policy nor the one being proposed as there are not enough advisors to handle that demand.

A motion was made by Professor Endsley and seconded by Professor Corthals to approve the policy. The policy was approved with 25 votes in favor and zero abstentions.

**Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum**

Dean Byrne explains that after feedback from UCASC last month, Professor Oboler, Endsley, Diaz-Mendoza, and Gallegos all aided in writing the revisions to this document. The Council of Chairs and Faculty Senate also gave their input and aided with this updated version. Professor Lorraine Moller expressed that given the recent rise in anti-Asian racism and assaults, there should be mention of this group within this document. This point is echoed by Professor Oboler and student representative Ciomara Dominguez. Associate Provost Pease thanked them for their input and pointed out that the Faculty Senate Subcommittee on Racial Justice and Inclusion asked for anti-Black racism to specifically be named, as ‘naming’ is crucial to understanding what is being experienced. She expressed concern though for the document to begin listing all known biases. Professor Valerie West adds that flexibility in language of the policy may be a better way to lean as opposed to itemization of identities, as it would allow room for that list to be as inclusive as possible. Dean Byrne advised everyone to remember that this document is responding to a call to action from the student body, faculty, and some work in the strategic plan specifically around anti-racist work. It was specifically in that nature that the students came
forward asking for the college to speak about anti-Black racism and its relation to the curriculum. This call to speak up evolved out of the violent experience of witnessing the murder of George Floyd. She says that there is certainly a need to do all the work around inclusion but needs the committee to understand that this document was born out of a response to anti-Black racism and a call to action that came directly to Dean Byrne and Provost Pease. It chronicles a long history of students and faculty leadership engaging in conversations around racial injustice, particularly led by the Latin American and Latinx Studies and Africana Studies departments as well as student activists, which is where the importance lies in recognizing that this call to action was brought about by a very specific history. There is room to do work around other types of things, as they deserve their own place and significance in the same way the call to action around anti-Black racism deserves its own recognition. It is particularly important, at an institution with “criminal justice” in the name, to address the Black experience with injustice and layer it throughout the curriculum.

A motion was made by Professor Moller and seconded by VP Kerr to approve the policy with the understanding that the discussed sentences will be worked out and shared them back out to this committee. The policy was approved with 25 votes in favor and zero abstentions.

The meeting concluded at 12:00pm.

Submitted by,

Karen Argueta, scribe
1. **Dear’s Announcements** – Dean Byrne
   a. Update on P/F Policy revision
   b. Update on Principles for a Culturally Responsive, Inclusive & Anti-Racist Curriculum

2. **Approval of the minutes of March 19th, 2021**

3. **Old Business - None**

4. **New Business**

**Program Review / Programs Subcommittee**
1. Self-Study for BA in Sociology
2. Proposal to Revise the BS in Criminal Justice (Institutional Theory & Practice (CJBS))
3. Proposal to Revise the Minors in Africana Studies and Africana Studies Honors
4. Proposal to Revise the BS in Fraud Examination
5. Proposal to Revise the Minor in Fraud Examination
6. Proposal to Revise the Certificate in Forensic Accounting
7. Proposal to Revise the BS in Applied Math
8. Proposal to Revise the BS in Computer Science and Info Security & Minor in Computer Science
9. Proposal to Revise the Mathematics Minor

**General Education/Courses Subcommittee**

**New Courses**
1. ISP 2BB (215) Colorism: a Global Perspective on Colonial Violence (WC)
2. ISP 2AA (237) Laughing at Ourselves: Comedy and Identity (CE)
3. SSC 2XX Writing in Criminal Justice: Bridging Theory & Practice in Research (CO: Communications)
4. SSC 2YY Writing in the Social Sciences: Learning Powerful Authorship (CO: Communications)
5. EDU 2XX (277) Education as Power to Heal - Experiential Learning
6. LIT 1XX Crime Stories (CE)
7. HJS 2XX Race and Resistance (CO: LP)
8. ECO 2XX Movements for Economic Justice (CO: JCI 200-level)

**Course Revisions**
1. ANT 315 Systems of Law (CO: JCII – Justice in Global Persp)
2. CHS 310 Advanced Interpersonal Counseling Skills
3. ECO 215 Economics of Regulation and Law
4. ECO 235 Finance for Forensic Economics
5. ECO 270 Urban Economics
6. ECO 280 Economics of Labor

**Attachments:**

Agenda for April 16th
Minutes of March 19th
Self-Study for BA in Sociology
Revise the BS in Criminal Justice (Institutional Theory & Practice (CJBS))
Revise the Minors in Africana Studies and Africana Studies Honors
Revise the BS & Minor in Fraud Examination
Revise the Certificate in Forensic Accounting
Revise the BS in Applied Math
Revise the BS in Computer Science and Info Security & Minor in Computer Science
Proposal to Revise the Mathematics Minor

New Courses:
ISP 2AA (237) Laughing at Ourselves
ISP 2BB (215) Colorism
SSC 2XX Writing in Criminal Justice
SSC 2YY Writing in the Social Sciences
EDU 2XX (277) Education as Power to Heal
LIT 1XX Crime Stories
HJS 2XX Race and Resistance
ECO 2XX Movements for Economic Justice

Course Revisions:
ANT 315 Systems of Law
CHS 310 Advanced Interpersonal Counseling Skills
ECO 215 Economics of Regulation and Law
ECO 235 Finance for Forensic Economics
ECO 270 Urban Economics
ECO 280 Economics of Labor
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, April 16th, 2021 at 9:45 a.m. on Zoom. Dean Dara Byrne called the meeting to order.

Present: Jana Arsovska, Dara Byrne, Bettina Carbonell, Angelique Corthals, Virginia Diaz-Mendoza, Crystal Endsley, Beverfy Frazier, Sergio Gallegos, Brian Kerr, Katherine Killoran, Maria Kiriakova, Vincente Lecuna, Ke Li, Kelly McWilliams, Lorraine Moller, Suzanne Oboler, Raymond Patton, Judy-Lynne Peters, Susan Pickman, Michael Puls, Katelynn Seodarsan, Edward Snajdr, Erin Thompson, Valerie West, Zhu Xu.

Absent: Ciomara Dominguez, Vincente Lecuna, Daniel Matos, Tayvhon Pierce, Nancy Velazquez-Torres.


Dean’s Announcements

Update on P/F Policy Revision

Dean Byrne begins by saying the P/F policy revision that UCASC sent forward was met with a unanimous positive vote at College Council. There was a motion put forward by VP Brian Kerr to apply the past Credit/No Credit policy, based on the recently approved revision, to the spring semester. It was met with affirmative responses from Faculty Senate and College Council itself, however, CUNY said we did not meet the Board of Trustees deadline for approval. Meaning, there will not be a flexible grading policy in place this semester for students despite efforts from John Jay itself. About 2,000 students, who make up about 1/5th of the college population, have taken advantage of the flexible grading policy in the semesters it was offered. This is a batch of students that have encountered something very difficult but were able to persist and continue their journeys because of the flexible grading policy. She adds that, given the statistics around degree completion, having a policy in place at two points in the pandemic that allowed students to remain in college was a win. She aims to continue discussions with academic departments around support methods for recovery surrounding courses taken during the pandemic, focusing on the methodological practices of each discipline. Faculty members have been commenting about the decline in accumulated knowledge and skills, and that what they are used to seeing from upper-level students is not the same. She believes that having recovery clinics sends the message that faculty and staff are here to affirm and support students’ continuity in college and encourages faculty to begin thinking of ways to do this and speaking with their department’s major coordinator.

Update on Principles for a Culturally Responsive, Inclusive & Anti-Racist Curriculum
Dean Byrne says that the Principles received a unanimous approval at College Council. She said this is a testament to how faculty and staff seek to affirm each other’s work and collaborate around critical issues around inclusion, racial justice, and what can be done in classrooms to advance a space of learning for everyone. This move is especially important as the college learns specifically about anti-Black racism and its relationship to the way multiple forms of exclusion, discrimination, and hostility unfold in a range of spaces.

**Approval of the minutes of March 19th, 2021**

A motion was made by Professor Gallegos and seconded by Professor Pickman to approve the minutes. The minutes were approved with no changes with 20 votes in favor and 3 abstentions.

**New Business**

**Program Review / Programs Subcommittee**

**Self-Study for BA in Sociology**

Dean Killoran introduced the self-study by saying the Sociology Department was very responsive to the feedback given to them by the subcommittee during their first draft. The department did regular assessment of student learning, however, the committee noted that at the five-year point they would like to see more assessment activities at a program-level to draw conclusions about the learning happening within the major. The committee also suggested for the department to strengthen the links between the major and the fields of employment students are going into.

Robert Garot shared that when the major began, they had 18 students the first semester and went up to 78 in the first full year. Now, the major has around 180 and the minor has 200. Jana Arsovksa notes that because sociology is a study of stratification and inequality, the strength of the department lies in studying issues of gender, race, and ethnicity, which almost every course explores to some degree. She shares that the major is unique in the way they try to focus on analytical skills and asks students to take two methods courses as well as two theory courses. This is different from other Sociology majors, which she sees as a strength of the program. The department will be revising the learning objectives to be more measurable, accessible, and to be in line with a quality mission with the new initiatives for a culturally affirming and anti-racist curriculum in mind. Carla Barrett shared that the department has ample plans for improving the major and its assessment in the future.

A motion was made by Professor Oboler and seconded by Professor Patton to endorse the self-study. The self-study was approved unanimously with 23 votes in favor.

**Proposal to Revise the BS in Criminal Justice (Institutional Theory & Practice (CJBS)**

Dean Killoran introduced the revision as adding some Africana Studies and Latin American Studies courses to the major. Professor Christopher Herrmann said that when his department heard of the anti-racism, equity, and inclusion principles in the beginning of the school year, they looked for and found great courses within Africana and Latin American Studies that could
be added to the major. Through a partnership with both departments, they upped the number of required diversity-specific courses and incorporated several Africana and Latin American Studies courses throughout the major. The department is working to develop new courses as well as revising old ones with the previously mentioned principles in mind.

A motion was made by Professor Oboler and seconded by Professor Corthals to approve the revisions. The revisions were approved unanimously with 23 votes in favor.

Proposal to Revise the Minors in Africana Studies and Africana Studies Honors

Dean Killoran stated that the change involves adding two courses as elective choices to the minors. She notes that the courses fit in with the spirit of the curriculum in the rest of Africana Studies, with a focus on community and justice issues. Professor Crystal Endsley adds that many students within Africana Studies were interested in SEI courses; this revision is an effort to streamline that overlap in interest.

A motion was made by Professor Corthals and seconded by Professor Peters to approve the revisions. The revisions were approved unanimously with 23 votes in favor.

Proposal to Revise the BS in Fraud Examination, Minor in Fraud Examination, and the Certificate in Forensic Accounting

Dean Killoran noted that course revision items 4-6 would benefit from being voted on as a slate.

A motion was made by Professor Peters and seconded by Professor Corthals to take course revision items 4-6 as a slate.

Dean Killoran stated that the items all involve similar changes regarding adding a new course (ACC 4XX: Data Analytics for Fraud Examiners) to the major and minor in Fraud Examination as well as replacing another required course in the certificate in Forensic Accounting. The course was created in response to feedback the department had received from professionals in the field that students needed more skills in data analytics. Professor David Shapiro adds that this came about in large part through adjunct input and persistence as individuals who know the field well.

The slate was approved unanimously with 23 votes in favor.

A motion was made by Katelynn Seodarsan and seconded by Professor Corthals to accept course revision items 1-4. The course revisions were passed unanimously with 23 votes in favor.

Proposal to Revise the BS in Applied Math, BS in Computer Science and Info Security & Minor in Computer Science, and the Mathematics Minor

Dean Killoran noted that course revision items 7-9 would benefit from being voted on as a slate.
A motion was made by VP Kerr and seconded by Professor Oboler to take course revision items 7-9 as a slate.

Dean Killoran notes that the changes are all similar and involve adding faculty mentored research courses, both in math and computer science, as elective options for students. The departments are utilizing independent studies and faculty mentored research in a bigger way for their upper-level students. Additionally, the Mathematics minor is undergoing an adjustment of the total number of credits for the different areas of the majors and minors, due to the calculus sequence increasing to four credit classes.

The slate was approved unanimously with 23 votes in favor.

A motion was made by Katelynn Seodarsan and seconded by Professor Peters to accept course revision items 7-9. The course revisions were passed unanimously with 23 votes in favor.

**General Education/Courses Subcommittee**

**New Courses**

1. **ISP 2BB (215) Colorism: A Global Perspective on Colonial Violence (WC)**

Wynne Ferdinand explained that this course will be a new offering in the World Cultures and Global Issues category of the General Education curriculum. Students will read selections that are international in scope and comparative in nature and make observations about the impacts of colorism in their own day to day experiences so that they can think critically about colorism as a harmful force and learn about current and historical resistance movements against it. Students will complete a series of reading response papers, colorism observation journals, quizzes, and a final paper. Wynne pointed out that the final paper assignment involves students picking a non-U.S. country to research on how colorism has shaped that society.

A motion was made by Professor Pickman and seconded by Professor Corthals to approve ISP 2BB. The course was approved unanimously with 23 votes in favor.

2. **ISP 2AA (237) Laughing at Ourselves: Comedy and Identity (CE)**

Wynne Ferdinand introduced the course as a new option in the Creative Expression category of the General Education curriculum. Students in this course will explore the ways people use comedy to understand identity, they will read and review a variety of comedic genres representing diverse groups, and complete weekly writing assignments, participate in class presentations and debates. They will complete a term project that presents students with three different formats to choose from: a formal paper, a comic scene involving characters from the work students read, and students themselves performing a standup routine about their own experiences with their identities. Wynne highlighted that part of the work students do in week one is to develop their own rubric for evaluating comic works.

A motion was made by Professor Corthals and seconded by VP Kerr to approve ISP 2AA. The course was approved unanimously with 23 votes in favor.
3. **SSC 2XX Writing in Criminal Justice: Bridging Theory & Practice in Research (CO: Communications)**

Wynne Ferdinand introduced the course by saying it is a new offering for the Communications category in the College Option of the General Education curriculum. Students will both practice scholarly writing and preparation for subsequent courses in their majors and develop their ability to critically evaluate scholarly works to recognize the presence of power structures and biases in criminal justice research. This course is an open access course and includes a focus on research writing alongside the studies of efforts to decolonize criminal justice research. It has three units which develop students’ capacity for research, writing, and criminal justice, including evaluating arguments and proposing a research project synthesizing sources for a literature review and developing a research proposal and presentation.

Professor Tara Pauliny explained that this is one of four courses like that the department has created this semester. It is a collaboration between the Writing Across the Curriculum program and an interdisciplinary group of faculty and noted that courses like this will help give transfer students especially the necessary exposure to be able to write effectively in their disciplinary courses.

A motion was made by Professor Corthals and seconded by Professor Oboler to approve SSC 2XX. The course was approved unanimously with 23 votes in favor.

4. **SSC 2YY Writing in the Social Sciences: Learning Powerful Authorship (CO: Communications)**

Wynne Ferdinand introduced the course as part of the Communications category in the College Option of the General Education curriculum. Students in this course will develop scholarly writing skills and develop their understanding of the researcher or writer’s position of authority. This course uses openly accessible text to introduce students to the genre and conventions of anthropology, political science, economics, psychology, and sociology. It has four units, which include defining social science problems, reading a literature review, doing research-based writing using a data set and writing for social sciences, all for a public audience.

A motion was made by Professor Corthals and seconded by Professor Oboler to approve SSC 2YY. The course was approved unanimously with 23 votes in favor.

5. **EDU 2XX (277) Education as Power to Heal - Experiential Learning**

Wynne Ferdinand began by saying this course is a new experiential learning offering for students enrolled in the SEEK program. She noted that it has been interesting to observe as more experiential learning courses get developed and how different departments interpret ways of integrating those practices into their major programs. This course builds on the experience of EDU 100, which is the first-year seminar offered to SEEK students. This course will engage students in critical analysis to make connections between their education histories to areas of activism and community engagement they would like to explore off-campus. The course is designed to create a reciprocal learning environment with faculty serving in a facilitator role alongside students. Students’ investigations culminate in the ‘world of work’ project, where they will visit a community-based or nonprofit organization to investigate its practice and consider how the organization or its staff reckon with oppressive and hierarchical structures. Students also do a fair amount of exploration and preparation to seek out additional opportunities after the course.
Professor Gabrielle Cuesta noted that this kind of course has been requested by students. They have been excited to engage in activism work, and are often knowledgeable about systems of oppression, and want to learn tools to engage in their communities and work towards transformative justice. She hopes that this course is a pathway for them to explore that and then also use those tools in any career that they choose.

A motion was made by Professor West and seconded by Professor Oboler to approve EDU 2XX. The course was approved unanimously with 23 votes in favor.

6. LIT 1XX Crime Stories (CE)

Wynne Ferdinand introduced the course as a new literature offering in the Creative Expression category in the General Education curriculum. Students will practice close reading, analytical, and critical thinking skills as they read contemporary and historical crime fiction to explore various presentations of criminal justice law and communities, alongside questions these works raise about race, gender, power, and privilege. Students will apply their understandings of a series of literary critical terms to interrogate authors’ construction of characters, like detectives and perpetrators of crimes, and the ways in which these characters interact with and interpret criminal activity. In addition to a diverse reading list, students will also collaborate on a project to analyze one of the many crime series on TV.

Professor Al Coppola expressed surprise that this course did not already exist as it fits so well within the curriculum of a college like John Jay. The English department wants to build their Creative Expression offerings, as well as their selection of 100-level classes. He hopes that because many students taking the course will be in their first few semesters of college, that there is ample opportunity to build community across sections of this class. The group project is fueled by the hope that many students are going to take this course because of their interest in crime shows and true crime. This course gives them an opportunity to critically study something that they are already passionate about and interested in.

A motion was made by Professor Corthals and seconded by Professor Pickman to approve LIT 1XX. The course was approved with 23 votes in favor.

7. HJS 2XX Race and Resistance (CO: LP)

Wynne Ferdinand introduced the course by saying students will read historic literary and philosophical texts to examine how definitions of grace have been employed to sustain higher power and hiring hierarchies and to learn about the strategies and effects of resistance and rebellion to these practices. Students will complete three major assignments for this course, weekly discussion posts, annotated bibliographic entries preceding the week’s readings, and short papers using only source materials from the syllabus to ensure students have the opportunity to engage critically and closely with the assigned text, while practicing their synthesis and analysis skills. This course is being added to the Learning from the Past area of the College Option.

Professor Bettina Carbonell added that the idea of resistance was central to the conception of the course with emphasis on agency. The global and pan-historical nature of the course will vary depending on who is teaching it, but the learning objectives will remain the same.
A motion was made by Professor Corthals and seconded by Katelynn Seodarsan to approve HJS 2XX. The course was approved with 23 votes in favor.

8. ECO 2XX Movements for Economic Justice (CO: JCI 200-level)

Wynne Ferdinand introduced the course as a new 200-Level Justice Core course that will serve sophomore transfers. Students in this course will investigate the economic arguments that inform social justice movements. The course is designed to be adapted to suit the interest of the faculty teaching it, but will always retain a few core features, including a collective project where students collaboratively investigate a social movement, as well as exposure to the movement. Examples include the push for the eight-hour workday, the March on Washington for jobs and freedom, and contemporary movements around slowing global warming. Students will complete a formal assessment of the knowledge they developed in the course in the form of a final and will also participate in a scaffolded research experience over the whole semester to ensure they demonstrate their learning in varied formats.

A motion was made by VP Kerr and seconded by Professor Peters to approve ECO 2XX. The course was approved with 23 votes in favor.

Course Revisions

1. ANT 315 Systems of Law (CO: JCII – Justice in Global Persp)
2. CHS 310 Advanced Interpersonal Counseling Skills
3. ECO 215 Economics of Regulation and Law
4. ECO 235 Finance for Forensic Economics
5. ECO 270 Urban Economics
6. ECO 280 Economics of Labor

Wynne Ferdinand explained that the title and course description for ANT 315 are being revised to better reflect the course itself. It has also been mapped to the 300-Level Justice Core category, specifically within Justice in the Global Perspective. Wynne noted that, as stated in the department’s rationale, the course is a great addition to the category because it gives students an opportunity to develop an advanced understanding of the cultural context and frameworks for struggles for justice throughout the world as it provides foundational, anthropological, and comparative perspectives of different systems of justice and law, as well as how these systems may also include inequalities, disputes, and conflicts.

Professor Edward Snajdr explained that this revision has three goals: to revise the title, to revise the description, and add to the General Education curriculum. The course is an examination of concepts of justice and conflict solving from the vast ethnographic record and anthropology which is global in scope and reaches many different places. The course had taught using upper-level content as a theory class in legal and political anthropology which covers a broad examination of culture-specific forms of law, order, and justice. There are many places around the world where religion is part of notions of justice and conflict resolution, and even places where systems of magic, sorcery, and elements of the supernatural take on that role. The course covers these ideas through a global and local scope through ethnography.

A motion was made by Professor West and seconded by Professor Oboler to accept the course revisions for ANT 315. The revisions were approved unanimously with 23 votes in favor.
Dean Killoran explained that the department is proposing to make two changes to the course description for CHS 310: one to correct an error in the number of field work hours the course contains (which would be 10), and another to explicitly let students know that the Safe Zone Allyship training is required.

A motion was made by Professor Gallegos and seconded by Professor Corthals to accept the course revisions for CHS 310. The course revisions were passed unanimously with 23 votes in favor.

Dean Killoran noted that course revisions 3-6 would benefit from being voted on as a slate.

A motion was made by Professor Gallegos and seconded by Professor Oboler to take course revision items 3-6 as a slate.

Dean Killoran explained that course revisions 3-6 all contain similar changes as the Economics department seeks to update their curriculum. Recently, they increased the requirement for the 300-level electives in the economics major, meaning students are now taking courses that have not been offered in a while and require a course refresh. The department is raising these courses to the 300-level, increasing the sophistication of the learning outcomes, upping the reading and writing requirements in the courses, and the sophistication of the assignments.

Professor Jay Hamilton acknowledged the use of the term “sexual preference” as opposed to “sexual orientation” in the new course description for ECO 270. Several committee members agree that “sexual orientation” is a better term to use and agreed to vote on the slate with the inclusion of that friendly amendment.

The slate was approved unanimously with 23 votes in favor.

A motion was made by Professor Peters and seconded by Professor Corthals to accept course revision items 3-6. The course revisions were passed unanimously with 23 votes in favor.

The meeting concluded at 11:40pm.

Submitted by,

Karen Argueta, scribe
Committee on Student Interests
Committee on Student Interests
Meeting schedule 2020-2021

October 20, 2020
November 23, 2020
January 27, 2021
March 1, 2021
April 29, 2021
MINUTES FOR:

Committee on Student Interests (COSI)
Tuesday, October 20, 2020
1:40PM, Zoom

Attendees
Michael Martinez-Sachs, Assistant Vice President and Dean of Students
Mark Francis, Interim Director of Athletics
Danielle Officer, Senior Director of Student Affairs and Conduct Officer
Nicole Elias, Faculty
Ellen Belcher, Faculty
Jan Martinez, staff
Julia Jacobellis, student
Esther Sompolinsky, student
Michaela D’Argenio, student
Kayla Noll, student
Rachel Brown (recorder)

Chair convened the meeting at 1:42PM.

Introductions were made and a brief overview of the Committee’s role was given.

Motion to approve the minutes from the March 10, 2020 meeting: Mark Francis.
Seconded: Ellen Belcher
Vote: 9 approve, 0 abstain, 0 agains
Motion passes.

Discussion: Registration for Winter 2021 will open on November 16. Registration for Spring 2021 will open on December 1. The class schedule is already available for viewing online. Registration dates will be publicly posted after they are announced by the Chancellor.

Discussion: The Pass/Fail option that was available to students in Spring 2020 as a pandemic measure is not available to students in Fall 2020 or subsequent semesters.

Discussion: The renovations of the second floor bathrooms in Haaren Hall are complete and the renovations for the first floor bathrooms in Haaren Hall are ongoing.

Discussion: The renovations of the Athletics fitness room and offices are ongoing.

Meeting adjourned at 2:15PM.

Next meeting: Tuesday, November 24, 2020 at 1:40PM via Zoom
Committee on Student Interests Meeting (COSI)
Tuesday, November 23, 2020
1:40PM

Minutes

ATTENDEES
Michael Martínez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Mark Francis, Interim Director of Athletics
Ellen Belcher, Faculty
Nicole Elias, Faculty
Julia Jacobellis, student
Esther Sompolinsky, student
Michaëla D’Argénio, student
Kayla Noll, student
Rachel Brown (recorder)

Motion #1: Motion to approve minutes from October 20, 2020 meeting – Mark Francis
Second: Nicole Elias
Vote: Approve [4], Abstain [0], Oppose [0]
Action: Motion passed

Discussion: Update on Winter and Spring 2021 classes. Classes will be remote except for some lab classes. Fall 2021 classes haven’t been decided. Campus space is available for students who want to study. Students must first fill out the online reservation form, and then download and pass the Everbridge app screening to gain access to campus. The Library isn’t currently open.

Discussion: The computer lab that was supposed to be open for students has been closed. Additionally, printers have not been restocked with paper and ink/toner on a regular basis. The Dean of Students will follow up with DoIT, and Finance and Administration, about both.

Discussion: Re-opening is part of the College’s pandemic response plan. Plans made for closing and re-open happen at the campus level but can be superseded by both CUNY Central and the Governor of New York State directives.

Discussion: Allowing students the credit/no credit option for Fall 2020 classes. A petition to allow this was submitted to the University Student Senate by John Jay’s Student Council. Student Council will need to be consulted for an update on the status of the petition.

Next meeting: December 15, 2020

Link to Zoom meeting: https://jjay-cuny.zoom.us/j/86387008600?pwd=V2xKdS9ZcGdjZmM2MlkrL1hHZmwyUT09
Committee on Student Interests Meeting (COSI)
Wednesday, January 27, 2021
1:40PM, Zoom

Minutes

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Mark Francis, Interim Director of Athletics
Danielle Officer, Senior Director for Student Affairs
Ellen Belcher, Faculty
Nicole Elias, Faculty
Jan Luis Mendez Garcia, student
Julia Jacobellis, student
Kayla Noll, student
Rachel Brown (recorder)

Motion #1: Motion to approve minutes from November 23, 2020 meeting – Mark Francis
Second: Nicole Elias
Vote: Approve [7], Abstain [0] Oppose [0]
Action: Motion passed

Update on return to campus for Fall 2021: The Chancellor's latest memo directs colleges to plan to return to in-person classes for fall. Individual CUNY campuses will determine their re-opening procedures for Fall 2021. There is a John Jay Re-Opening Committee, which members of COSI attend, and they will update COSI when they have more information. It was suggested that the students make sure they have representation on the Re-Opening Committee, as that committee last met in Summer 2020.

Update on synchronous and asynchronous courses: For Spring 2021, online classes can be distinguished as synchronous or asynchronous based on meeting pattern. If an online course has a meeting pattern (for example, MON/WED 9:55 am-11:10 am), the student is expected to be available during those days and times for face-to-face interaction. Online classes without any meeting patterns do not have any expectation that the student will be available. The Math Department has included this information in their course descriptions. It is likely that all summer sessions will continue as remote/online. The schedule of classes for fall is currently in production.

Update on recording classes: There is no policy on the recording of online classes. Instructors decide if they are going to record their classes. Students should speak to the instructor if they have questions about recording that aren’t covered in the syllabus.

New Business: The CUNY Athletics Directors are still working for a decision on Spring 2021 athletics competitions. They anticipate being able to hold athletics competitions in Fall 2021.
New Business: The renovations of the Athletics facilities in the Fitness Center and locker rooms has an anticipated completion date of Spring 2022. The renovation of the 4th Floor Gym ceiling in Haaren Hall has moved its anticipated completion date from Spring 2021 to Summer 2022.

New Business: The renovations of Club Row have also been delayed but there is no anticipated completion date yet.

New Business: All women’s bathrooms in Haaren Hall are currently closed for repairs.
Committee on Student Interests Meeting (COSI)
Monday, March 1, 2021
1:40PM

Minutes

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Mark Francis, Interim Director of Athletics
Danielle Officer, Senior Director for Student Affairs
Ellen Belcher, Faculty
Nicole Elias, Faculty
Jan Luis Mendez Garcia, student
Julia Jacobellis, student
Michaela D’Argenio, student
Kayla Noll, student
Rachel Brown, recorder

Motion to approve minutes from January 27, 2021 meeting -- Jan Luis Mendez Garcia
Second: Julia Jacobellis
Vote: Approve [7], Abstain [0] Oppose [0]
Action: Motion passed

Update on Athletics and Recreation: CUNY has decided there will be no athletics competitions in Spring 2021. The status of in-person practices is still in discussion. Athletics Directors are monitoring the mental health and well-being of student athletes, who have now had a full year without competing.

Update on Fitness Center: Equipment being purchased with student activity fee funds is out for bid. Two bids are already in, and a third is in process.

Update on Reopening Committee:
- The Committee is meeting every Friday to discuss campus reopening.
- Subcommittee are meeting every other Friday. The subcommittees are Scheduling, HR Policy, Health and Wellness, Facilities Preparedness, and Students.
- Per CUNY guidelines, the Committee is preparing two scenarios, for 25% occupancy and 50% occupancy. John Jay College is already operating at 25% occupancy, although the campus has not met that capacity.
- There is no current CUNY policy mandating staff and faculty return to campus. There are no plans for John Jay College to require any staff or faculty to return to campus, and accommodations will be made for those who cannot return.

Update on LGBTQ+ Center: The new LGBTQ+ Center will be headed by Assistant Director Michelle Garcia. Here is a Queer Welcome planned for March 17. Students can contact the Center at lgbtq@jjay.cuny.edu. The website is under construction. The Lavender
Celebration is planned for May 6, and nominations for the Audre Lourde Award will be opened soon.

Update on the Women’s Center for Gender Justice: Deputy Director Jessica Carson has been appointed to the Center. Announcements about events will be going out soon.

Update on CSIL Activities: The Center for Student Involvement and Leadership has programming scheduled for Women’s History Month and Gaypril.

New business: There have been complaints about an instructor in a Math course requiring students purchase an access code to their textbook. Students were not notified of this additional cost to the class before registering. The Library generally discourages instructors from doing this, as libraries cannot purchase electronic textbooks and aren’t able to provide a code to students who cannot afford their own. Students may apply for emergency funds to purchase the access code.

Next meeting: Tuesday, March 30 2021, 1:40PM

Zoom link: https://jjay-cuny.zoom.us/j/84105119059?pwd=ay9RMVA3YkM5akcwcC9FRkhtRml5dz09
Committee on Student Interests Meeting (COSI)
Thursday, April 29, 2021,
1:40PM

Agenda

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Mark Francis, Interim Director of Athletics
Ellen Belcher, Faculty
Nicole Elias, Faculty
Jan Luis Mendez Garcia, student
Julia Jacobellis, student
Kayla Noll, student

Approval of minutes from March 1, 2021 meeting -- Mark Francis,
Second: Jan Luis Mendez Garcia
Vote: 6 Yes, 0 No, 0 Abstain

Athletics Update: Renovation on 3rd Floor (locker rooms, fitness center) continues into fall. There will be gender neutral facilities on 5th floor. While renovations are happening, students can use the lockers on the 6th floor. There are gender neutral facilities available for use on the pool level. The Fitness Center has been relocated to the dance studio by pool. The equipment room has been relocated to basement of Haaren Hall.

A new athletic director is expected. The search committee for the position has been formed. Human Resources and CUNY need to post job for 1 month. Interviews planned for June and the hope is to hire the director by June 30th.

Athletics Update: Athletes will resume competitions in Fall, pending approval of the safety plan by CUNY.

Commencement Update: Virtual events for Spring 2021. Marching order and instructions for applying for graduation are on the website. Deadline for marching order is May 3rd, if students want their picture and blurb to appear in the virtual ceremony.

Reopening update: Committee and subcommittees continue to meet regularly. CDC recently gave new guidelines and John Jay expects to follow those guidelines for fall 2021.

Reopening update: Not all areas on campus currently follow the CDC’s new guidelines, and other safety measures aren’t scheduled to be implemented until Fall 2021 term. Haaren Hall is under construction. Renovations are expected to be finished by the end of Summer 2021 and should have the new filters installed by Fall 2021. Plexiglass barriers aren’t scheduled to go in until the beginning of Fall 2021. Practicalities such as elevator use haven’t been worked out.
Vaccination standards are being decided at Central. Which offices will be open and who will staff them is unknown.

Reopening update: All 350 in-person classes will be announced when registration opens. 14 students allowed in each course (or 13 students and 1 teacher). Baring a full campus shut down, in-person classes will not be switched to online classes.

Reopening update: No faculty or student will be forced to come onto campus. Remote options will be available. The PSC union argues that if vaccines for faculty and staff are not required, regular testing and contact tracing should be. Contact tracing is currently not as robust as it could be.

Food Service update: Food service on campus CUNY wide contract fell apart so there’s no current plan for food on campus.

Next meeting: Fall 2021, TBD
Faculty-Student Disciplinary Committee
Following the format from previous years, the FSDC heard one case this year on March 8, 2021 and March 15, 2021 (two hearing sessions). The accused was found responsible and expelled from the University.

Additionally, another case scheduled for April 2021 was not heard by the FSDC because the accused admitted guilt and accepted a penalty of probation before the hearing was convened.

Sincerely,

Rachel Brown
Student Relations Manager

Office of the Dean of Students
524 West 59th Street
New York City, NY 10019
Committee on Faculty Personnel
Name of Committee: Faculty Personnel Committee

Academic Year: 2020-2021

Chart 1:

<table>
<thead>
<tr>
<th>Number of Scheduled Meetings:</th>
<th>Number of Meetings Held:</th>
<th>Number of Agendas Created:</th>
<th>Number of Minutes Approved:</th>
<th>Number of Attendance List:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>34</td>
</tr>
</tbody>
</table>

Note: The number of scheduled meetings reported relate to number of Full FPC meetings scheduled and held for 2020-2021.

The Faculty Personnel Committee operates in three capacities: Full FPC, FPC Review Committee and Faculty Personnel Appeals Committee (FPAC). The “Full” FPC meetings have both open and executive sessions. The open portion of the meeting is reserved for policy or process related discussion and voting. The Faculty Personnel Review Committee meetings are primarily held in the fall semester to review and vote on (confidential) personnel items such as reappointment, tenure, promotion and other personnel action items. These meetings are closed; the “agenda” is a list of candidate names and their respective personnel actions for consideration. Lastly, the FPC also meetings to review faculty appeals of personnel related decisions. In this capacity the “FPC” operates as the Faculty Personnel Appeals Committee. These meetings are closed and confidential and operate similar to the FPC Review Committee format.

Meeting minutes are not taken during executive or closed session/meetings.

Chart 2:

<table>
<thead>
<tr>
<th>Number of Proposals/Reports Submitted during Academic Year:</th>
<th>Number of the Proposals/Reports that were Approved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5*</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: All five proposals were discussed and received motions for vote. Four of the proposals were successful, one of which requires further review and guidance from CUNY Central (Legal).

Submitted by: Kyeanna Bailey, Ph.D., Manager of Faculty Services (on behalf of the Faculty Personnel Committee Chair and Co-Chair)

Date: May 23, 2020
Departmental Personnel & Budget Committee

**Fall 2020 - Vote Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 10/9/2020</td>
<td>2nd, 3rd, 4th, and 5th Reappointment Candidates; Distinguished Lecturers</td>
</tr>
<tr>
<td>Friday 10/16/2020</td>
<td>6th Reappointment Candidates; Fall 2021 Fellowship and/or Scholar Incentive Award Leaves</td>
</tr>
<tr>
<td>Friday 10/23/2020</td>
<td>Tenure and/or Promotion Candidates</td>
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**Spring 2021 - Vote Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 2/26/2021</td>
<td>1st Reappointment</td>
</tr>
<tr>
<td>Friday 3/19/2021</td>
<td>Spring 2022 Fellowship and/or Scholar Incentive Award Leaves</td>
</tr>
</tbody>
</table>

Votes are due to the Office of the Provost c/o Faculty Services by the close of business of the dates listed above.

**Note:** Departments may vote on nominations for Distinguished Professor at any time; however, Chairs should consult with the Provost Office regarding proposed timelines to ensure the nominations are submitted in time for a Full FPC committee meeting.
## FPC REVIEW COMMITTEE A, B, C, & D MEETINGS

### Fall 2020

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME/LOCATION</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong> 10/23/2020</td>
<td><strong>9:30am to 1:00pm</strong></td>
<td>2nd, 3rd, 4th, and 5th Reappointment Candidates; Distinguished Lecturers</td>
</tr>
<tr>
<td><strong>Friday</strong> 10/30/2020</td>
<td><strong>9:30am to 1:00pm</strong></td>
<td>6th Reappointment Candidates; Fall 2021 Fellowship and/or Scholar Incentive Award Leaves</td>
</tr>
<tr>
<td><strong>Friday</strong> 11/6/2020</td>
<td><strong>9:30am to 1:00pm</strong></td>
<td>Tenure and/or Promotion only Candidates</td>
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### Spring 2021

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME/LOCATION</th>
<th>Actions</th>
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<tbody>
<tr>
<td><strong>Friday</strong> 3/5/2021</td>
<td><strong>9:00am to 9:30am</strong></td>
<td>1st Reappointment Candidates</td>
</tr>
<tr>
<td><strong>Friday</strong> 4/9/2021</td>
<td><strong>9:00am to 9:30am</strong></td>
<td>Spring 2022 Fellowship and/or Scholar Incentive Award Leaves</td>
</tr>
</tbody>
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1 President and Provost do not attend the Review Committee meetings.
2 Review committees will meet via Zoom and all Zoom details will be provided by the Office of the Provost/Faculty Services.
3 Meets prior to Full FPC/FPAC meeting
FPC/FPAC FULL COMMITTEE MEETINGS

(All Fall 2020 meetings will use Zoom. Zoom details will be provided by the Office of the Provost/Faculty Services.)

### Fall 2020

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME/LOCATION</th>
<th>Anticipated Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 9/11/2020</td>
<td>11:00 am - 3:00pm² Zoom</td>
<td>Full FPC: New Business; Policy discussions; Initial Appointments;</td>
</tr>
<tr>
<td>Friday 9/25/2020</td>
<td>9:30am – 1:30pm Zoom</td>
<td>Full FPC (Executive Session Only): Distinguished Professor Nominations and Appointments</td>
</tr>
<tr>
<td>Friday 12/4/2020</td>
<td>9:30am – 1:30pm Zoom</td>
<td>FPAC: Appeals (Spring 2020)</td>
</tr>
<tr>
<td>Friday 12/11/2020</td>
<td>9:30am – 1:30pm Zoom</td>
<td>Full FPC: Fall 2021 Fellowship and/or Scholar Incentive Award Leaves; Policy discussions FPAC: Appeals (Spring 2020)</td>
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</table>

### Spring 2021

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME/LOCATION</th>
<th>Anticipated Actions</th>
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<tbody>
<tr>
<td>Friday 2/19/2021</td>
<td>12:00 pm – 4:00 pm² Location/Format: TBD</td>
<td>FPAC: Appeals</td>
</tr>
<tr>
<td>Friday 2/26/2021</td>
<td>12:00 pm – 4:00 pm³ Location/Format: TBD</td>
<td>FPAC: Appeals</td>
</tr>
<tr>
<td>Friday 3/5/2021</td>
<td>9:30am – 2:00 pm Location/Format: TBD</td>
<td>FPAC: Appeals</td>
</tr>
<tr>
<td>Friday 3/12/2021</td>
<td>9:30am – 2:00 pm Location/Format: TBD</td>
<td>FPAC: Appeals</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Details</td>
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</tr>
<tr>
<td>Friday 3/19/2021</td>
<td>9:30am – 2:00 pm</td>
<td>FPAC: Appeals</td>
</tr>
<tr>
<td>Friday 4/9/2021</td>
<td>9:30am – 1:30pm</td>
<td>Full FPC: General Meeting; Spring 2022 Fellowship Leaves and/or Scholar Incentive Award Leaves; Policy discussions</td>
</tr>
<tr>
<td>Friday 5/7/2021</td>
<td>9:30am – 1:30pm</td>
<td>Full FPC: Policy discussions; Year in Review</td>
</tr>
</tbody>
</table>

1President attends and chairs all Full FPC and FPAC meetings. In the President's absence, the Provost will chair the meeting. The Provost attends all FPC and FPAC meetings.

29/11/2020 and 2/19/2021 meeting times adjusted due to UCASC meeting occurring on the same date.

32/26/21 meeting time adjusted due to Malcolm-King Program.
FACULTY PERSONNEL COMMITTEE
AGENDA -

Friday, September 11, 2020
11:00 am – 3:00 pm, via ZOOM

Meeting Open to the Public 11:00 am – 12:15 pm*

I. Welcome
II. Approval of Minutes, 05/01/20 meeting
III. Fall 2020 Personnel Process Updates
IV. New Business and Announcements

Executive Session – Full Faculty Personnel Committee 12:15 pm* – 3:00 pm*

I. Initial Appointments without Tenure
II. Initial Appointments with Tenure
III. Professor Emeritus Exception
IV. Spring 2020 Appeals – Discussion

Upcoming FPC/FPAC Meetings

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Personnel Appeals Committee</td>
<td>Faculty Personnel Appeals Committee</td>
</tr>
<tr>
<td>Friday, September 25, 2020</td>
<td>Friday, February 19, 2021</td>
</tr>
<tr>
<td>Faculty Personnel Appeals Committee</td>
<td>Faculty Personnel Appeals Committee</td>
</tr>
<tr>
<td>Friday, December 4, 2020</td>
<td>Friday, February 26, 2021</td>
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<td>Full FPC</td>
<td>Faculty Personnel Appeals Committee</td>
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<tr>
<td>Friday, December 11, 2020</td>
<td>Friday, March 5, 2021</td>
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Meeting ID: 901 438 1582  Meeting Password: 2020123
Full Link: https://jjay-cuny.zoom.us/j/9014381582?pwd=SEt6TzR2bzNBN3lWdHBkdFAoDJudz09
FACULTY PERSONNEL COMMITTEE

AGENDA
Friday, May 7, 2021
9:30 am – 12:30 pm

Zoom link: https://jjay-cuny.zoom.us/j/82827665009?pwd=UnFiWVZackNIVXNITER2ZytoSzdBdz09

Meeting ID: 828 2766 5009 Passcode: 2021123

Meeting Open to the Public 9:30 am – 12:00 pm (times are approximate)

Meeting commenced: 9:38 am

I. Welcome

-President Mason took the opportunity to thank the Faculty Services Office for their service.

II. Approval of Minutes (April 9, 2021)

-Warren E. moved for motion to approve minutes, Geert D. seconded the motion. The motion passed.

III. Fellowship Leave Proposal

-President Mason and Provost Yi presented the proposal to add fellowship leaves on to the same voting path as the rest of the voting actions (such as reappointments).

-Ned B. moved for motion to approve the Fellowship Leave Proposal, Geert D. seconded the motion. The motion passed.

-Jay G. requested to change the language from “sabbatical leave” to “fellowship leave”. Jay G. moved for motion to change the language, Warren E. seconded the motion. The motion passed.

IV. Proposals Submitted by Ned Benton/Council of Chairs

Proposal I (appeal process)

-Concerns were raised regarding minimizing the number of members in an appeals committee. There were also concerns on having a committee made up mostly of department Chairs and admins to faculty. The committee felt it could have the potential of marginalizing candidates. It was also requested to provide more clarification on how alternate members would be selected be it by each review committee selecting a member or the Provost
selecting a rotating member from the pool of those selected by the review committees. It was suggested to add additional language to the proposal in which describes that an alternate member, selected by the Provost, would be added as a seventh member. Due to concerns over lack of clarity on the language of the proposal, the committee agreed to have Tony B. write up a new summary of the proposal.

-Tony submitted the new language for section 2D4. Geert moved for motion to change the language, Ned B. seconded the motion. The motion passed.

-Ned motioned to vote on the proposal (with the new language), Maki H. seconded the motion. The motion passed.

Proposal II (faculty compensation)

-The committee expressed concerns with having to know all the given factors that are involved in salary negotiations to be able to proceed properly.

-It was requested to edit the language and removed “full professor to be selected by faculty senate”.

-Ned B. moved for motion to vote on the proposal (with changed language), Geert D. seconded the motion. The motion failed.

Proposal III (Criteria for Scholarship)

-issues arose involving the language used in the proposal. Tony B. mentioned that the CUNY Board would need to approve the criteria’s language. Additionally, members were concerned that the more specific the guidelines were made, the more the chances there would be for appeals. Other members expressed the opposite, and believed it would be good to have specific guidelines that the department shares with the FPC as their standards. This would deter members of other departments from applying their own standards to other disciplines.

Proposal Submitted by Paul Narkunas

-Committee members were concerned with having chairs involved in the review process. Some spoke on the suggestion to have Chairs in the room during reviews to give minimal feedback, but not allowing them to present on the action.

-Paul N. moved for motion to approve the proposal, Geert D. seconded. The motion failed.

V. Announcements

-President Mason took the opportunity to thank the Committee for their service during these trying times.
Executive Session – Full Faculty Personnel Committee 12:00 pm – 12:15 pm (times are approximate)

I. Fellowship Leaves – Spring 2022

Meeting adjourned:

Materials for Open Meeting Items II – V are available here
Meeting commenced: 11:06 am

Meeting Open to the Public 11:00 am – 12:15 pm*

I. Welcome

- Faculty and staff introduced themselves. President Mason welcomed new members.

II. Approval of Minutes, 05/01/20 meeting

- Action was motioned by President Mason and approved via ZOOM poll.

III. Fall 2020 Personnel Process Updates

- President Mason presented the topic and informed everyone that Angela C. and Kyeanna B., had been leading a project for Faculty Services to scan hard copy files from campus onto electronic platforms, such as DropBox.

- Kyeanna B. detailed the scanning project process: After acquiring needed approval, Faculty Services was permitted on campus to review candidates’ hard copy files. FS (Faculty Services) reviewed files in order to pull any documentation that would be otherwise unavailable for faculty to upload on their own to FIDO. Types of documentation included guidance letters and/or information on leaves that may have extended their clock time. Such files would be organized and uploaded to FIDO, but if any documents were found to be of confidential nature, FS would organize and upload it to DropBox instead, such as external letters. Fortunately, many documents are already located on FIDO, such as observations, evaluations, and works of scholarship.

- Ned B. asked if candidates would know what their confidential files contained. He was told that the confidential files would include what they had always included (e.g., external evaluator letters for T&P candidates) with the addition of vote history summary sheets (all candidates). All other materials are not considered confidential.

- Ben B. asked if there was a way to download documents stored on FIDO in bulk. He was told that there is currently no way to view items in that format and reminded that candidate materials were only to be viewed (not downloaded) by reviewers.
- Gail G. asked when appellant files would become available, to which she was answered: that scheduling actions for appellants have not been determined yet, but hardcopy files for these candidates have also been scanned and are on standby when needed.

- Angela C. provided further details on the personnel folder process. She outlined the precautions the department was taking to ensure the confidentiality of these files. FS will make folders for each candidate on Dropbox. Thus, it is imperative for FPC members to claim their free Dropbox accounts. Each reviewer will only have access to the candidate’s materials they are assigned to. Folders on Dropbox are also timed, after a certain window, access will be taken away. Files are also kept as “view only” documents to avoid tampering.

- President Mason requested that Kyeanna B. send an email to FPC members reminding them to claim their CUNY e-mail accounts.

- Angela C. discussed the status of anticipated updates to FIDO in collaboration with DoIT. The updated FIDO version (FIDO 4.0) will be moved to a dedicated JJ server to provide more security for candidate files. Other updates will include additional data space has also been provided to support all the documents faculty are uploading and cosmetic improvements to make the interface more user friendly. Full implementation for FIDO 4.0 is planned for spring 2021.

- Angela C. went over COACH recommendations on applying different measure for faculty productivity and work life. Gail G. gave feedback, requested more clarity in the details of the recommendations. President Mason suggested getting more feedback from faculty as well. Angela went on to discuss evaluations and shared a rubric that would help with evaluating faculty for online teaching.

- Paul N. recommends that faculty go through training for online teaching and that the rubric should reflect whether or not a teacher was trained.

**Meeting adjourned: 12:16 pm**
FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, September 25, 2020
10:00 am – 11:00 am, via ZOOM

Executive Session – Full Faculty Personnel Committee 10:00 am – 11:00 am*

I. Welcome
II. Approval of Minutes, 09/11/20 meeting
III. Distinguished Professor Appointment
IV. New Business and Announcements

Upcoming FPC/FPAC Meetings

Fall 2020
Faculty Personnel Appeals Committee  Friday, December 4, 2020
Full FPC  Friday, December 11, 2020

Spring 2021
Faculty Personnel Appeals Committee  Friday, February 19, 2021
Faculty Personnel Appeals Committee  Friday, February 26, 2021
Faculty Personnel Appeals Committee  Friday, March 5, 2021
Faculty Personnel Appeals Committee  Friday, March 12, 2021
Full FPC  Friday, April 9, 2021
Full FPC  Friday, May 7, 2021

Meeting ID: 901 438 1582  Meeting Password: 2020123
Full Link: https://jjay-cuny.zoom.us/j/9014381582?pwd=SEt6TzR2bzNBN3lWdHBkdFAoeDJudz09
FACULTY PERSONNEL COMMITTEE  
&  
FACULTY PERSONNEL APPEALS COMMITTEE  

AGENDA  

Friday, December 11, 2020  
9:30 am – 2:30 pm  

Zoom link: https://jjay-cuny.zoom.us/j/87602234117?pwd=YWhuaVltcXBicWdyUFE3ZVZFem94QT09  
Meeting ID: 876 0223 4117  
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FACULTY PERSONNEL COMMITTEE (FPC) – EXECUTIVE SESSION  
9:30 am – 10:15 am  

I. Welcome  
II. Fellowship Leave  

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III. Professor Emeritus Exception

   Peter Shenkin, Associate Professor, Math & Computer Science

IV. New Business and Announcements

FACULTY PERSONNEL APPEALS COMMITTEE (FPAC) | Estimated Times
---|---
I. President’s Appeals Committee Charge | 10:15 am – 10:30 am
II. Appeal Case #4 - Promotion to Full Professor | 10:30 am – 12:15 pm
III. Appeal Case #5 - Promotion to Full Professor | 12:30 pm – 2:15 pm
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**FPAP Members (Exec session II Appeals discussion only, no voting!)**

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Bare minimum needed to achieve quorum = 27

Last updated: 04.08.2021 jfd

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FACULTY PERSONNEL COMMITTEE

AGENDA
Friday, April 9, 2021
10:00 am – 1:30 pm

Zoom link: https://jjay-cuny.zoom.us/j/82827665009?pwd=UnFiWVZackNIVXNTVER2ZytoSzdBzd09

Meeting ID: 828 2766 5009 Passcode: 2021123

Meeting Open to the Public 10:00 am – 11:00 am (times are approximate)

I. Welcome
II. Discussion of Guidelines for Listing Foreign Language Publications on Form C (Proposal submitted by Gail Garfield in 3/2021)
III. Adjunct Promotions (Proposal submitted by Ned Benton in 2/2021)

Executive Session – Full Faculty Personnel Committee 11:00 am – 11:45 am (times are approximate)

I. Fellowship Leaves – Spring 2022
II. Recap of Fall 2020 & Spring 2021 Appeals

Upcoming FPC Meetings
Friday, May 7, 2021 9:30 am – 1:30 pm
I. Welcome

President Mason tabled two FPC items submitted from Paul N. and Ned B. for the next FPC agenda in May.

II. Discussion of Guidelines for Listing Foreign Language Publications on Form C (Proposal submitted by Gail Garfield in 3/2021)

Gail started her discussion by clarifying that she did not seek to change the current personnel review standards, rather she’s looking to develop guidance for reviewers to evaluate the merits of scholarly material that are written in foreign languages. She asked the committee their thoughts on what would be the best course of action for reading these materials: “do we ask candidates for a transcript of the translation of the publications or seek outside resources for assistance?” Overall, she felt it was important to give a fair review of applicants form Cs and publications.

President Mason asked Gail to share how the Sociology committee addressed this issue in their current votings. Gail shared that they reached out to librarians at John Jay and other CUNY colleges for guidance.

Lucia T. spoke about reaching out to other CUNY librarians and finding out that some colleges had written policies in place for reviewing foreign materials.

Rosemary B. spoke about asking Angela C. for guidance on how to interpret a candidate’s file. Angela C. agreed that reaching out to other librarians for support was a good idea. Through this process, they found someone at Harvard that was able to speak to the quality of the publications of these candidates.

Ned wanted to know if there is any flexibility in the personnel process for an earlier external review in the third or fourth year to put in the file as a resource.

Provost Li agreed that having support from expert librarians is helpful in determining the quality of materials from candidates. He also liked what Ned B. said regarding getting an expert on a candidates’
language to evaluate materials. However, he expressed that there should still be a separate guideline for foreign reviews in general.

Paul N. asked if the Sociology committee could explain what they found other colleges were doing in these situations. Lucia T. answered that some colleges had a written policy making it the college’s responsibility to find a qualified reviewer to comment and evaluate on the foreign language materials. Colleges also noted that these materials were just as valid as any other English language materials.

President Mason asked for volunteers to research this topic further. Volunteers included: Rosemary B., Elsa-Sofia M., Maki H., Angela C., Chevy A., Katarzyna C., Lucia T., Gail G.

Elsa-Sofia M. shared that reviewers should focus on the peer-reviewed quality of the publications and get assistance from librarians too rather than looking at outside resources.

Vicente L. asked to change the term “foreign language” to “other than English”. President Mason agreed.

Warren shared concerns about where all this would lead the committee. He explained that not everyone is an expert in everyone’s field. Committees mainly refer to the expertise of external reviewers or peer-reviewed journals to evaluate the merits of publications. He argue that if committees start to need outside resources to read publications, then what is stopping them from then using outside resources to read all the things in a general file that committees are not experts in as well.

Rosemary B. added that not all different language materials are peer-reviewed, such as books or specially funded projects.

Alisse W. added that she thinks this is critically important if we are serious about decolonizing our universities. She also suggested that since we are at the end of the semester with some faculty leaving Chair positions, maybe Gail G.’s committee could revisit the volunteer list in the Fall. President Mason agreed that this was a good point. She suggested Gail use the summer to figure out the lay of the land while herself and Provost Li figure out what they can on the CUNY side and then Gail can revisit this in the Fall to solicit more participation.

Paul said we are supposed to read a candidates entire file and if we cannot literally read materials, we are not completing our part. He also understood Warren’s point, but thinks we should walk away from impact factors because it may not take into consideration books and various ways in which certain journals may rate disciplines.

III. Adjunct Promotions (Proposal submitted by Ned Benton in 2/2021)

Ned B. gave a brief overview of the proposal, explaining that the plan involves integrating the adjunct promotion process into the current faculty personnel committee process.

Ned B. moved for the Motion of adopting this proposal. David M. seconded. All members agreed unanimously.

Ned B. will find out if this proposal needs to go to the college counsel.

Executive Session – Full Faculty Personnel Committee 11:00 am – 11:45 am (times are approximate)
I. Fellowship Leaves – Spring 2022 (tabled for May FPC)
II. Recap of Fall 2020 & Spring 2021 Appeals

Meeting adjourned: 11:03am

Upcoming FPC Meetings
Friday, May 7, 2021 9:30 am – 1:30 pm
FACULTY PERSONNEL COMMITTEE

AGENDA
Friday, May 7, 2021
9:30 am – 12:30 pm

Zoom link: https://jjay-cuny.zoom.us/j/82827665009?pwd=UnFiWVZackNIVXNTVER2ZytoSzdBdz09

Meeting ID: 828 2766 5009 Passcode: 2021123

Meeting Open to the Public 9:30 am – 12:00 pm (times are approximate)

I. Welcome
II. Approval of Minutes (April 9, 2021)
III. Fellowship Leave Proposal
IV. Proposals Submitted by Ned Benton/Council of Chairs
V. Proposal Submitted by Paul Narkunas
VI. Announcements

Executive Session – Full Faculty Personnel Committee 12:00 pm – 12:15 pm (times are approximate)

I. Fellowship Leaves – Spring 2022

Materials for Open Meeting Items II – V are available here
Budget and Planning Committee
Budget and Planning Committee Meeting Schedule
2020-2021

August 12, 2020
February 9, 2021
April 1, 2021

Joint Financial and Strategic Planning Subcommittees Meeting Schedule
2020-2021

June 11, 2020
July 2, 2020
July 20, 2020
September 2, 2020
December 1, 2020
May 3, 2021

Financial Planning Subcommittee Meeting Schedule
2020-2021

September 30, 2020
October 22, 2020
November 9, 2020
February 1, 2021
March 18, 2021
March 31, 2021

Strategic Planning Subcommittee Meeting Schedule
2020 – 2021

September 16, 2020
October 15, 2020
December 9, 2020
February 25, 2021
March 23, 2021
April 22, 2021
Budget and Planning Committee

Meeting Agenda

August 12, 2020

3:30-5:00 pm – Zoom

1. Class Size-Fall 2020

2. New Business
Attendees: Karol Mason, Saaif Alam, Cat Alves, Seth Baumrin, Ned Benton, Andrew Berezhansky, Benjamin Bierman, Teresa Booker, Dara Byrne, Shu-Yuan (Demi) Cheng, Eli Cohen, Brian Cortijo, Geert Dhondt, Mark Flower, Robert Garot, Jay Gates, Katie Gentile, Maki Haberfeld, Ellen Hartigan, Karen Kaplowitz, Brian Lawton, Vicente Lecuna, Yi Li, Robin Merle, Peter Moskos, David Munns, Chuck Nemeth, Allison Pease, Doug Salane, Andrew Sidman, Monika Son, Katherine Stravrianopoulos, Larry Sullivan, Alisse Waterston, and Alison Orlando (recorder)

Guests: Tony Balkissoon, Kinya Chandler, Ajisa Dervisevic, Rulisa Galloway-Perry, Heath Grant, Elizabeth Hovey, Gerald Markowitz, Daniel Matos, John Paul Narkunas, Susan Opotow, Alena Ryjov, Francis Sheehan, Roger Szajngarten, and Janet Winter

1. Discussion and Vote on Online Class Size for Fall 2020. Karol M. started by explaining that this emergency meeting of the Budget and Planning Committee (BPC) was called to discuss and vote on online class size for fall 2020. She added that over 90% of classes will be offered online this fall except for some select science labs, and that this has raised an issue as the “John Jay College of Criminal Justice Policy for Online Programs and Courses” includes limits on class size for online classes. Karol M. asked Ned B. to give more context as he has been involved in prior discussions on this issue along with Karen K. and Jay G. Ned B. said that for fall 2020 classes were initially created as hybrids and that when the college converted the classes to their current modalities, it created a situation where many of the online classes had overtallies larger than the official limit for an online class. There were discussions that took place prior to this BPC meeting with members of the faculty senate and the department chairs that examined how the college could proceed in-regards to this situation with fairness to both the faculty and the students. Ned B. explained that this issue is being brought to this committee because the class size policy passed in 2003 allows course size limits to be amended if the BPC determines there is a fiscal condition that warrants it, and that the online program policy references this process. Due to this, the resolution being brought to the committee is that a faculty member who has an online class above the course size limit can carry forward the overtallies over the limit to apply them to sections selected by the faculty member over the next three semesters. A working version of this resolution has been circulated to members of the college community including the chairs and faculty senate members. It includes context on the history of the policy and explains the details of the capturing of the overtally. It also explains that the number of students enrolled in an overtallied class cannot be expanded beyond the current enrollment and that if a student drops an overenrolled course the cap on the class would decrease. Karol M. wanted to clarify that the overtally calculation will made when the final census for the class has occurred. Ned B. agreed and said that this is in the resolution. Yi L. added that having a larger class size is not ideal, but it is not by anyone’s design or desire. He is concerned about accommodating the students who have not registered yet, and the students who will want to switch courses. Daniel M. said that one consideration is that we may have a higher number of students who want to switch sections in the first few weeks of the semester due to their preference of synchronous vs. asynchronous learning. Karol M. asked for clarification that any changes will only be done in consultation with the faculty member. Dan M. said this is correct along with approval from the department chair, and changes made later in the semester must have approval from the dean as well. A motion was made to adopt the resolution regarding class size for fall 2020. It was seconded. This was followed by a
brief discussion. There was a vote and the motion was approved unanimously. The meeting ended with a few questions. Andrew S. suggested that for spring 2021 the college should classify courses as online that have the possibility of running online so that they will have the proper course caps as needed. Karol M. said that the point is well taken. Brian C. asked for clarification on if we are lowering the limits to current enrollment or leaving courses as is so students can make enrollment swaps and changes. Karol M. said that the intent is to not to continue to put more students in above the class size of 28. Saaif A. added that when we convert to in person classes, it would be good to notify the students in advance. Karol M. said that as soon as the college has solid information, they will share it but the information may change rapidly.
Budget Planning Committee
Meeting Agenda
February 9, 2021
2:00-3:30pm – Zoom

1. Approval of Minutes:
   - BPC meeting minutes 9/16/19
   - BPC meeting minutes 5/7/20
   - BPC meeting minutes 8/12/20

2. Budget update
3. CARES Update
4. 12/27/2021 Stimulus Update
Budget and Planning Committee Meeting
Minutes
February 09, 2021

Attendees: Karol Mason (Chair), Ric Anzaldua, Cat Alves, Ned Benton, Teresa Booker, Dara Byrne, Anthony Carpi, Anthony Chambers, Kinya Chandler, Shu-Yuan (Demi) Cheng, Brian Cortijo, Geert Dhondt, Warren Eller, Mark Flower, Oswald Fraser, Robert Garot, Jay Gates, Heath Grant, Maki Haberfeld, Ellen Hartigan, Jonathan Jacobs, Karen Kaplowitz, Brian Lawton, Vicente Lecuna, Yi Li, Robin Merle, José Luis Morín, Elsa-Sofia Morote, Peter Moskos, David Munns, Allison Pease, Dyanna Pooley, Doug Salane, Monika L. Son, Katherine Stravrianopoulos, Alisse Waterston, and Alison Orlando (recorder)

Guests: Hungde Chan, Ajisa Dervisevic, Rulisa Galloway-Perry, Jeffrey Kroessler, John Paul Narkunas, and Alena Ryjov

1. Approval of the Minutes from 9/16/19, 5/7/20, and 8/12/20. There was a motion to approve the minutes as a slate. The motion was seconded and approved unanimously. There was a motion to approve the minutes. The motion was seconded and approved unanimously.

2. Budget Update. Mark F. started by going over a presentation to update the committee on the FY 2021 Mid-Year Budget Status. He noted that the numbers are estimates until we have an approved budget from CUNY, and it is anticipated that the Board of Trustees (BOT) will adopt a budget in March. Mark F. moved on to speak about our budget allocation and revenue. Our total budget allocation is $110,511,996 and he noted that CARES funding is included in our allocations. However, compared to last year our total budget allocation is down significantly from $124,574,303. Mark F. then spoke about the expense side of the budget and explained that our expenses are relatively flat compared to where they were last year. He also noted that our expenses include some CARES reimbursements. He added that even though our expenses have remained flat, our revenue has dropped, and we operated at a deficit of $11,746,963. However, the college carried over a surplus of $2,552,612 from last year and a FY 2020 CARES reimbursement of $1,792,059; this lowered our deficit to $7,402,293. Karol M. added wanted to make clear that all the CARES Funds that are available to John Jay have been either used or allocated. There were then some questions about the budget. Theresa B. inquired about the CARES Funding for health and wellness for faculty. Mark F. explained that these funds went to create NTA positions for the current staff to be able to offer counseling services to students on the weekends and evenings. Karol M. clarified that the health and wellness money is to support the students. Cat A. asked why the PSC increase is not included in the budget and do we expect CUNY to cover it? Karol M. said that when the increase occurs it is an expense the college will cover and not CUNY. Mark F. then gave a quick update on enrollment. He explained that for Spring 2021 we exceeded our total FTE target of 11,831 students with a current total FTE of 11,908 students. However, he explained that our enrollment projections for the upcoming semesters show a decline and that we have to understand how this will impact the budget in the future.

3. CARES Update and 12/17/2021 Stimulus Update. Mark F. then gave an update on the CARES funding. He presented a breakdown of the institutional portion of CARES. He explained that we were allocated a total of $8,822,598 including $819,302 for Health & Wellness, and the MSI portion of $1,162,594. He noted that not all of these funds are readily available in our tax levy budget. He then went over a table that detailed by category how the college plans to spend the CARES funds. Karol M. explained that we have only been authorized to spend a small portion of the institutional CARES
funds and this table categorizes how we intend to use the funds once available. Kim C. asked about not having access to the CARES money, and if we are supposed to front the money for expenses and then be reimbursed. Mark F. said that we will have to front the money, but CUNY said they will help with large expenses that we cannot front ourselves. Karol M. added that we are allocating funds with the expectation that we will have the CARES money.

Mark F. then moved on to speak about CRRSAA: Higher Education Emergency Relief Fund. Our total award for CRRSAA is $27,635,844 with $7,660,005 in financial aid grants to the students and an institutional portion of $19,975,839. Mark F. explained that this money has not been allocated thus far. Karol M. added that this is a one-time release of funds and the college has to be very thoughtful in how we use it. She cautioned the committee that this will not solve all our budgeting issues and that this has to carry us through a period of time as the state’s budget issues will impact the college for a few years. The floor was then opened up to questions. There was a conversation about the appropriation in the governor’s budget for OER, and the possibility of graduate studies applying for an allocation of these funds. Kim C. inquired on how likely is it that the college will technically end this year in a deficit since we don’t have the entire allocation of CARES money. Karol M. said that she actively advocating for the CARES and CRRSAA funds to be used to close our budget deficit.

Mark F. ended by saying that if the BOT approves the budget in March the BPC should reconvene to go over the budget that was released and the impact it has on John Jay.
1. Approval of Minutes for February 9, 2021 meeting
2. Review and Adoption of the FY2021 Financial Plan
Attendees: Karol Mason, Cat Alves, Ned Benton, Franklyn Bernabe, Benjamin Bierman, Dara Byrne, Anthony Chambers, Anthony Carpi, Shu-Yuan (Demi) Cheng, Brian Cortijo, Warren Eller, Mark Flower, Oswald Fraser, Robert Garot, Jay Gates, Katie Gentile, Karen Kaplowitz, Brian Kerr, Jeffrey Kroessler, Brian Lawton, Yi Li, Robin Merle, José Luis Morin, Elsa-Sofia Morote, Peter Moskos, Allison Pease, Tayvhon Pierce, Amber Rivero, Doug Salane, Alisse Waterston, Daryl Wout, and Alison Orlando (recorder)

Guests: Hungde Chan, Ingrid Cabanilla, Kinya Chandler, Ajisa Dervisevic, Rulisa Galloway-Perry, Hera Javaid, John Paul Narkunas, Alena Ryjov, Roger Szajngarten, and Janet Winter

1. Approval of Minutes for February 9, 2021. The minutes were approved as proposed.

2. Review and adoption of the FY 2021 Financial Plan. Karol M. started by giving an overview of the current financial situation. She explained that there are three federal stimulus packages (CARES, CRRSAA, and ARPA) that were adopted by the U.S. Congress. Each of these packages gives funding to higher education, and John Jay will receive allocations from them. Karol M. said that CUNY has not released the bulk of the CARES funding to the college, but the Department of Education has recently expanded their guidance on how these funds can be used. She explained that the expanded guidance has benefited the college and our budget. She then spoke briefly about the CRRSAA funds and ARPA funds. Karol M. then talked about how the college will use these federal funds for faculty hiring and supporting student success. She ended by explaining that we need to use these funds strategically to benefit the long-term health of the institution. Mark F. moved on to speak about the CARES funding in more detail. He first went over the document that provides the expanded guidance on CARES. He explained that the document helps to clarify that the college can use the CARES funds to cover lost revenue and to help cover our obligation to EHS housing; this has significantly benefited our budget for FY 2021. He also went over the college’s CARES Funding Plan in more detail to explain how the college plans to use the rest of the funds. Mark F. moved on to speak about the FY 2021 Financial Plan. He said that the CUNY Board of Trustees adopted a financial plan at their last meeting and has set our revenue target at $98,746,000. He added that we have a total budget allocation of $119,628,386, which includes a $1,814,066 CARES lost revenue allocation and $2,983,259 in CARES financial aid grants to students. The college also has a total of $122,822,824 in expenditures, which leaves the college with a true operating deficit of $2,194,437. However, we will end the year with a positive balance of $745,158 once the college’s CUTRA balance of $2,552,612 and FY 2020 CARES reimbursement of $386,984 are applied. Mark F. then shared with the committee the actual financial plan document that will be sent to CUNY. He explained that the FPS passed a resolution to present this plan to the BPC and to adopt our financial plan for FY 2021. There was a motion to adopt the FY 2021 financial plan. It was seconded. The motion was approved unanimously.

3. Resolution on Strategic Budget Planning for Post-Pandemic Period. Ned B. explained that this is an informational item and addresses planning for the future financial years. He said that Middle States expects for the college’s financial and budgeting process to be aligned with their mission and goals, to be evidence based, and to clearly align with the institution’s strategic plans and objectives. He added that this calls for the college to have a deliberate decision-making framework to allocate resources and to have a financial planning process with a focus on personnel services expenditures.
as these expenditures make-up a majority of the budget. He then shared a set of seven recommendations passed by the Faculty Senate that guide the college on how to analyze and approve our financial plan with the goal of having a transparent, evidence based and integrated planning process through employment targets. Karol M. said that we now have the opportunity to align our resources with our values to support our students and faculty. She added that she is excited to work together to figure out how to use this money wisely to address our systemic issues. Karol M. ended the meeting by thanking everyone for helping us work through our budget situation.
Financial and Strategic Planning Subcommittees
Budget and Planning Subcommittees (SPS/FPS)
Meeting Agenda
June 11, 2020
3:00-4:30pm – Zoom (details are in the calendar invite)

1. Approval of the minutes from 5/27/20 meeting (attached)
2. Karol to discuss current budget decisions on CAs, Adjuncts, and NTAs
3. Discussion of "Budget Decisions Timeline" and the FPS/SPS work
4. Quick breakdown of the elements of college budget and non-tax levy monies
5. Yi to discuss reassigned time and substitutes v. adjuncts
Joint SPS-FPS
Minutes
June 11, 2020


1. Approval of Minutes from May 27, 2020:

The minutes were approved unanimously.

2. Discussion of current budget decisions on CAs, Adjuncts, and NTAs:

Allison P. welcomed the attendees and informed everyone that she will be chairing the meeting without Mark F. due to his family circumstances. She said that Karol M. joined the meeting today to explain what is going on with the CAs, Adjuncts and NTAs. Karol M. started by saying that following the Chronicle of Higher Ed article, and with the hiring freeze already in place, she asked VPs to look at their divisions and think about how resources can be reallocated across different divisions, especially in situations where people are leaving, which would ultimately save us money. That process began well before we learned about the vacancy review process and 10% cuts. The CUNY is looking at how it manages its resources as a system now; the new CUNY’s vacancies review process requires for any hiring that results in changes in compensation to go through the VRB (Vacancy Review Board). Any faculty letters submitted by April 21 were honored. Everything after that is still an ongoing process. As an example of resources reallocation, Karol provided the social media team consolidation under the Marketing and Development office. She said that once we have all the information, the plan would be submitted to the VRB. She underscored again that the work to evaluate and leverage our existing talent and realign the resources to save the cost has been in progress for several months now. In regards to CAs, Karol explained that CUNY asked us to provide the list of CAs who will not be re-appointed. Those lists also include positions that will be backfilled. No notices of non-reappointments have gone out yet and we won’t non-reappoint anyone until we get a clear guidance from CUNY. As for adjuncts, CUNY gave us the deadline till June 30th to make decisions, but at this point we don’t know the specifics of our budget situation. Allison opened up the floor for Q&A. Ned B. asked whether the 2 social media positions are being paid by the student association fees. Karol responded that they are tax-levy. Ned said he wants to understand where exactly the savings are, and Karol responded that the vacated social media position in Marketing will not be filled and the two positions will be moved under Marketing, and the savings would be included in the package for the VRB. Ned asked his second question regarding an increase in positions as reflected in Q3 report, specifically 29, and said that this number seems very high compared to other senior colleges, considering that we were already under hiring freeze. Steven T. explained that 11 of those where PSD officers hired to replace part-timers, and some of the others were advisers for the LEAP program. Ned asked if these positions went through the approval process. Karol said that not through the VRB process, but Mark would be able to provide more details; however, we were mindful of the budget to stay neutral or positive throughout the process and they did go through Raj and Mark with respect to their impact on budget. Raj clarified that PSD positions were in the works long before but the recruits had to go through the Academy, and the reason we hired them was because the cost of full-timers is less than paying overtime to part-timers. Ned questioned the rationale for hiring these positions and said that any department can claim the same reasons but if we are in hiring freeze, all positions should stay as vacancies. Karol said that this question should be clarified when Mark returns, but this particular
hiring resulted in savings for the College. Allison took Ned’s point to illustrate that the work of this committee is in aligning our financial decisions with our strategic framework. Saaif A. asked if we know how many CAs will be there in the Fall, and Karol answered no. Ned commented on the Excellence Fees shown on Q3 report as not being expended in a way they were meant to, and proposed that SPS meets with Graduate Studies to discuss how these fees can be applied as intended. Karol said that it is indeed important to spend these fees as intended because we can be penalized for not doing so. We are working with the University on finding ways to make it happen. Yi Li and Steven T. joined to explain the reasons why they weren’t spent as planned. Karol reiterated that we are working with the CUNY on this right now with more information to follow, and she left the meeting.

3. Quick Breakdown of the Elements of College Budget and Non-Tax Levy Monies
Allison asked Ajisa to walk the team through her presentation “Overview of the College Budget”. Ajisa went over various college’s funding sources and projected year-end numbers. Ned asked if we have any update on the situation with the dormitory because the outlook is catastrophic. Steven T. said that CUNY and our Legal Office are working with EHS on different options. Steven T. explained that the Foundation was doing well before the COVID situation, but now nobody knows what it will look like. Erica K. asked how our revenue will be affected by a change in food/cafeteria vendor. Steven T. said that we don’t know yet; we are in Phase I for implementation but we don’t even know when this phase will launch. Karen K. asked if Student Association number includes the salaries of all our coaches. Cat A. said that it does.

4. Discussion of "Budget Decisions Timeline" and the FPS/SPS work
Allison put the Budget Planning Calendar on the screen and explained that it was developed by her, Kim and Mark to inform the community and executive leadership as to decisions deadlines, as well as setting the path for the committee’s future work. Kim explained that after the last meeting, it was clear that a clarification was needed in terms of ongoing processes, decisions and future plans. This document shows how these decisions and our assumptions in various areas, like enrollment, retention, collection rates, vacancies, allocations, federal and state aid, etc impact our budget. Allison noted that, for example, right now our collection rates are at the lowest point and it’s worrisome. Kim went through the list of considerations and assumptions and noted that a lack of clarity in any of these categories affects our ability to make decisions about what we can or cannot do. Ned asked about a parallel entity to the VRB on our campus and if we have any update on the situation with the dormitory because the outlook is catastrophic. Yi Li said that he noticed that Foundation’s investment income was cut in half and asked for an explanation. Steven T. asked if we have any update on the situation with the dormitory because the outlook is catastrophic. Yi Li and Steven T. joined to explain the reasons why they weren’t spent as planned. Karol reiterated that we are working with the CUNY on this right now with more information to follow, and she left the meeting.

David Munn said
that it would be helpful if all this information was submitted ahead of time. He said it appears we are not given any time to make decisions but are rushed into making them. Also, he added, the chairs have already cut 10% of the sections and students were told to go somewhere else. Kim said that, yes, there were requests to which we had to respond quickly, but other processes are given more time and we need to make sure all involved parties are in coordination on pulling the information together. The purpose of this chart is to give the committee an overview and heads up about those decisions so everyone is timely prepared. Ned said that earlier he circulated a report on the Efficiency, and he believes that when allocations come out, they would be distributed based on efficiencies we undertook, and we need to know how these efficiencies affect us. He also added that, while this committee doesn’t deal with individual names, it should be made aware of the consequences of the decisions we made, like VRB or CAs, for transparency sake. Kim said that she agrees, but she also added that the discussions we are having about non-reappointments are not budget discussions; they primarily deal with meeting the contractual and HR dates for non-reappointments that are required; it’s a natural process, there are no net savings here at this point. However, at some point this conversation will turn into a budget discussion, and at that point it will be brought to this committee for consideration. Ned agreed, and reminded that this committee also votes on the budget proposal that goes to the President. Karen suggested that the State Budget Director cut scheduled for June 30th be added to the schedule; Allison said it’s already there. Andrew S. asked how flexible this timeline is, providing examples of sabbaticals and reassigned time to illustrate as to why it’s challenging for instructional staff to meet these deadlines without having a full picture. Kim explained that administrative cuts happen throughout the year, while faculty processes and deadlines run on a different schedule and are tied to an academic cycle. She said it would be ideal to plan a year ahead but we don’t have a full financial picture, and under the circumstances, we are going to take a leap of faith. Our work now is to evaluate the items on the schedule so when the time comes in the fall to submit the budget plan, we’ve already done the work; it’s a call to generate these discussions with people now so these decisions don’t come as a surprise. Yi Li updated the committee on the FT faculty hiring. Andrew S. asked that the committee is given updates as decisions are made. The committee decided to include a narrative at the top of the schedule.

5. **Discuss Reassigned Time and Substitutes v. Adjuncts**

The committee ran out of time and Allison asked for this topic to be rolled over to the next meeting. Andrew S. asked to see how much the college spends on sabbaticals, etc. in advance of the meeting. Allison said that the info re: reassigned time, substitutes, sabbaticals caps and incentive funding will be sent in advance. She asked the committee to continue thinking about these items in light of what’s doable or not, to generate discussions without making any final decisions. Karen asked Steve T. if he heard any discussion at CUNY regarding sabbaticals. Steven T. said that he hadn’t heard anything. Ned said that there are discussions about sabbaticals at the Budget Committee and it makes sense to do them because the college benefits from sabbaticals. Kim explained that since the allocation process was changed by CUNY some time ago, we need to be careful in assessing if and how much money we save through sabbaticals against allocations. She also said that CUNY is looking for creative ways to preserve people’s employment vs. just making cuts by letting people go, like reducing hours, etc. The college also has to be creative in thinking about these variations. Allison concluded the meeting by saying she’ll send the materials and agenda well in advance.
Budget and Planning Subcommittees (SPS/FPS)

Meeting Agenda

July 2, 2020

3:30-5:00pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for the 6/11 Meeting (attached)
2. Current Budget Situation and Analysis (attached)
3. Executive Summary Savings Analysis of Restructuring (in meeting 3 PDF)
4. CA savings (attached)
5. Senior College Full-Time Staffing Comparisons -Spring 18, 19, 20 (attached)
6. Public Safety hiring justification statement (in meeting 3 PDF)
7. Incentive Funding FY19 and FY20 - online programs and summer/winter (in meeting 3 PDF)
8. Faculty Reassigned Time (in meeting 3 PDF)
Joint SPS-FPS
Minutes
July 2, 2020

Present: Mark Flower (Designated Chair), Allison Pease (Designated Chair), Saaif Alam, Ric Anzaldua, Ned Benton, Andrew Berezhansky, Rhojay Brown, Hungde Chan, Kinya Chandler, Shu-Yuan (Demi) Cheng, Brian Cortijo, Ajisa Dervisevic, Warren Eller, Rulisa Galloway-Perry, Jay Gates, Heather Grant, Karen Kaplowitz, Erica King-Toler, Yi Li, Jayne Mooney, David Munns, John Paul Narkunas, Tayvhn Pierce, Dyanna Pooley, Amber Rivero, Alena Ryjov, Andrew Sidman, Raj Singh, Monika Son, Roger Szajngarten, Steven Titan, Janet Winter, and Alison Orlando (Recorder)

1 Approval of Minutes from June 11, 2020. Tayvhn P. inquired about item #2 “Discussion of current budget decisions on CAs, Adjuncts, and NTAs” in the June 11, 2020 minutes. He said that the reason why the excellence fees were not spent as intended was excluded from the minutes. Steve T. explained that the excellence fees were not spent as intended due to Covid-19. Alena R. said that she could not add this into the minutes from the June 11th meeting because it was not explicitly stated; the decision was made to include it in today’s minutes. There was a vote, and the minutes were approved as proposed.

2 Current Budget Situation and Analysis. Mark F. presented on the budget and went over the document labeled “FY2021 Budget Scenarios.” He talked about three possible budget scenarios for FY2021: the first assumes a tuition and revenue target increase, the second assumes no tuition increase with actions taken to reduce the deficit, and the third assumes a 3% allocation reduction and no tuition increase. Mark F. then spoke about other factors that impact the budget including enrollment, NYC budget initiatives, and repayment of our loan to CUNY. He explained that the enrollment numbers are approximately 200 FTE less compared to last year because we are trying to control the size of our freshmen class. The budget also assumes that we are not going to get funding from the Department of Corrections because they have stopped all programs due to a hiring freeze of correction officers. Mark F. then asked if there were any questions on the revenue side of the budget. Ned B. inquired about the additional allocations and wondered if they were understated in this analysis. Mark F. said he would send the details of the additional allocations to the committee and spoke about how energy savings allocations have affected this category. Rodger S. asked why there is a planned decrease in enrollment and also inquired about the impact of the collection rates on the budget since much of our collection is from third parties. Mark F. explained that the college planned for a smaller freshmen class so that all freshmen can be part of the First Year Experience; a program that increases retention. He then said that students run out of TAP and PELL, and that TAP does not cover fees; both of these factors affect the collection rate. Mark F. then spoke about the expense side of the budget. He talked about savings in the budget from not replacing administrative vacant positions and by internal transfers. Other areas of savings include temp services through the non-reappointment of college assistants and OTPS savings. Mark F. also mentioned that changes were not made to the adjunct budget because the college will need a substantial adjunct population to maintain the planned course schedule. He ended the presentation by explaining that we are ending FY2020 with a positive balance in our CUTRA account. Depending on the budget scenario, our projected potential deficit for FY2021 is $6,800,000 (no tuition increase and full allocation) or $10,000,000 (3% allocation reduction and freeze on tuition). Ned B. said that some of the College Assistant cuts include those that are funded by excellence fees and differential tuition, and that wouldn’t make the money available for other purposes. Mark F. said he will go back and look at that. Ned B. asked for information about the emergency allocation for July. Mark F. said that money is now populated into the budget; it was $6,900,000 in PS and $1,000,000 OTPS. This was followed by a conversation on the adjunct budget and course scheduling for the fall.
3 **Executive Summary Savings Analysis of Restructuring.** Allison P. presented the document labeled “John Jay College of Criminal Justice’s Savings Analysis to Accompany Request for the CUNY Vacancy Review Board.” This document includes summary amounts by division of personnel savings to the college due to positions not being filled or restructured. The savings can be seen in every division throughout the college. Ned B. asked what explains the large amount of savings in EMSA. Allison P. said a number of lines in EMSA were frozen and not filled, while other lines have been repurposed to Academic Affairs. Yi L. added that we are still waiting to hear the final decision from the CUNY Vacancy Review Board.

4 **CA Savings.** Allison P. then went over the document labeled “CA Non-Reappointments for July 2020.” The document details how each division has reduced their number of college assistants and the associated savings with this reduction. Mark F. added that he will go back and look at the college assistants that are funded with excellence fees or differential tuition.

5 **Senior College Full-Time Staffing Comparisons – Spring 18, 19, 20.** Mark F. spoke about the document labeled “Senior College Full Time Staffing Comparisons Spring FY18, Spring 19, Spring 20” in response to concerns about our headcount growth. He went over staffing in the following categories: instructional staff, support staff, academic support, student services, maintenance and operations staff, general administration, and general institutional services. He stated that compared to other colleges John Jay is never greater than the average for CUNY.

6 **Public Safety Hiring Justification Statement.** Ned B. asked about the third quarter financial report and headcount increase. Mark F. said that 14 people were hired in public safety and that Diego Redondo submitted a hiring justification that explained that the department was saving money by hiring the new staff because of the money that was being spent on overtime. Ned B. felt that this could be a justification for any department. He asked what gave rise to the change and need for staffing. Mark F. explained that the staffing has reminded constant. He added that this was a replacement of positions that had accumulated over a period of time as positions can only be filled with those who have completed a required academy. Ned B. said this could mask an increase in positions. Mark F. said he would go back and do a historical perspective on the number of positions filled in public safety. Ned B. also asked if we could examine the posts they have been filling. Mark F. said he could get this information. It was also agreed that there would be a meeting between Ned B., Mark F., and Diego R.

7 **Incentive Funding FY 19 and FY 20, Online Programs and Summer/Winter.** Allison P. explained that at the last SPS-FPS meeting a budget calendar was presented with a series of decisions that have to be made at a different points in time and that this meeting should focus on sabbaticals, incentives and faculty reassigned time. However, she said that it was discovered that sabbatical costs are a minimal expense of a total of $100,000 and that they are a priority to the college. She instead felt that the committee should focus their discussions on incentive funding and reassigned time. She went over the document labeled “Online Program Incentive Funding” which explained the online program revenue reinvestment model for fully online graduate programs. She asked the committee their thoughts on still paying an incentive to these programs. Ned B. said that the incentives are used to pay for services associated with the operation of the program and to services to the students. He said we need to understand the consequences of not providing these incentives, and that we need to identify essential services of these programs. Yi L. agreed with Ned B. that we need to identify the essential services to support the integrity of the programs. Warren E. spoke about working to better implement the spending of the incentives. He added that we have not outlived the utility of the incentive which supports the faculty and the students. There was also a discussion on where the funding should be distributed and if it should still be distributed to the program directors. Yi L. added that he felt an oversight committee should be created to oversee the distribution of these funds similar to the committee that oversees excellence fee and differential tuition spending. Kim C. felt that incentives should be temporary to spur activity and as an institution we have the responsibility
to vet those investments and decide what we should baseline so those programs can continue. Allison P. then spoke about the summer/winter incentive. She explained that the summer/winter incentives add up to $100,000 split across the departments. However, in an effort to prioritize time she asked the committee to spend the rest of the meeting to discuss faculty reassigned time.

8 Faculty Reassigned Time. Allison P. presented the document labeled “Preliminary Review of Administrative Reassigned Time for AY 2019/2020.” Yi L. said that the categories of reassigned time are up for discussion except for reassigned time for chairs, major coordinators and program directors. He added that this conversation should focus on FY 2022 (Fall 2021) since workload has been determined for FY 2021 (Fall 2020). He gave the committee some context including that the college is struggling with full-time coverage and that every three hours of reassigned time is equal to a course. He then opened up this topic for discussion to hear the thoughts of the committee. Ned B. said that the workload manual includes a policy for reassigned time and the formulas that determine their allocation. He suggested that we identify what reassigned time is covered by the existing policy, and that as the policy states that the remaining categories of reassigned time are at the discretion of the Provost. Kim C. talked about the ways the current reassigned time is calculated and how this aligns with workload policy. Warren E. asked for clarity on how the course releases are decided for journals because of the variances in the number of course releases. Kim C. said that this was driven by the person who got the course release, and then the process becomes iterative. The committee then discussed the next steps in the budget process. It was decided that the Provost will compile a list of items for reassigned time that are not part of the set allocations in the workload policy and at the next SPS-FPS meeting there will be a vote on incentive funding for both online programs, and summer/winter.
Budget and Planning Subcommittees (SPS/FPS)
Meeting Agenda
July 20, 2020
1:00-2:30pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for the July 2 and February 24 meetings
2. Discussion and vote on action regarding incentive funding for John Jay Online programs and summer and winter courses
3. Discussion of subcommittee reports
Joint SPS-FPS  
Minutes  
July 20, 2020  

**Present:** Mark Flower (Designated Chair), Allison Pease (Designated Chair), Saaif Alam, Ric Anzaldua, Ned Benton, Andrew Berezhansky, Rhoyaj Brown, Hungde Chan, Kinya Chandler, Shu-Yuan (Demi) Cheng, Brian Cortijo, Ajisa Dervisevic, Warren Eller, Rulisa Galloway-Perry, Karen Kaplowitz, Erica King-Toler, Genevieve Laforge, Yi Li, John Paul Narkunas, Susan Opotow, Tayvhon Pierce, Dyanna Pooley, Amber Rivero, Alena Ryjov, Roger Szajngarten, Steven Titan, Janet Winter, and Alison Orlando (Recorder)  

1 **Approval of Minutes from February 24, 2020 and July 2, 2020.** The minutes were approved as proposed.  

2 **Discussion and vote on action regarding incentive funding for John Jay Online programs and summer and winter courses.** Mark F. started by explaining that today the committee is going to continue the discussion on incentive funding. He said that he feels that incentives are meant to help get initiatives started and that this has been accomplished in the case of the incentives for online programs, and summer/winter courses. The question he opened to the committee for discussion is do we need to continue these incentives? Kim C. moved in support of terminating the online incentive. She explained that only some departments are being advantaged by this incentive, and that we should take a new approach to resourcing academic departments due to our new fiscal restraints. Yi L. said that he is open to look at how the money for the online incentive is being used and if the incentive has accomplished the mission it was created for. He added that he is open to keeping the summer/winter incentive at this time as it supports the departments. Rodger S. inquired about the number of students enrolled in the summer session. Brian C. said that last year we had 4,903 students registered for summer and this year 6,467 students are registered. Rodger S. inquired about summer revenue to the college and asked if the classes in the summer are taught mostly by adjuncts or full-time faculty? Mark F. said he believes that the revenue for the summer will be between $3 to $3.5 million and Kim C. replied that the amount of full-time faculty teaching in the summer is rising, which is increasing costs to the college. Rodger S. then specifically asked about more details regarding net revenue for the summer. Mark F. explained that the summer revenue goes towards helping the college achieve its revenue target for the year, and it is difficult to look at it the revenue as a total surplus. Ned B. went on to say that when the incentives were created there was a procedure for calculating them and that we should know how the incentives are calculated. Mark F. asked Ned B. to work with him to review the procedures and that they will report back to the committee at the next meeting with recommendations for any changes. He added that at the next meeting he will also have the incentive money calculated into the budget for FY2021, which will allow the committee to see the impact of the incentive on this coming year. Rodger S. asked him if he could clarify what the net revenue is for the summer at the next meeting. Mark F. said that he will provide that information. The decision was made not to have a vote at today’s meeting.  

3 **Discussion of subcommittee reports.** Mark F. explained that the five working groups will present on the work they have accomplished so far. The first to present was Group A who worked to “integrate planning and assessment with financial decisions.” Allison P. explained that the group had created a calendar for the budget process and that it aligns with the strategic plan, strategic priorities and assessments. She further explained that the SPS-FPS will work through the items on the calendar this year and that the goal of this process is to align our budget with our strategic priorities. Ned B. asked if the SPS-FPS will be meeting jointly as he feels that a decision needs to be made for when the subcommittees will meet separately and when together. Allison P. agreed and said a decision should be made regarding this for the fall semester.
The next group to present was Group B whose area of focus was “to create a rubric for evaluating alignment/effectiveness/financial sustainability of academic programs.” Ned B. explained that the group created a rubric that includes a common set of criteria for making budget choices. He also went over a sample rubric and described how the process would work. A discussion followed on how the rubric should tie back to the strategic plan and the importance in doing so. Group C then presented, they were tasked to “identify administrative efficiencies that restructure the organization to support student success and at the same time reduce costs.” Mark F. explained that ABC Insights is a consortium of different colleges and universities, and that John Jay has become a member. The consortium analyzes administrative efficiencies at each campus by looking at payroll data and job descriptions. They identify Standard Activity Models for different functions within the different institutions and map the costs associated with these functions into categories. Then a benchmarking analysis is done among the different institutions to see how they compare and to see if there are opportunities to restructure. Mark F. said that we will be compared with peers of our same size. He added that we are in the process of sharing our data with ABC Insights and we should have information back to us by the end of August. He said that once we get the report for ABC Insights the role of Group C will be to go back and examine the data to see what kind of changes can be made. John Paul N. inquired about the cost of the service and commented that using solely size as the benchmarking category removes other contextual information. Mark F. said that we used aux corp funds to pay for the $50,000 to become a member of the consortium and he noted the point about the benchmarking. Brian C. presented for Group D who was tasked to look into “multi-year planning of course/program delivery.” He spoke about principles that the group developed that would guide multi-year course offerings at the college such as having a three-year cycle for scheduling, and classification recommendations for courses. Brian C. stressed that this is not a final product and that input will be needed from across the college before a final process is decided on. The last group to present was Group E that focused to “find alternative revenue streams for the college.” Steve T. spoke about different options for alternative revenues in areas such as professional studies, audio visual services, space reservations, the Anya and Andrew Shiva Gallery, and campus advertising opportunities. Karen K. voiced her objection for advertising inside the buildings used for teaching, student events and activities. Steve T. said that at this point they are not sure if there is a demand for it and they are just looking at the feasibility right now. Ned B. wondered if we should look back to see why former plans to revitalize professional studies have not worked out in the past for the college. He also said that we should have a study to see if the online programs are net revenue generators for the college and if there are opportunities for further investment. Yi L. said that Anthony Carpi is heading professional studies and that he is developing a strategic plan for the area. He added that professional studies revenue generation is complicated, and the picture is not clear. Karen K. said that President Mason brought in consultants from Harvard Business School that did pro-bono work to come up with proposals on how to increase the colleges revenue. She asked if we ever saw a report from these consultants. Mark F. said that he would reach out to Laura Ginn’s who he believes was in charge of that project. Mark F. closed by saying that he will contact the committee shortly with the next steps in this process.
Budget and Planning Subcommittees (SPS/FPS)
Meeting Agenda
September 2, 2020
2:00-3:30pm – Zoom (details are below and in the calendar invite)

1. Approval of Minutes for the July 20th meeting (*to be sent separately*)
2. Vision for FPS and SPS as separate and united entities
3. Vote on JJO incentive funding (*see attached*)
4. Update on enrollment and budget situation
5. Further initiatives based on 5 working groups of summer (sort into FPS or SPS work)
Joint SPS-FPS
Minutes
September 2, 2020

Present: Mark Flower (Chair), Allison Pease (Designated Co-Chair), Saaif Alam, Ric Anzaldua, Ned Benton, Andrew Berezhansky, Kinya Chandler, Shu-Yuan (Demi) Cheng, Brian Cortijo, Warren Eller, Jay Gates, Karen Kaplowitz, Erica King-Toler, Yi Li, Dyanna Pooley, Jessica Rosario, Andrew Sidman, Monika Son, and Alison Orlando (Recorder)

Guests: Hungde Chan, Ajisa Dervisevic, Rulisa Galloway-Perry, John Paul Narkunas, Alena Ryjov, Roger Szajngarten, and Janet Winter

1 Approval of minutes from July 20, 2020. The minutes were approved as proposed.

2 Vision for FPS and SPS as separate and united entities. Allison P. started by speaking about the vision for the FPS and SPS for the fall 2020 semester. She talked about the role of each of the subcommittees. The SPS is intended to help guide strategic planning, assessment, and oversee the execution of the strategic plan, while, the FPS exists to approve the budget and to consider financial and budgeting issues. Allison P. explained that the two subcommittees have been meeting together due to the current budget situation and the rollout of the strategic plan with the common goal of aligning the strategic plan with budgeting priorities. She said the two subcommittees are now at the point where they will meet separately throughout the fall semester with one more joint meeting at the end of the semester.

3 Vote on JJO incentive funding. Allison P. stated that at the last SPS-FPS meeting, the committee members asked to see how the JJO incentive funding has been spent in the past. She referenced the expenditure ledgers & budget files that account for the spending of the incentive funds over for the past two fiscal years. Allison P. proposed that the JJO incentive funding has served its purpose to incentivize the start-up of JJO programming, and that the funding should be sunset. She then opened the floor up for comments. Warren E. asked if the funding would go back to the general ledger or to the Department of Online Education and Support (DOES). Allison P. said she is proposing for the funding to be put back into the general ledger. Saaif A. asked what academic year the vote would be effective for. Allison P. said that this is a decision that the committee would have to make when they vote. Ned B. felt that we cannot cut funding from a particular source without knowing what the programs need and if we can get them the funding they require. Warren E. added that it is much more efficient for the funding to be available locally at the program level compared to having the funding at the higher levels. Brian C. felt that the incentive was created to get the online graduate program’s rolling, and that this has been accomplished. He added that ending the incentive would allow the funding to be put into the general operating pool to fund items that we otherwise cannot fund. Mark F. talked about reexamining how the college distributes OTPS funds, and how freeing up the incentive funds would aid this process. Kim C. added that she believes that we need to think strategically about the entire college, and not what benefits certain programs and populations. Paul N. inquired about the proposal and was concerned about the lack of concrete wording and language for the committee to vote on. Allison P. said that she didn’t feel it was appropriate to create the language herself and the motion provided by a member of the committee would provide the language. Yi L. said he is in strong support of the summer/winter incentive where he can plot a direct line between the impact of the incentive to revenue generation. However, he has not seen clear evidence that growing degree programs would help the overall financial situation of the college, and not having a clear picture on this is holding him back to recommend action on the JJO incentive funding. Allison P. said she is not seeing any movement for a motion, and she will understand this as that the committee wants to continue with the JJO incentive funding.

4 Update on enrollment and budget situation. Mark F. then briefly went over the budget and enrollment situation. He said for the FY 2020 budget our revenue above target is about
$600,000 higher than originally anticipated and the college ended with a year-end balance of $901,509. He said for FY 2021 CUNY has not presented a budget to the Board of Trustees and it is anticipated that this will not happen until the meeting in October. This is due to the fact that CUNY is awaiting feedback from the federal government to see if there are any additional Covid-19 incentive funds that will be released. Mark F. explained that for now CUNY is piecemealing allocations to the college and that we have PS expenses covered through September and OTPS allocated through this year. He added that he will be releasing allocations of $500 to the academic departments so they have some funds to start the year with. Mark F. then moved on to talk about enrollment and referenced a chart from enrollment management that compares Fall 2019 to Fall 2020. He pointed out that our enrollment target was lower in Fall 2020 because we lowered our freshmen enrollment goal. He added that unfortunately we did not hit our goal for freshman, but we exceeded our targets in transfer and graduate students. Overall, we increased our total FTE’s over last year, which will help increase our revenue above target when finalizing the budget. Mark F. opened the floor to questions. Rodger S. asked where the transfer students are coming from. Allison P. said that we don’t have the exact details but as a pattern the majority come from the community colleges within CUNY

Further initiatives based on 5 working groups of summer. Allison P. summarized the work accomplished by each of the working groups and explained that they will continue their work within the subcommittees. She said that Group A tasked to “integrate planning and assessment with financial decisions” has completed their work for this year. She explained that Group B who is working to “create a rubric for evaluating alignment/effectiveness/financial sustainability of academic programs,” Group C who is tasked to “identify administrative efficiencies that restructure the organization to support student success and at the same time reduce costs,” and Group E who is looking to “find alternative revenue streams for the college” will be continuing their work in the FPS. She added that Group D who is tasked with “multi-year planning of course/program delivery” will continue their work in the SPS. Ned B. asked if we can receive information about the ongoing decisions that are being made in the vacancy review and authorization process. Mark F. said yes, and he will share the VRB submission that was approved along with the savings associated with the request.
Budget and Planning Subcommittees (FPS/SPS)
Meeting Agenda

December 1, 2020
3:30-4:30pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for the September 2nd meeting

2. Review of Fall SPS/FPS Calendar
   • Status of COVID-related safety expenses for physical presence phases

3. Update on CARES Funding Plan
Joint SPS-FPS  
Minutes  
December 1, 2020

Present: Mark Flower (Chair), Allison Pease (Designated Co-Chair), Saaif Alam, Ric Anzaldua, Ned Benton, Franklyn Bernabe, Kinya Chandler, Brian Cortijo, Warren Eller, Health Grant, Karen Kaplowitz, Erica King-Toler, Yi Li, Cathy Mulder, Dyanna Pooley, Amber Rivero, Andrew Sidman, Monika Son, and Alison Orlando (Recorder)  
Guests: Hungde Chan, Ajisa Dervisevic, John Paul Narkunas, Alena Ryjov, and Janet Winter

1 Approval of minutes from September 2, 2020. The minutes were approved as proposed.

2 Review of Fall SPS/FPS Calendar. Allison P. spoke about the Budget Planning Calendar that was shared with the committee over the summer. She explained that she wanted to review the calendar and go over what the committee has been working on over the fall. The first item she talked about was multi-year course scheduling, which was discussed in the October SPS meeting. In that meeting, the decision was made to move forward with the multi-year schedule. Yi L. gave an update on this item and explained that he has had several meetings regarding the multi-year schedule. He said that the next step in the process is to meet with Daniel Matos to form a concrete timeline, and he will report back to the committee on this. Allison P. then moved on to give an update on revenue generation. She explained that most of opportunities for revenue generation are on campus and have been stalled due to Covid-19. She added that the status of professional studies should be on a meeting agenda in the spring semester. Yi L. asked to give a brief update on professional studies, which is now being led by Anthony Carpi. He explained that due to Covid-19, professional studies operations have been restricted with some exceptions such as the Emergency Medical Technician program. He added that they are working on a plan for professional studies and how to move forward. Allison P. last spoke about administrative efficiencies. She explained that efforts in this area have mainly been stalled because of the budget situation but said that the college has been using CARES money to help pay for expenses. She said that Mark F. will give further information on this.

3 Update on CARES funding plan. Mark F. gave a brief update on the budget and explained that at this point CUNY has released around $76 million to the college to carry us through the end of January. Mark F. went on to speak about the CARES funding. He explained that CUNY has started to release the institutional portion of the CARES funds, and that the student portion of the funds have been released except for $16,000 that are available to students as emergency grant money. The institutional portion of the CARES funds include a $7.6 million allocation plus an additional $1.165 million for being an HSI/MSI institution for a total of $8.8 million. The institutional funds CUNY has already released include allocations for student mental health, support of technology and distance learning, and reimbursements related to refunds to students for a total of $1.4 million. Mark F. then went over how the college plans to categorize the remaining balance of eligible expenses related to the CARES funding and asked for feedback from the committee on if they agree on the allocation of funds. He first spoke about allocating additional financial aid grants to students and asked for thoughts from the committee about an equitable way to distribute the money to the students. Brian C. explained that are students who are close to graduation but have exhausted their aid; he mentioned that Vincent Pizzuti in financial aid keeps an eye for funds such as these to help students discharge their obligation and return to college. Yi L. added that there is a practice to look at the students on the bursar list who have exhausted aid and when applicable the college will forgive part or all of balance. He felt this practice should be continued and perhaps expanded; he added that he would like to hear the opinion from the experts at the financial aid office. Mark F. added that in the spring semester there were about 700 students with a balance of $1,000 or less and that the majority of these students were upper level that ran out of TAP and PELL. He felt we should do a similar analysis...
that would allow us to help these types of students, while, also raising our graduation and retention rates. Erika K. agreed and said that improving student retention and graduation rates are a top priority in our strategic plan. Saaiif A. felt we should allocate some funds to graduate students and international students who don’t receive financial aid. Mark F. responded that the CARES money follows federal regulations and international students are not eligible, but he would look at graduate students. Mark F. then went over additional categories for allocating CARES funds and the floor was opened to discussion. Allison P. felt that we should look at allocating funds to CUSP students who graduate in high numbers when they receive assistance; she added that this is strategic as well and will help our graduation and retention rates. Mark F. agreed. Amber R. asked about the CARES funds allocated to student mental health. Mark F. explained that the college has the money in OTPS, and a plan has been made for it. Saaiif A. inquired about college assistant opportunities available to students. Mark F. said he will look into this and get back to Saaiif A. Mark F. summarized the conversation and felt the feelings of the committee were that we should use the CARES funds to support strategic plan to ensure we are graduating and retaining students and that the more money that can be allocated towards this goal the better.
Budget and Planning Subcommittees (FPS/SPS)  
Meeting Agenda  

May 3, 2021  
2:00-3:00pm – Zoom (details are in the calendar invite)  

1. Approval of Minutes for the December 1st meeting  
2. Budget update for FY21 Q3  
3. Update on CRRSAA Funding to Students  
4. Discussion of developing a strategy for the use of CRRSAA and ARP funds
Joint SPS-FPS
Minutes
May 3, 2021

Present: Mark Flower (Chair), Allison Pease (Designated Co-Chair), Ric Anzaldua, Ned Benton, Kinya Chandler, Brian Cortijo, Jay Gates, Heath Grant, Karen Kaplowitz, Erica King-Toler, Dyanna Pooley, Andrew Sidman, Monika Son, Marie Springer, and Alison Orlando (Recorder)

Guests: Ajisa Dervisevic, John Paul Narkunas, and Alena Ryjov

1 Approval of minutes from December 1, 2020. The minutes were approved unanimously with the following change: add Jay Gates to the list of attendees.

2 Budget update for FY21 Q3. Mark F. went over the FY 2021 Third-Quarter Financial Report. He said that there has been further clarification on the budget since it was adopted by the CUNY Board of Trustees. He explained some of the changes to the budget since the last meeting of the FPS including that the CARES funds are now listed in a different budget line, and that the contractual increases for the PSC and DC37 are now included in the expenses. He then explained that our total expenses exceed our revenue by $8,694,000, however, the college will be using the CARES funds along with $2,037,000 of our CRRSAA funds to help balance our budget. He added that using these funds to help balance the budget will allow the college to preserve our prior year CUNY cutRA balance of $3,057,000, which is now our projected year-end balance. Mark F. then went over a document labeled “FY 2022 State Enacted and City Preliminary Budget Analysis” that is being presented to the CUNY Committee on Fiscal Affairs. He explained that the college will receive our budget allocation for FY 2021-2022 once the CUNY Budget is passed. He talked about some notable items in the CUNY Budget that may impact the college such as the 5% allocation reduction from the state to CUNY has been restored, and that the budget does not include support for the estimated $40 million dollar increase in fringe benefits at the CUNY. Other notable items include that SEEK will see a funding increase of 20%, and that there will be an increase per student in TAP, which would result in an additional funds to the college.

3 Update on CRRSAA Funding to Students. Mark F. gave an update on the funding to students. He first spoke about the MSI portion of the CARES funding that the college has planned to use to help offset student balances in the fall. He explained that the college has received guidance on how to apply these funds and that payments will be made within the next few weeks. He added that the college also planned to help offset spring student balances with a portion of the institutional CARES funds. He explained that the college received guidance on how to apply those funds and the caveat is that students will have to consent to have the institutional portion of the CARES funds applied to their accounts. Mark F. then updated the committee that the student portion of CRRSAA funds were sent to the students today. However, the college has set aside 2% of these funds for international and undocumented students to allow for distribution if the guidelines change.

4 Discussion of developing a strategy for the use of CRRSAA and ARP funds. Mark F. asked the committee on their thoughts on how to use the CRRSSA and ARP funds to help stabilize our future budget situation. Andrew S. felt that the committee needs data and information such as future budget projections before we make any decisions. He added that by having information on what the future may look like will allow us to make informed decisions on where to invest the funds. Allison P. briefly went over a planning model that she created in consultation with the President that aligns our priorities, assessment, and the budget. Kim C. liked the model but suggested that it should include consultation from the divisions and relevant governance bodies. Kim C. added that she feels that college now has the opportunity to examine efficiency, address gaps, and look at restructuring. She felt that the funds could be used to make an investment in online education, advising and enrollment management to enhance the student experience and allow for the college to more effectively recruit, sustain, and retain students. She also spoke about
making investments in international students to create a culture to sustain their success. Paul N. spoke about building current capacities to improve technology and employ best practices such as lowering class caps. Brian C. said that since the pandemic the college has realized energy savings, which has been passed to individual employees working at home who should compensated. He also felt the funds should be used to future proof the campus. He gave examples such as professional development for online education and strengthening our online curriculum building. Ned B. felt that the college needs to improve on making choices when adding positions based upon what our recurring funds can support. He also felt that we should rethink having Aux Corp and the John Jay Foundation allocating their funds towards initiatives at the college, and instead establish reserve funds that would remain after the one-time funds go away. This was followed by a conversation on the university administrative savings initiative. Mark F. ended the meeting by thanking the committee for their thoughts. He added that he agreed with Andrew S. on that we need data to see the long-term costs to help with this decision-making process. He said his office will work on getting that information and bring it back to the committee.
Financial Planning Subcommittee
Meeting Agenda
September 30, 2020
3:30-4:30pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for May 14, 2020 meeting
2. JJC ABC Insights Presentation (Chris Donahue/ABC Insights)
FPS
Minutes
September 30, 2020

Present members: Mark Flower (FPS Chair), Yi Li, Ned Benton, Karen Kaplowitz, Erica King-Toler, Jay Gates, Brian Cortijo, Kim Chandler, Andrew Sidman, Andrew Berezhansky

Guests: Alison Orlando, Allison Pease, Ajisa Derbisevic, Roger Szajngarten, Chris Donahue, Rulisa Galloway-Perry, John Paul Narkunas, Janet Winter, Henry Chan, Susan Opotow, Alena Ryjov (Recorder)

1. Approval of Minutes from May 14, 2020 meeting: the minutes were approved unanimously.

Mark F. started the meeting by giving an overview of the FY2020 budget status. He talked about the changes in revenue since the last time the committee looked at the numbers. The changes were due to various factors, including collective bargaining, CUNY assistance, and tuition collection rates. He also talked about changes in expenses, which were affected by increases in temp services and savings in OTPS. All in all, we ended the year with a CUTRA balance of $2.5M. Looking at next year, we still don’t have allocations from CUNY but we anticipate some type of reductions. He described two scenarios, one where we stay the same as last year, and the other with a 3% reduction. He discussed the temp services/CAs and OTPS, and said that we encourage people to reach out to the business office if they need any critical support during remote work. He finished the update by saying we are looking at a deficit from $5M to $8M, but there are many unknowns at this point.

Alison P. asked to explain why the revenue projections are so much lower than the previous year. Mark explained that he lowered the collection rate due to assumptions based on current collection rate, and he noted that the collective bargaining pay outs may play a big role. Energy savings may help since no one is on campus. Roger S. asked how much of outstanding receivables we have from students. Mark said about $7M, over time. He added that $7.5M of CARES money has already been distributed to students. $8.4M is to be distributed to the college. $250K is being distributed to be spent on mental health initiatives. We are also trying to help students use the CARES money to pay towards student balances from the last semester.

2. ABC Insights Presentation:

Mark introduced Chris Donahue from ABC Insights. He gave an overview of their company mission and explained the work the College and ABC did over the summer on looking into administrative efficiencies and benchmarking JJ against other comparable higher ed institutions. Chris D. walked the committee through the presentation, including overview, methodology, scope, and findings. The analysis used FY2019 data, and only administrative functions were captured and measured. Overall, general administration at JJ, compared to other colleges, is below benchmark, but HR, custodial services, Student and Career services are above benchmark. While the custodial services are attributed to union environment, the HR needs to be analyzed in more depth to understand the numbers. Student and Career service numbers were attributed to our mission as a minority-serving institution. Ned B. said that this is impressive work that needs to be drilled down deeper, and it would be great if JJ could be compared to other CUNY campuses. He proposed that this project be presented to CUNY as a way of engaging the University in this analysis as well. Paul N. asked about the benchmark colleges parameters, and noted that they are not exactly comparable to us. Chris responded that they selected them based on the comparable parameters data available to them. Paul N. also said that HR is a complex operation due to union and CUNY specifics and environment, and that it needs to be analyzed with those things considered. Rulisa asked if student support and resources such as evening Grad Studies, were captured in the analysis. Chris answered no. Brian pointed to the fact that the roles on paper and in reality are not aligned, and many people are doing work that’s not reflected in their job descriptions. Chris and Mark said that
as we continue with this work, we will dig deeper into those aspects, there are ways to do this. They are adding FY20 data now, and the committee will continue this conversation as updates become available.
Financial Planning Subcommittee
Meeting Agenda
October 22, 2020
4:00-5:00pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for September 30, 2020 meeting
2. FY2020 Year End results
3. CARES Funding Update
4. Update on Covid OTPS Expenses
5. Housing Update
Present members: Mark Flower (FPS Chair), Yi Li, Ned Benton, Karen Kaplowitz, Erica King-Toler, Jay Gates, Brian Cortijo, Kim Chandler, Andrew Sidman, Andrew Berezhansky, Saaif Alam

Guests: Alison Orlando, Allison Pease, Ajisa Dervisevic, Roger Szajngarten, Rulisa Galloway-Perry, John Paul Narkunas, Janet Winter, Henry Chan, Susan Opotow, Alena Ryjov (Recorder)

1. **Approval of Minutes from September 30, 2020 meeting:** The minutes were approved unanimously.

2. **FY2020 Year End results:** Mark F. began an overview of the presentation by saying that senior colleges ended the year with a surplus of about $20M. The loss of revenue in tuition was offset by lower expenses and increases in energy savings. Senior colleges overall were in better shape than community colleges, and CUNY is concerned about their financial stability. For next year, State is withholding 20% of payments to CUNY, including TAP, which will adversely affect all campuses, especially John Jay considering the higher number of TAP students that we have compared to other schools. As of now, we are funded 7/12 of last year minus 20%, and we hope to be funded through the winter. Mark responded to John P. N. question clarifying that 20% of funds are withheld by the State temporarily until they have a better picture of the budget and any stimulus packages, most likely after the election. Brian C. asked if 20% that JJ/CUNY needs to cover may not come in at all; Mark said that it is a possibility. Mark then walked everyone through John Jay’s current budget status. He said we ended the year with $2.5M in surplus, with the help of OTPS, energy savings, and CUNY loans. Ned said that it would be helpful to provide a comparative analysis between the expected scenarios and the actual outcomes. Ned also asked Mark to explain the increase in numbers for admin positions vs. loss in faculty positions. Mark said that he and HR are currently analyzing the numbers. Ned said that he would like the explanation and discussion at the next month meeting. Mark proposed to include headcount discussions into the future FPS meetings. On the topic of Academic Excellence Fees, Mark said that he worked with CUNY to roll the unspent money to the next year and is working with CRJ and Psychology departments to make sure the money is spent by the end of the year. Ned requested to see a report on expenditures in the near future.

3. **CARES Funding Update:** Mark gave an overview of the CARES funds process. CUNY has $146M. JJ’s $7.6M has already been distributed directly to students, except for $16K. Additional $1.3M is available to JJ as an HSI/MSI. Mark walked the committee through a table explaining the funds categories (student fees, dormitory, mental health, IT, etc), dollar allocations and distribution status. He talked about ongoing campus efforts to expand the mental health assistance programs to support students with $240K of CARES funds, as well as IT infrastructure support and equipment. Our plan for the remaining funds is due to CUNY on November 5th. John P.N. asked how we can ensure that the HSI/MSI funds come to us. Mark responded that because we know the number allocated to us as HSI/MSI, when the funds come in, we will make sure we receive everything that was awarded to us. Mark, Ned, John, and Brian discussed potential application of funds for when they come in.

4. **Update on COVID OTPS Expenses:** As of today, we have about $100K spent on COVID expenses, with $95K being facilities-related purchases (plexiglass dividers, cleaners, air filters, etc). Ajisa and Mark explained how these expenses are being covered, and the difference in process between FEMA funds and CARES COVID-related funds.
5. **Housing Update**: Mark said that because of the COVID situation, low demand for residency and a requirement for a single-room occupancy, we are in $1.5M deficit with EHS. CUNY is trying to renegotiate the contract for all campuses to lower the rates. We may be able to use the CARES money to cover some of the outstanding bill with EHS, but it’s not clear how much at this point. He also announced that our contract with EHS ends at the end of the spring semester and the plan currently is not to renew it. The housing will still be available to students directly from EHS which will be more financially restrictive for students. Andrew B. asked if or when the decision may be reconsidered and how the termination of contract will affect current students who live in the dorms. Mark explained that there are a lot of variables and the situation will be re-assessed in the spring semester.
Financial Planning Subcommittee
Meeting Agenda
November 9, 2020
2:00-3:00pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for October 22, 2020 meeting
2. Current status of FY2021 Budget
3. Full-time Headcount analysis
4. Academic Excellence Fees
**FPS Minutes**  
**November 9, 2020**

**Present members:** Mark Flower (FPS Chair), Yi Li, Ned Benton, Karen Kaplowitz, Erica King-Toler, Jay Gates, Brian Cortijo, Kim Chandler, Andrew Sidman, Andrew Berezhansky, Saaif Alam

**Guests:** Franklyn Bernabe, Alison Orlando, Allison Pease, Ajisa Dervisevic, Roger Szajngarten, Rulisa Galloway-Perry, John Paul Narkunas, Janet Winter, Henry Chan, Alena Ryjov (Recorder)

1. **Approval of Minutes from October 22, 2020 meeting:** the minutes were approved unanimously.

2. **Current Status of FY2021 Budget:** Mark F. began a meeting with a reference to the Chancellor’s memo, and said that we don’t have any further details. He also mentioned that JJ submitted its CARES funds documentation for money allocated to the campus. The funds will be applied to the outstanding debt to the EHS for the unused dorms. JJ also requested funds for IT needs to support remote work and teaching. The plan will be shared with the subcommittee after the meeting. Ned B. ask for a clarification regarding student activity fees and tuition and fees funds and reimbursement. Mark provided an explanation. Ned B. then asked a question regarding the EHS debt and whether it is the Aux Corp’s debt or the college’s. Mark F. said that the debt is Aux Corp’s and explained how the process of paying the debt would work. Ned requested to see a breakdown of CARES money and how these funds would be used to cover the college’s needs and debt in other areas. Mark said it can be done. Paul N. asked if other CUNY campuses are using their CARES funds for similar purposes and whether such uses are appropriate. Mark said that other campuses that have dorms are also doing this, and this is an appropriate use of funds, per CARES guidelines. Ned added that this is particularly the case in SUNY with large dorms on every campus. Mark said that we are still in a holding pattern and is getting concerned about our ability to close the gaps as the time passes. He hopes that the coming months will provide some clarity.

3. **Full-Time Headcount Analysis:** Mark acknowledged the concerns and questions regarding the current headcount, and proposed this item as a recurring one for the future meetings. He said that his office is still working on analyzing and reconciling the data. Allison P. suggested that the report should be revised to provide more clarity. Mark said that the team is working to figure the reporting format that would make sense. Ned proposed the approach for the report on faculty positions, and Yi said that Academic Affairs should be able to provide such report. Ned asked if such reports could be provided on a quarterly basis. The discussion followed on the feasibility and ways to do this. Mark proposed to share a report which Business Office compiles based on CUNYfirst records. The committee agreed.

4. **Academic Excellence Fees:** Mark provided an overview of academic excellence and differential tuition fees, how they work and the departments that have them. He also provided an update on the departments’ work to develop projections for enrollment, tuition and plans to spend the fees, based on the BOT proposal on how to use and spend AEFs. There’s a subcommittee to review the spending proposals, which are then approved by the Provost and incorporated into the financial plan. Ned said that it would be helpful to understand the basis for budget developing process for programs. Kim provided an explanation. The discussion will be continued at the next FPS meeting. Dean of Graduate Studies will join the discussion.
Financial Planning Subcommittee
Meeting Agenda
February 1, 2021
2:00-3:00pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for November 9, 2020 meeting
2. Budget Update
3. CARES Update
4. 12/27/21 Stimulus Update
1. **Approval of Minutes from November 9, 2020 meeting:** The minutes were approved unanimously.

2. **Budget Update:** Mark F. started the meeting by sharing a budget presentation on his screen. He said that we still do not have an official budget yet and believes that CUNY will be approving the budget at their March Board of Trustees meeting, as well as a preliminary budget for FY 22. He also said that the state was originally withholding 20% of revenue, but now it looks like the State will only hold back 5%. He mentioned that we reduced our revenue target by 5% to reflect the withholding. He then talked about energy savings, CUNY loan, and CARES MSI money that the college plans to apply to 870 student accounts with outstanding balances once the funds are released. Ned asked if we’d be allowed to spend some of the residual CARES money in ways to meet our budget. Mark answered yes. Roger S. asked to clarify enrollment numbers, which seem to be higher than reported. Mark agreed that the enrollment numbers are indeed dropping and he would adjust the report. Roger also asked for a clarification on the CARES distribution process. Mark said that the funds were released to CUNY, however CUNY wants to have the Board of Trustees approve the plan on how they are spending the money, and they are looking for feedback from the State, so there is still a lot of ambiguity. Saaif A. added that CUNY is expecting to get more in federal CARES Act funding, $21.2 billion compared to last year’s $16.9 billion. He said he has a draft budget request for 2022 and can share it with Mark. Paul N. asked if Mark is the point person for JJ on the CARES money. Mark said yes, him and Ajisa. Paul N. asked how much of the CARES HSI money we have received so far. Mark said that we have only received a small portion of HSI and MSI because the BOT has not approved the use of this money. He said we reached out to CUNY to express our intent to use this money for student holds. Although, he said, the outstanding balances are still showing, we pushed out those holds to future dates to allow students to register. Hopefully, as soon as CUNY approves the MSI money on the March 1st Board of Trustees meeting, we’ll then be able to take it and apply it towards their accounts. Rulisa asked if there is an updated budget picture of this year vs. last for perspective. Mark said yes. He then talked about expenses as they relate to adjuncts, class size reduction, increase in number of sections for the spring semester, and paying the FT counselling staff for providing services on evenings and weekends as NTAs. He said that we still have $11M deficit, but since last year we ended with a $2.5M surplus, we will be able to apply that to this year. Added $1.7M from CARES money for last year’s expenses, hopefully with the second round of funding we will be able to end the year in a positive situation. Then Mark shared a slide showing current enrollment numbers confirming there is a decline. Brian added that we are still registering a small number of students. Mark shared the actual numbers for previous semesters and projections for next three semesters. He said he is concerned about continuously dropping enrollment numbers and our expenses that continue to go up, and he said that he raised this issue at the last SEG meeting. Saaif asked what JJ can do to engage prospective students to apply and current students to stay on. Mark said the administration team is working on a budget right now to
increase their marketing campaign. Mark continued the enrollment discussion, including freshmen numbers and retention efforts, transfers, revenue projections and allocation targets. Ned made a comment regarding the second stimulus portion, saying that it looks like if we got it, we would be ok for the year. Mark agreed. Roger asked why can’t students apply to multiple colleges at CUNY if SAT is no longer required. Mark answered that they can, but that the enrollment numbers are down across all CUNY. Brian explained that another issue that compounds the problem is that CUNY’s application no longer includes the ranking of the schools by applicant’s preferred choice. Ned added that because of less strict testing, more students go to senior colleges where they may be getting remediation, that is why the community colleges numbers experience a devastating drop. Saaif reiterated that we need to increase visibility and marketability of our school.

3. **CARES Update:** Mark showed slides on the CARES funds. He said that the institutional portion of our CARES money is $8.8 million. $6.8 million is what we have that was available to the campus. CUNY dictated that $819,000 was going towards health and wellness. We got an additional $1.1 million from an MSI portion of that. He also shared a spreadsheet with the different categories of where the campus was going to spend the money, with about $900,000 going towards campus safety, instructional costs and increasing hours of operations, such as overtime for campus security in order to be able to open. There were expenses related to DoIT in order to be able to help improve the availability of computers for students and for faculty and staff. $3 million for additional emergency funds to students was used to help students with their tuition and help close the budget gap. He said that the college submitted a total of $3.18 million, and we have almost $6 million of money that we have not submitted in terms of claims yet at this point, and we need to spend that money by May 14, which is the deadline for spending. We are getting $27 million in the second round of money. $7.6 million is going directly towards students, the same amount of money that went on in the first CARES act. The students will be getting money again directly paid to them, and that will leave almost $20 million available for the institution to be able to spend.

4. **Stimulus 12/27 Update:** There is MSI money coming out in the stimulus package. We do not know what that MSI money amount is at this point, but there will be almost $20 million that we’ll have in order to be able to spend both in this year and in fiscal FYI 22. Brian C. noted that it looks like we have enough money coming in to cover the gap. Mark confirmed. The committee then discussed the guidelines for using the funds, lost revenue from the EHS contract, Cafeteria, space rentals and Auxiliary Corporation. Mark announced the BPC meeting on 2/9 at which Karol will present a budget update to the BPC/SPS/FPS groups. Saaif asked if international students qualify for the Federal grants. Mark said he did not believe so. Paul N. asked if the money could be spend to improve online learning and teaching for reduced size classes. Mark said that the Fall re-opening committee is discussing all possible options for summer and fall. He ended the meeting and said he would share his presentation with the committee.
Financial Planning Subcommittee
Meeting Agenda
March 18, 2021
4:00-5:00pm – Zoom
(details are in the calendar invite)

1. Approval of Minutes for February 1, 2021 meeting (attached)
2. Update on FY2021 Budget (attached)
3. FY2021 Financial Plan (attached)
4. Doctor of Prof Studies in Justice (attached)
FPS Minutes
March 18, 2021

Present members: Mark Flower (FPS Chair), Yi Li, Ned Benton, Karen Kaplowitz, Erica King-Toler, Jay Gates, Brian Cortijo, Kim Chandler, Andrew Sidman, Saaif Alam, Franklyn Bernabe

Guests: Alison Orlando, Allison Pease, Ajisa Dervisevic, Roger Szajngarten, Rulisa Galloway-Perry, John Paul Narkunas, Janet Winter, Henry Chan, Alena Ryjov (Recorder)

1. **Approval of Minutes from February 1, 2021 meeting:** the minutes were approved unanimously.

2. **FY2021 Budget and 2021 Financial Plan Update:** Mark F. started the meeting by sharing a budget presentation and talking about CARES money. He said that CUNY now has broken down how the money would be allocated. He pointed to a couple of new categories created by CUNY. One of them is the Spring Revenue Loss, which for JJC is $2,649,542. He explained how CUNY calculated the revenue loss for each college. He also said that because funds weren’t disbursed on time, it has created a lot of problems for students. He talked about a Nelnet payment plan approach to help students address the issues. He said that we have now received our allocations and need to submit our budget plan by 3/31. Budget and Planning Committee meeting will be scheduled to approve this plan. He mentioned that the 20% to CUNY that became a 5% cut in reality ended up being a 3% cut ($26M). As a result, some lump sum allocations went up, and it resulted in the overall revenue increase of $7.5M. He also said that we are budgeting to include increases demanded by the PSC for collective bargaining for some HEO titles and adjuncts, but we are not sure when they will be paid out. Overall, he said that our projected budget deficit went down from $7.4M to $1.9M. We are still working on incorporating CARES money to balance the situation. Roger S. asked about the status of student registration. Mark responded that we met our projections for Spring enrollment. Saaif inquired about the status of federal grants. Mark responded that we are still waiting for the rest of the money. Brian asked to confirm if the budget plan doesn’t reflect the federal funds. Mark confirmed that it doesn’t. Ned asked the group about the plans for the future growth and stability for the college. Alison P. agreed that the subcommittee needs to start a conversation regarding our revenue growth and financial stability. Mark proposed that this topic is included into the next meeting agenda. He added that the budget proposal will be shared with the group once it is finalized.

3. **Doctor of Professional Studies in Justice:** Ned shared a presentation introducing a plan for the new program Doctor of Professional Studies in Justice. He said that it responds to three of our strategic goals. It will be awarded by John Jay College, and will be a hybrid/online degree. He went over financial assumptions, and said that now we need to make sure there’s sufficient support for the concept. The subcommittee discussed the proposal and assumptions. Ned said that he will bring the proposal back on the agenda once he reviews the assumptions with other key players.
Financial Planning Subcommittee
Meeting Agenda
March 31, 2021
4:00-5:00pm – Zoom
(details are in the calendar invite)

1. Approval of Minutes for March 18, 2021 meeting (attached)

2. Review and Adoption of the FY2021 Financial Plan (attached)
 Present members: Mark Flower (FPS Chair), Yi Li, Ned Benton, Karen Kaplowitz, Jay Gates, Brian Cortijo, Kim Chandler, Andrew Sidman, Saaif Alam, Franklyn Bernabe

 Guests: Alison Orlando, Allison Pease, Ajisa Dervisevic, Roger Szajngarten, Rulisa Galloway-Perry, John Paul Narkunas, Janet Winter, Henry Chan, Alena Ryjov (Recorder)

1. Approval of Minutes from March 18, 2021 meeting: the minutes were approved unanimously.

2. Review and Adoption of the FY2021 Financial Plan: Mark F. started the meeting by sharing a document from CUNY with an FAQ on CRRSSA and CARES funds, MSI allocation and our lost revenue. He talked about how the college is planning to spend CARES funds following CUNY’s authorization and guidelines. Ned asked to clarify how the CARES money gets applied in situation of tuition loss. Mark said he believes the money will be deposited as a lump sum allocation. He then moved to talk about the college’s financial plan. He showed that CUNY’s revenue target for the college is $98,746,000, and walked the committee through the rest of the categories. He said that we have an almost $2M increase in revenue projection. He pointed out that the PS expenses dropped. While the plan now includes PSC bargaining increases, it also shows a reduced cost for teaching adjuncts by $700K, and a drop in CA expenses. OTPS expenses remain the same due to CARES money offsetting the expenses. Overall, the projected year-end balance now is $745,158, which is good news. Ned asked if faculty increases will be paid out in the 4th Qt. Mark said yes. Ned asked about the situation with the state mandated cuts that went from 20% to 3%. Mark said the budget is not finalized yet, but there’s a chance CUNY could restore the cuts and the year-end balance could improve even more. Kim C. thanked the chairs for their hard work in helping offset adjunct expenses. She also noted that the decrease in admin staff expenses came at a cost, and stressed an importance of building our financial stability and sustainability as we move forward. Mark agreed and said that the SPS and FPS should be working together towards this goal. Saaif asked about student balances. Mark said that once we receive the remaining CARES funds, we will be able to assist students who qualify. Saaif asked if learning modality will affect tuition rates. Mark said most likely not. He explained that the college plans on having mostly a combination of fully in-person and fully online classes, with select hybrid options. Next, Mark shared the financial plan for submission to CUNY. He asked if the subcommittee approves the plan for submission to the BPC. Ned Benton moved to approve the plan for submission to the Budget and Planning Committee. Karen Kaplowitz seconded the motion. The motion was approved unanimously.
Strategic Planning Subcommittee
Meeting Agenda
September 16, 2020
4:00-5:00pm

1. Minutes from our meeting on April 30, 2020 meeting

2. Reviewing academic year 2021 strategic plans by division

3. New Business
1. **Approval of Minutes from April 30, 2020.** The minutes were approved as proposed.

2. **Reviewing academic year 2021 strategic plans by division.** Allison P. briefly went over the college charter and spoke about the charge of the SPS. She then moved on to speak about the strategic plan. She explained that last year the strategic plan was created, and that the plan is now being operationalized at the administrative level. This is being done through the vice presidents who developed their own divisional plans that were submitted in August and who will partake in a process in which they will report on their progress annually over a five-year period. The committee then reviewed the divisional plans. Allison P. felt that the role of the committee in this process is to weigh-in on how progress is being measured in the plans and to have an understanding on where the college stands in relation to our overall goals. Ned B. inquired about the objective in the strategic plan that is to “increase the size of full-time faculty and the percentage of full-time teaching.” He explained that he didn't see this objective addressed in the divisional plans created by the administration. Yi L. addressed this and spoke about his plans for faculty hiring. He explained that he is hoping that by the spring semester that the college will have a budget, and that he will be able to obtain additional sublines at that time. In terms of full-time faculty hiring, he said that all hires have to go through the vacancy review board. He added that this is a fluid situation, but full-time faculty coverage is a priority for him. There was continued brief discussion on this issue.

3. **New Business.** Allison P. spoke about the work of the SPS for the rest of the year. She has asked Dyanna P. to present on the status of assessment at the college at the meeting in November. For the December meeting, Allison P. felt that the committee should have a dedicated discussion on how to align the strategic plan and assessment to budgeting. She then asked if the committee had any other ideas for the SPS meetings this semester. Ned B. mentioned that one of the responsibilities of the committee is accreditation and that he would like to hear regular reports on accreditation. Allison P. agreed with Ned B., and spoke about the Middle States process. She explained that our Middle States reaccreditation will occur in 2022-2023, and that next year the self-study will be written. She added that this process will start this fall as the three co-chairs of the Middle States Steering Committee will be attending the Middle States Self-Study Institute where they will learn how to write the self-study. She also explained that in spring 2021 there will be a rollout of the committees who will be tasked with writing the standards of the self-study. The committee then moved on to speak about other areas that they would like to address this semester. Brian C. asked if the SPS could take a closer look at the work of the subgroup assigned to multi-year course scheduling. After a brief discussion, it was decided that Brian C. would report on this at a SPS meeting that will be added in October. The conversation moved on to space and space planning. Brian C. felt that he cannot schedule classes in North Hall because it is unsafe. He asked for this to be made a discussion item at a future SPS meeting. Mark F. responded that he agrees that the building is becoming inhabitable, and that he will have a discussion with the President on this. Brian C. said that if there is a college-wide decision that North Hall is uninhabitable then this issue does not need to be specifically discussed at SPS.
1. Approval of minutes for the September 16, 2020 meeting

2. Update on the strategic plan including AASHE STARS, curriculum framework, finance and administration and campus climate survey (see attached)

3. Update and input on multi-year course scheduling- Brian Cortijo (see attached)*

4. Brief middle states update – Ned Benton

5. New Business

* Brian Cortijo sends these comments in advance:

Our report from the summer indicated 5 areas that the task group believed were vital to the success of a multi-year schedule cycle: Timing, Classification, Insulation, Continuing Assessment, and Growth. Those findings appear in the report we delivered, which is again attached for the subcommittee’s review.

There is significant groundwork that needs to be done on the academic side of the house prior to implementing any multi-year scheduling plan. In addition to the necessary buy-in from departments, programs, and academic administration (up to and including the Provost) to move away from the sort of rolled-over schedules the college has used for many years, the Classification portion of the report needs to be completed well before we can hope to begin putting this new paradigm in place.

Before putting this plan before the administration, however, or even to the BPC, SPS needs to assess its level of agreement with the group’s findings and refine the recommendations and terminology therein. This has yet to happen. Here are the key issues we would like the SPS to consider:

- Does the subcommittee agree that the three-year cycle is ideal?
- Who would SPS recommend coordinate and oversee the Classification process, which is likely to require significant guidance and feedback before completed?
- What information is needed to make sure that both decision makers and stakeholders have the necessary data to Insulate the schedule? From whom should that data be coming?
- Should the Continuing Assessment and Growth areas remain distinct, as the subgroup recommended? Or are these items that can be folded into one another?
- While a scheduling cycle institutes a new process, are there policy implications that SPS should be ready to address, or new policies to put forward?
Strategic Planning Subcommittee
Minutes
October 15, 2020

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Brian Cortijo, Warren Eller, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Catherine Mulder, Dyanna Pooley, Jessica Rosario, Monika Son and Alison Orlando (recorder)

Guests: Hungde Chan, Rulisa Galloway-Perry, Alena Ryjov, and Rodger Szajngarten

1. Approval of minutes from September 16, 2020. The minutes were approved as proposed.

2. Update on the strategic plan including AASHE STARS, curriculum framework, finance and administration, and campus climate survey. Allison P. gave an update on the strategic plan. She spoke about several initiatives at the college that address various goals and objectives within the plan. She first gave an update on the objective to “implement a comprehensive sustainability program” (Goal 4, Objective B). She explained that Lindsey Kayman is working on an inventory of the college and once this has been completed the college will submit for our initial rating with AASHE STARS. She then spoke about the objective to “develop a shared framework across the faculty that informs a culturally affirming inclusive pedagogy and curriculum design” (Goal 3, Objective E). She said that she was been working with Dean Byrne on this and that there are currently 40 faculty working on new courses and course revisions across the curriculum. She then moved on to speak about the objective to “create and sustain a culture of equity, diversity and inclusion” (Goal 3, Objective A). She explained that the college is currently working on creating a new campus climate survey which they are aiming to launch in the spring. Mark F. then gave a brief update and described the Lean 6 Sigma Methodology which Finance & Administration will be using to address the KPI's within the Strategic Plan.

3. Update and input on multi-year course scheduling. Brian C. explained that the workgroup formed in the SPS-FPS on multi-year scheduling recommends a three-year course scheduling plan. However, he felt that it is important to have feedback from the SPS and other stakeholders on items such as the course classification process. Ned B. felt that a three-year schedule would be helpful for scheduling purpose, but he had two concerns. The first being that the college should scan the technology horizon at the CUNY to ensure that the university is also working on a similar process. His other concern is that a course classification process would make it harder to make the schedule. Yi L. spoke about the advantages of a multi-year scheduling process and felt that the college could launch a three-year schedule on a parallel system that would allow us to make adjustments as needed. He added that implementing a multi-year schedule would be a collaboration between the Registrar’s Office, Provost’s Office, Undergraduate Studies, Graduate Studies, Enrollment Management and the Budgeting Office. Yi L. committed to help with the multi-year schedule; he added that we need a concrete timetable and plan to begin. There was then a discussion on the advantages and disadvantages of including course classifications on the multi-year schedule. Allison P. then looked over the questions Brian C. presented to the committee in advance and asked the committee to address two of his questions. The first of question the committee addressed was “Does the subcommittee agree that the three-year cycle is ideal?” Allison P. asked for a vote on the recommendation of a three-year cycle. There was a vote, and it was passed unanimously. The second question the committee addressed was “While a scheduling cycle institutes a new process, are there policy implications that SPS should be ready to address, or new policies to put forward?” There was a discussion on this topic. Ned B. said it would be useful to describe the scheduling system in a 2-3-page summary, and that this would help decide who is a
stakeholder and how the scheduling process will fit into other types of processes. Allison P. added that she felt that at this time the Provost, the Registrar and those central to this process should take this conversation out of the committee. However, they are welcome to come back to the SPS for the committee weigh-in throughout the process. Yi L. said he will have a discussion with the Registrar about multi-year scheduling and he will report back to the committee on the progress.

4. **Brief middle states update.** Ned B. gave an update that the Steering Committee Co-Chairs (Allison Pease, Ned Benton and Jim Cauthen) among others at the college have been attending the Middle States Self-Study Institute. He explained that the next step in the reaccreditation process is the creation of a self-study design, which will be shared with the SPS. He also explained that some decisions have been made regarding Middle States including that the site visit will occur in spring 2023 and that we will have a standard based self-study. He said that the process is ongoing, and the committee will continue to be updated.

5. **New Business.** There was no new business.
Strategic Planning Subcommittee
Meeting Agenda
December 9, 2020
3:30pm-4:30pm – Zoom (details are below and in the calendar invite)

1. Approval of minutes for the October 15, 2020 meeting

2. Report on College-Wide Assessment (Dyanna Pooley)

3. AASHE STARS update (Allison Pease)

4. New Business
Strategic Planning Subcommittee
Minutes
December 9, 2020

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Catherine Mulder, Dyanna Pooley, Amber Rivero, Monika Son and Alison Orlando (recorder)

Guests: Hungde Chan, Rulisa Galloway-Perry, John Paul Narkunas, Alena Ryjov, Rodger Szajngarten, and Janet Winter

1. Approval of minutes from October 15, 2020. The minutes were approved as proposed.

2. Report on College-Wide Assessment. Dyanna P. gave an update on the state of assessment across the college. She started by talking about the expectations of the Middle States Commission on Higher Education (MSCHE) for assessment. She moved on to speak about academic program assessment. Dyanna P. explained that in 2019-2020 within undergraduate studies 27 out of 31 majors and 9 out of 22 stand-alone minors submitted assessment reports. In graduate studies, 4 out of 13 master's programs submitted assessment reports. Dyanna P. then spoke about “closing the loop” within the assessment reports and reported that this is one of the areas within the reports that is commonly problematic. She also discussed other common pitfalls found in the assessment reports. She moved on from academic program assessment to speak about other areas within the college pursuing assessment including Enrollment Management & Student Affairs, and Finance and Administration. She said for 2019-2020 Enrollment Management & Student Affairs submitted 11 plans and 6 reports. She added that 4 plans for 2020-2021 have been submitted thus far. She then explained that for 2020 - 2021 Finance and Administration will be using quality improvement stories employing the 6 sigma problem solving methodology and that seven areas are currently working on this. Mark F. gave additional information on the 6-sigma methodology and quality improvement stories. Dyanna P. ended her presentation by explaining the College Wide Assessment Committee (CWAC) action plans for the future and opened the floor for discussion. Heath G. asked if Dyanna P. has the resources to ensure that meaningful data is equitably collected across departments that is consistent and can be comparatively looked at. Dyanna P. said that she is working towards having assessments results reported in a consistent format with the new reporting template. Ned B. felt that we are not conveying our expectations for assessment as clearly as we should to the academic departments and programs. He added that this may be the case in non-academic areas as well. Yi Li added that he hopes that the presentation brings a sense of urgency to the conversation. Dyanna P. said that another area she is looking for feedback on is how to get students more involved in the assessment process and that she is open to suggestions. Amber R. said that she would like to speak to other students for their opinion on this but has some general thoughts. She explained that anytime a process is broken down for students in a way that digestible and easy to understand they are more likely to become involved. She added that making the students feel empowered and part of an important process is a key to their engagement. She felt that small group discussions with the students on assessment may helpful. Rulisa G. felt that student clubs could be a mechanism for students to learn how to assess themselves and how they are leading in small groups. This would allow the next generation of students to have a tool to look back on to see how clubs have done in the past and how they can improve on in the future. She added that student council could do a similar exercise.

3. AASHE STARS Update. Due to time limitations, this agenda item will be discussed at a future meeting.

4. New Business. There was no new business.
Strategic Planning Subcommittee
Meeting Agenda
February 25, 2021
11:00am-12:00pm – Zoom (details are below and in the calendar invite)

1. Approval of minutes for the December 9, 2020 meeting
2. Doctor of Professional Studies in Justice (See attached)
3. Current data in relation to Strategic Plan
4. AASHE STARS update
5. Excelencia in Education Application
Strategic Planning Subcommittee
Minutes
February 25, 2021

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Brian Cortijo, Warren Eller, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Andrew Sidman, Monika L. Son, Marie Springer and Alison Orlando (recorder)

Guests: Hungde Chan and Alena Ryjov

1. **Approval of minutes from December 9, 2020.** The minutes were approved as proposed.

2. **Doctor in Professional Studies in Justice.** Ned B. gave a presentation on the proposed degree in a Doctor in Professional Studies in Justice. He first spoke about the need and justification for this degree. He went on to explain the degree in more detail describing the proposed structure, mode of instruction, and breakdown of the allocation of credits. Ned B. moved on to speak about the enrollment targets for the proposed degree, and the cost of the program against the projected revenue. He explained that the goal is that the program will have net revenue that will allow for the build-up of faculty. Ned B. ended the presentation by speaking about the regulatory approvals that would be necessary for the college to be able to offer the program. He said that he will send the presentation to the committee after he makes some necessary revisions to the financial numbers that came to light during the meeting. The floor was opened for comments. Brian C. said that doctoral degree tuition is cataloged different then master's degrees tuition, and this will have an impact on the proposal. It was decided that Mark F., Brian C., and Ned B. needed to speak about this in more detail. Allison P. explained that this committee should be looking at if the proposal aligns with the strategic plan, and strategic direction of the college. She believes that the proposal aligns with our identity, and the more rigorous discussion should occur in the FPS to decide if the proposal makes financial sense. Warren E. agreed that the needs of this committee have been met. Yi L. added that the proposed degree fits well with our vision. He added that he supports this proposal but that we need to make sure the financial model is sustainable.

3. **Current data in relation to Strategic Plan.** Allison P. started by explaining that she would like to speak about data trends at the college that may affect our ability to reach our goals in the strategic plan. Allison P. specifically wanted to address Goal 1, Objective C within the strategic plan to “increase our undergraduate and graduate graduation rates.” She said that the data trend at the college that is concerning is our fall to spring retention rates for academic year 2020-21. She explained that new undergraduate students in Fall 2020 are stopping out at a higher rate than prior years. This is problematic as students can’t graduate if they aren’t retained. She added that more specifically black freshmen (both male and female) and transfer students are being retained at lower rates. She explained that this effects our ability to reach Goal 3, Objective B within the strategic plan to “close graduation equity gaps among all student populations.” Allison P. then went over the Undergraduate Academic Recovery Plan that is aiming to address these data trends. The floor was then opened to the committee for questions and comments. Mark F. spoke about budgeting for the Undergraduate Academic Recovery Plan. He explained that CARES and CRRSAA funds can be used towards the recovery plan in addition to help students pay outstanding balances to the college. Andrew S. commented that there are two separate issues. The first being that the pandemic has caused a drop in retention and the second being the ongoing trend of the low retention of black students. Monica S. inquired how the university is going to address retaining these students as this issue exists on other CUNY campuses. Allison P. said CUNY has acknowledged this is a trend but does not know if they have any interventions planned. Warren E. suggested that we could model this trend over a...
period of time and run a survey to see why we aren’t retaining these students. This could help the college see what other common characteristics these students may share. Allison P. then asked the committee to weigh in on what they would like to talk about in our next SPS meeting and to contact her with any suggestions. Ned B. said that the Middle States Working Groups have been asked to identify areas where the college has a gap in performance. He suggested that the areas the working groups identify could be brought to the committee.

4. **AASHE STARS Update.** Allison P. gave the committee a brief overview of AASHE STARS. She explained that last year the college decided to participate in AASHE STARS as a way of committing to our efforts in sustainability. She then went through our provisional report for AASHE STARS. She explained the different categories within the provisional report and said that we have a provisional score of silver.
Strategic Planning Subcommittee
Meeting Agenda
March 23, 2021
3:00pm-4:00pm

1. Approval of minutes for the February 25, 2021 meeting
2. How to use college space post-pandemic (see attached article from the Chronicle on space)
3. Faculty hiring in the next five years
4. Potential uses of CRRSAA and ARP funds
5. New Business
Strategic Planning Subcommittee
Minutes
March 23, 2021

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ned Benton, Brian Cortijo, Warren Eller, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Amber Rivero, Andrew Sidman, Monika Son and Alison Orlando (recorder)
Guests: Hungde Chan, Rulisa Galloway-Perry, John Paul Narkunas, and Alena Ryjov

1. Approval of minutes from February 25, 2021. The minutes were approved as proposed.
2. How to use College Space Post-Pandemic. Allison P. started by explaining that space planning is included in the charge of the SPS. She then opened up the floor to the committee for their thoughts on using college space post-pandemic. Ned B. felt that we need to know what the culture and rules of the college will be post-pandemic to better figure out the role and demand for space. Karen K. added that we also need to know what the faculty will prefer as their post-pandemic mode of instruction. Allison P. said that the method of course delivery also depends on what will best benefit the students we serve with the limited resources we have. Brian C. spoke about scheduling, and what has been effective in the past to best serve our student’s needs. Ned B. felt it is important to survey the students and try to schedule the classes towards their preferences. There was a short discussion on the continuation of community hour. Karen K. felt that community hour has allowed students to become more engaged. Allison P. added that although we can’t make a causal link since we have incorporated community hour our retention and graduation rates have increased. Allison P. ended by asking the committee to continue to think proactively on our use of space post-pandemic, while, keeping in mind our priorities on how to best serve our students.
3. Faculty Hiring in the Next Five Years. Yi L. opened by explaining that a five-year Faculty Hiring Plan was created in 2019. The plan was first implemented in academic year 2019-2020 and resulted in faculty hires. However, the second year of the plan was not carried out because the college did not receive a budget until recently. Yi L. said that going forward his full intention is to implement the hiring plan with any updates that are needed. He will consult with the President, the Interim Vice President of Finance & Administration, the academic chairs, and the faculty senate about any necessary changes. He added that for the upcoming year with the additional funding expected at the college that faculty hires should be a top priority. Ned B. then went over the “Resolution on Strategic Budget Planning for Post-Pandemic Period” that will presented to the faculty senate. The resolution that includes a series of recommendations for financial planning over the next three fiscal years as we enter a period of post-pandemic recovery. These recommendations focus on full-time employment targets across the operational divisions, and academic division targets for faculty and non-faculty positions. He added we could use these three-year targets in the financial plan to set limits of employment within the various divisions. Allison P. asked for comments from the committee. Mark F. said that he liked the concept, and he is in support of it. Yi L. mentioned that he thinks transparency is key. He believes it’s important to have a multi-year target but believes there should be some flexibility.
4. Potential uses of CRRSAA and ARP Funds. Allison P. said that she would like to use the remainder of the meeting to talk about the use of the one-time funds. She asked Mark F. to speak about restrictions on using these funds. Mark F. said similar to CARES, the CRRSAA funds need to have a proportional amount go back to student financial support. He added that with student consent we will be able to direct a portion of the CRRSAA funds to the their accounts at the college. This will provide more opportunity to the students to clear
outstanding balances, and for the student to rely less on financial aid. The floor was then opened to questions and comments. Warren E. suggested that the college should use the funds to make an investment in technology to reduce transaction costs and streamline administrative functions. He also felt we should invest in our online capacity. Brian C. felt that we have to be prepared to make another switch to online. He believes we should use the funds to strengthen the college to be better prepared as we increase our online capacity in the years ahead. Yi L. advocated for an investment in enhancing programming for supporting faculty and students in online education. Paul N. felt that when we invest in the online infrastructure, we should look at meaningful robust systems that will last. He also felt that online resources should be more easily accessible, and there should be a place where we can view these resources along with a clear set of processes on how to obtain additional resources. Another suggestion he had is to use the funds to stack classes with lower students and higher faculty for more individual attention. Rulissa G. added that trainings and development for faculty, staff, and students are key when implementing any new systems. Andrew S. felt that there should be an investment in the library. Allison P. added that it is important to invest in students who have been underserved by the pandemic and failing behind. She felt that free courses and supporting paid internships would benefit our students. Amber R. agree with Allison P. and said that paid internships are a vital experience that many students could benefit from.

5. **New Business.** There was no new business.
1. Approval of minutes for the March 23, 2021 meeting
2. Discussing terms “alignment” and “assessment”
3. Discussion of readings about other college's planning/budgeting/assessment processes
4. Discussion of Benton budget exercise
5. New Business
1. **Approval of minutes from March 23, 2021.** The minutes were approved as proposed.

2. **Discussing terms “alignment and assessment.”** Allison P. began by briefly speaking about the term alignment in regard to our budget, planning, and assessment processes. She explained that the Middle States Commission on Higher Education (MSCHE) expects alignment between these processes. Allison P. explained to the committee that she believes the college does align these processes but that there is room for improvement. She then moved on to speak about the term assessment. Allison P. said that she understands that the MSCHE recognizes assessment not only as student learning outcomes assessment, and AES assessment but in the broader sense of all data that comes to bear on our decision making. She gave the examples of our strategic planning process and the CUNY Performance Management Process (PMP). Ned B. explained that the college has formal assessment processes, and informal assessment activities but the issue is that we don’t document the informal processes. He suggested that we ask for reports at the end of the year from the departments and governance committees on their informal assessment activities. Allison P. said that the Vice Presidents already collect this information from their units within the divisions and report this information to the President. She considered if this process should be made more transparent. Allison P. then returned to the topic of alignment. She referenced a CUNY worksheet that advises the college on how to demonstrate alignment between the different processes through an integrated timetable. She shared the timetable she made for John Jay following this template, but she felt that this document does not really demonstrate the alignment between the processes.

3. **Discussion of readings about other college’s planning/budgeting/assessment processes.** Allison P. continued the discussion about alignment and spoke about how the other colleges in the readings (Brooklyn College, City Tech, and University at Buffalo) demonstrate alignment between their processes. She explained that an issue the college has regarding the alignment of our processes is that the majority of our budget is allocated to personnel, and that planning for hires occurs at the vice presidential and presidential level. Warren E. suggested that we use a flowchart to demonstrate the individual processes that inform this decision making. Ned B. felt that we have a structured process with the involvement of the SPS-FPS and BPC in producing the financial plan each year, and that this is where we have the opportunity to relate the budgeting decisions to our goals. Mark F. added that our budget process can be siloed, and this needs to be addressed. He gave the example of academic advisement, and how it is not addressed as a global initiative.

4. **Discussion of Benton budget exercise.** Ned B. gave an overview of a budget exercise that the college could use to help to align our budgeting and planning process. He explained that we need to align our full-time position budgeting process align with our institutional goals as personnel makes up 90% of our budget. He then shared a spreadsheet that could be used as a tool to aid in this process. The floor was then opened to questions and comments. Warren E. said his concern is that outcomes are transparent but the decision is still made in a black box. Ned B. said that SPS-FPS will be advised on the total number of positions that the college can afford, and that the committee will make recommendations.
on how to allocate those lines through the financial plan. He added that the President may make changes to the plan, but the process is transparent. Andrew S. felt that this is a good framework to track lines but is troubled on how we come up with the right number of positions to allocate. He also has concerns about parallel actions happening within the college and that this needs to be tracked. There was a brief discussion on the budget and the opportunity the college may have to plan with a possible better budget scenario in the upcoming years. Brian C. said that it is important to backfill administrative positions as there has been attrition and the work has been absorbed by those in the college without additional compensation. Mark F. said that as we replace those who left we need to see if we need to reallocate resources as the college’s priorities may have changed. He felt the committee could play a role in this. Waaren E. felt the SPS could inform the FPS on how to direct resources towards the strategic plan. Allison P. said she will take this conversation to senior leadership to see how they can work together with the SPS-FPS on a line allocation model.

5. **New Business.** There was no new business.
Committee on Graduate Studies
Committee on Graduate Studies
September 9, 2020
Agenda

1. Approval of the agenda

2. Minutes of May 6 2020

3. Dean Updates:

4. Curriculum changes: MPA
   - Proposal to Amend the MPA DT Tuition Assistance Language
   - Proposal to Eliminate the specialization within the Inspection & Oversight MPA track called "Independent and Contractual Inspection and Oversight"

5. New Business
Committee on Graduate Studies  
September 9, 2020  
1:40 pm – 3:00 pm  
Remote Conferencing via Zoom


Absentees: Ellen Hartigan and Charles Stone.

Guests: Jean-Marie Col, Mary Colon, Nicole Elias, and Elaine Thompson.

1. Approval of the agenda  
   • The agenda was unanimously approved 15-0-0.

2. Minutes of May 6 2020  
   • The minutes were approved 14-0-1.

3. Dean Updates:  
   • Middle States  
     o Dean Morote presented on the upcoming Middle States assessment in 2022.
   • Branding Meeting  
     o Dean Morote would like to schedule a branding meeting with the program directors.
   • Alumni & Professors interviews- Facebook Live

4. Curriculum changes: MPA  
   • Proposal to Amend the MPA DT Tuition Assistance Language  
     o The proposal was unanimously approved 15-0-0.
   • Proposal to Eliminate the specialization within the Inspection & Oversight MPA track called "Independent and Contractual Inspection and Oversight"  
     o The proposal was unanimously approved 15-0-0.

5. New Business  
   • Elaine Thompson discussed the graduate admissions for Fall 2020.
   • Dean Morote will be contacting the programs about their Fall 2020 budgets.

The meeting was adjourned at 2:47 PM.
Committee on Graduate Studies
October 14, 2020
1:30 – 3:00 PM
Remote Conferencing via Zoom

1. Approval of the agenda

2. Announcements

3. Minutes of September 9, 2020

4. Curriculum Proposals
   FORENSIC SCIENCE MS
   - New graduate course: FOS 738 Crime Scene Investigation for Forensic Scientists

5. New Business

6. Group discussions of Mission/Vision and Competencies (1:45 PM- 2:45)- Groups will be divided into two breakout rooms

7. Presentation of Mission/Vision and Competencies from group discussions (2:45 PM)
Committee on Graduate Studies
October 14, 2020
1:30 – 3:00 PM
Remote Conferencing via Zoom


Absentees: Ellen Hartigan, Robert McCrie, and Ian Seda-Irizarry.

Guests: Anna Austenfeld, Jean-Marie Col, Mary Colon, Nicole Elias, Mayra Nieves, and Elaine Thompson.

1. Approval of the agenda
   • The agenda was unanimously approved 16-0-0.

2. Announcements
   • The proposal for the Graduate Student Success Center has been presented.
   • We are continuing to work on the Facebook live interviews.

3. Minutes of September 9, 2020
   • The minutes were approved 15-0-1 (Glenn Corbett abstained).

4. Curriculum Proposals
   FORENSIC SCIENCE MS
   • New graduate course: FOS 738 Crime Scene Investigation for Forensic Scientists
     o Prof. Prinz presented the proposal for the new elective course FOS 738.
     o The proposal was unanimously approved 16-0-0.

5. New Business
   • The committee discussed the issue of managing increased enrollment without increased funding.

6. Group discussions of Mission/Vision and Competencies
   • The committee broke into two groups to discuss the mission/vision and competencies

7. Presentation of Mission/Vision and Competencies from group discussions
   • The committee reconvened to present what each group discussed.
1. Approval of the agenda

2. Announcements

3. Minutes of October 14, 2020

4. Curriculum Proposals
   INTERNATIONAL CRIME AND JUSTICE M.A.
   • New graduate course: ICJ/SEC XXX Cybercrime & Information Technology
   ECONOMICS M.A.
   • New graduate course: ECO 731 Economic Development

5. New Business

6. Group discussions of Mission/Vision and Competencies - Groups will be divided into two breakout rooms

7. Presentation of Mission/Vision and Competencies from group discussions
Committee on Graduate Studies
November 10, 2020
1:30 – 3:00 PM
Remote Conferencing via Zoom


Absentees: Ellen Hartigan and Ian Seda-Irizarry.

Guests: Anna Austenfeld, Nicole Elias, and Elaine Thompson.

1. Approval of the agenda
   • The agenda was unanimously approved 16-0-0.

2. Announcements
   • Dean Morote discussed events and activities being planned by Graduate Studies.
   • Elaine Thompson discussed Spring 2021 graduate student enrollments.

3. Minutes of October 14, 2020
   • The minutes were unanimously approved 16-0-0.

4. Curriculum Proposals
   ECONOMICS M.A.
   • New graduate course: ECO 731 Economic Development
   • The proposal was presented by Graduate Studies on behalf of the Economics MA program.
   • The proposal was unanimously approved 16-0-0.

   INTERNATIONAL CRIME AND JUSTICE M.A.
   • New graduate course: ICJ/SEC 760 Information Technology & Cybercrime.
   • The proposal was unanimously approved 16-0-0.

5. New Business
   • Program directors asked Dean Morote to clarify the correct course number for experimental courses.

6. Group discussions of Mission/Vision and Competencies
   • The committee broke into two groups to discuss the mission/vision and competencies

7. Presentation of Mission/Vision and Competencies from group discussions
   • The committee reconvened to present what each group discussed.
Committee on Graduate Studies
December 15, 2020
1:30 – 3:00 PM
Remote Conferencing via Zoom

1. Approval of the agenda

2. Minutes of November 10, 2020

3. Announcements

4. Curriculum Proposals
   FORENSIC MENTAL HEALTH COUNSELING M.A.
   • New graduate course: PSY 762

5. New Business

6. Mission/Vision and Competencies
Committee on Graduate Studies  
December 15, 2020  
1:30 – 3:00 PM  
Remote Conferencing via Zoom


Guests: Anna Austenfeld, Kathleen Collins, Jennifer Rutledge, Elaine Thompson

1. Approval of the agenda  
   • The agenda was unanimously approved 11-0-0.

2. Minutes of November 10, 2020  
   • The minutes were unanimously approved 11-0-0.

3. Announcements

4. Curriculum Proposals  
   FORENSIC MENTAL HEALTH COUNSELING M.A.  
   • Prof. Falkenbach presented the proposal for the new graduate course: PSY 762  
   • The proposal was unanimously approved 12-0-0.

5. New Business  
   • No new business was presented.

6. Mission/Vision and Competencies  
   • The committee members reviewed the final draft of the Mission/Vision and Competencies.
Committee on Graduate Studies
February 10, 2021
1:30 – 3:00 PM
Remote Conferencing via Zoom

1. Approval of the agenda

2. Minutes of December 15, 2020

3. Announcements
   • Welcome from Dean Morote
   • Change of Grade Appeals Form
   • First Graduate Research Symposium
   • Virtual Internships
   • Middle States
   • Enrollment

4. Curriculum Proposals
   MPA in INSPECTION AND OVERSIGHT
   • Change to an existing course name: PAD 749 Public Sector Accounting & Auditing II

   EMERGENCY MANAGEMENT M.S.
   • Change in graduate degree program

5. New Business
Committee on Graduate Studies  
February 10, 2021  
1:30 – 3:00 PM  
Remote Conferencing via Zoom


Absentees: Ellen Hartigan, Robert McCrie, Charles Stone, Cassey Rodriguez, and Douglas Salane.

Guests: Anna Austenfeld, Maria D’Agostino, Shweta Jain, Mayra Nieves, Elaine Thompson, and Kenneth Yanes.

1. Approval of the agenda  
   • The agenda was unanimously approved 15-0-0.

2. Minutes of December 15, 2020  
   • The minutes of December 15, 2021 were unanimously approved 15-0-0.

3. Announcements

4. Curriculum Proposals  
   MPA in INSPECTION AND OVERSIGHT  
   • Change to an existing course name: PAD 749 Public Sector Accounting & Auditing II  
     o Prof. Feldman introduced the proposal to change the name of PAD 749 from Public Sector Accounting & Auditing II to Financial Forensic Examination and Auditing.  
     o The proposal was unanimously approved 14-0-0.

   EMERGENCY MANAGEMENT M.S.  
   • Change in graduate degree program  
     o Prof. Corbett to revise the general track of the Emergency Management M.S. program.  
     o The proposal was unanimously approved 14-0-0.

5. New Business  
   • No new business was presented.

The meeting was adjourned at 2:26 PM.
Committee on Graduate Studies
March 10, 2021
1:30 – 2:15 PM
Remote Conferencing via Zoom

1. Approval of the agenda

2. Minutes of February 15, 2020

3. Announcements
   ● Welcome from Dean Morote

4. Curriculum Proposals
   International Crime & Justice MA
   ● Proposal for a new course: Organized Crime ICJXXX

5. Degree Program Actions
   International Crime & Justice MA
   ● Revision of Bylaws

6. New Business
Committee on Graduate Studies
March 10, 2021
1:30 – 2:15 PM
Remote Conferencing via Zoom

Attendees: Glenn Corbett, Diana Falkenbach, Dan Feldman, Heath Grant, Jeffrey Kroessler, Yi Lu, Michael Martinez-Sachs, Elsa-Sofia Morote, Gohar Petrossian, Mechthild Prinz, Douglas Salane, Ian Seda, Charlotte Walker-Said

Absentees: Ellen Hartigan, Robert McCrie, Charles Nemeth, Ruby Orth, Charles Stone, and Cassey Rodriguez.

Guests: Anna Austenfeld, Katarzyna Celinska, Jeanne-Marie Col, Teresa Curmi, Maria D’Agostino, Nicole Elias, Kortni MacDonald, Dyanna Pooley, Jennifer Rutledge, and Ken Yanes.

1. Approval of the agenda
   • The agenda was unanimously approved 13-0-0.

2. Minutes of February 15, 2020
   • The minutes were unanimously approved 13-0-0.

3. Announcements
   • Welcome from Dean Morote

4. Curriculum Proposals
   International Crime & Justice MA
   • Proposal for a new course: Organized Crime ICJXXX
   • Prof. Petrossian introduced a proposal for a new course in the ICJ M.A. program.
   • The proposal was approved 12-0-1.

5. Degree Program Actions
   International Crime & Justice MA
   • Revision of Bylaws
   • This item was tabled for discussion at the April CGS meeting.

6. New Business
   • No new business was introduced.
Committee on Graduate Studies

April 1, 2020

12:00 pm – 1:30 pm
Zoom meeting https://jjay-cuny.zoom.us/j/347164149

1. Approval of the agenda
2. Announcements
3. Minutes of February 11, 2020
4. Curriculum Proposals
   - CRIMINAL JUSTICE
     - Changes to undergraduate statistics admissions conditions
5. New Business
Committee on Graduate Studies
April 1, 2020
12:00 pm – 1:30 pm
Remote Conferencing via Zoom


Absentees: Ellen Hartigan and Robert McCrie.

Guests: Mary Colon, Roblin Meeks, and Elaine Thompson.

1. Approval of the agenda
   • Interim Dean Bornstein asked to move Announcements to Item 4.
   • The agenda was unanimously approved as amended 17-0-0.

2. Minutes of March 11, 2020
   • The minutes were unanimously approved 17-0-0.

3. Curriculum Proposals
   • Criminal Justice MA: Changes to undergraduate statistics admissions conditions
     o Prof. Mellow presented the proposal to include courses equivalent to undergraduate statistics in the Criminal Justice M.A. program’s admissions conditions.
     o The proposal was unanimously approved 18-0-0.

4. Announcements
   • Interim Dean Bornstein announced the procedure to follow if a faculty member falls ill and is temporarily unable to cover his or her courses.
   • Interim Dean Borstein discussed a forthcoming memo regarding the new flexible grading policy, which allows graduate students to request a credit/no credit option after their grades are posted for the Spring 2020 semester.
   • Interim Dean Bornstein asked program directors to consider how to celebrate graduating students virtually.
   • Interim Dean Bornstein asked program directors to let him know whether they want any John Jay merchandise to distribute to students.
   • Going forward, the Provost will only allow essential staff on campus.
   • Dean Martinez-Sachs announced that Student Activity Funds have been frozen.
5. **New Business**

- Currently, items sent to John Jay College are being frozen from delivery.
  - Interim Dean Bornstein agreed to ask VP Titan whether there is a way for receiving to remain open for delivery.
- Interim Dean Bornstein asked program directors to consider how to spend their remaining funds or return the funds to the students.

**The meeting was adjourned at 1:35 PM.**
Committee on Graduate Studies
May 5, 2021
1:30 –3:00pm PM
Remote Conferencing via Zoom
Join Zoom Meeting

1. Approval of the agenda

2. Minutes of April 14, 2021

3. Announcements
   ● Welcome from Dean Morote

4. Curriculum Proposals
   ● New course proposal - PMT 780: Public Health Emergency Management
   ● New Course proposal-HR 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial

5. Degree Program Actions
   ● Proposal for a new Doctoral Program Track  in the CJMA program
   ● Proposal for Advanced Certificate in Social Entrepreneurship & Innovation

6. New Business
   ● Doctor of Professional Studies in Justice
   ● CGS 2021/2022 Meeting Dates
Committee on Graduate Studies
May 5, 2021
1:30 –3:00pm PM
Remote Conferencing via Zoom
Join Zoom Meeting


Absentees: Ellen Hartigan, Jeffrey Kroessler, Yi Lu, Cassey Rodriguez, and Douglas Salane.


1. Approval of the agenda
   • The agenda was unanimously approved 11-0-0.

2. Minutes of April 14, 2021
   • The minutes were unanimously approved 11-0-0.

3. Announcements
   • Welcome from Dean Morote

4. Curriculum Proposals
   • New course proposal - PMT 780: Public Health Emergency Management
     ○ The proposal was unanimously approved 15-0-0.
   • New Course proposal - HR 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial
     ○ The proposal was unanimously approved 15-0-0.

5. Degree Program Actions
   • Proposal for a new Doctoral Program Track in the CJMA program
     ○ The proposal was unanimously approved 15-0-0.
   • Proposal for Advanced Certificate in Social Entrepreneurship & Innovation
     ○ The proposal was unanimously approved 15-0-0.
6. **New Business**
   - Prof. Ned Benton presented a draft for a new program, Doctor of Professional Studies in Justice.
Committee on
Student Evaluation of the Faculty
September 17, 2020

Agenda

1. Meetings & Logistics
2. Membership
3. Web Page
4. Pilot Study Report
5. Other Business

Minutes

Present: Keith Markus, Daniel Yaverbaum

The meeting was rescheduled to Friday, September 25 at 2 PM.

Meetings and Logistics:

Remaining Meetings:
October 8 rescheduled to Monday, October 19 @ 2 PM
November 12 rescheduled to Monday, November 9 @ 2 PM
December 10 rescheduled to Monday, December 7 @ 2 PM

We have a perpetual Zoom meeting so the URL will remain the same.

Membership:

KM will check about new student members.

KM will reach out to Ned Benton about filling the two empty faculty seats.

Web Page:
Nothing to report.

Pilot Study Report:
KM has completed all but some final formatting in the appendices and will send the report to the advisory group. After a suitable period, if no actionable feedback is received, he will post it to the SEOF web bucket. (Reminder: Check that mirroring to the student intranet is automatic.)

Other Business:
DY will make first draft of 2-page summary for Faculty Senate.
KM will send input.
October 19, 2020

Agenda

1. Membership
2. Web Page
3. Pilot Study Report
4. One-page summary
5. Other Business

Minutes

Present: Keith Markus, Daniel Yaverbaum

Membership:
Two designated student representatives.

Here are the 2 students that were selected for the Committee on Student Evaluation of the Faculty:
1. Jose Perez, jose.perez4@jjay.cuny.edu
2. Jayvon Thomas, jayvon.thomas@jjay.cuny.edu

Danielle Officer referred us to Electra Gupton (egupton@jjay.cuny.edu) who provided these names and addresses. We have reached out to both student representatives.

We reached out to the Faculty Senate regarding faculty members.

Web Page:
Nothing to report.

Pilot Study Report:
The formatting issues in the second appendix have been resolved and the report is ready for release.

One-page Summary:

DY drafted preliminary text. The committee discussed and expanded the text. KM will send DY reference for personnel standards.
November 9 Meeting

Agenda

1. Approval of September and October minutes
2. New Student Members: Jose Perez and Jayvon Thomas.
3. Confirm or Adjust December Meeting Date
4. Faculty membership update
5. Brief summary for Faculty Senate
6. New Business

Minutes

Present: Keith Markus, Daniel Yaverbaum

Approved September and October minutes.

December meeting: Will use email to find a time that works for student members.

Will have a second November meeting 2pm November 23.

Faculty membership: No reply from Ned Benton. KM will follow-up with Karen Kaplowitz.
November 23 Meeting

Agenda
1. Welcome New Members
2. Overview of current projects for new members
3. Provost Yi Li's request communicated by Karen Kaplowitz
4. Short Summary for Faculty Senate
5. Web Page
6. Pilot Study Report
7. New Business

Minutes

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas

November 9 minutes approved.

New Faculty Members:
Sung-suk Violet Yu: syu@jjay.cuny.edu
Christopher R. Herrmann: cherrmann@jjay.cuny.edu

Meetings:
Monday December 7 at 2PM changed to December 14 2 pm

Web page: aim to create a web page for the committee that will be useful to the College community.

The most recent research report is now available in the SEOF folder on the College Intranet.

The Provost communicated to Faculty Senate that he would like to replace the current instrument in Spring 2021 with an instrument designed to apply to all course modalities. KM communicated to both that SEOF committee has been developing such an instrument and referred them to reports available on the College intranet. Karen Kaplowitz requested the revised form. KM explained that the new members had not yet met with the committee and that measurement instruments cannot be evaluated based only on their text but must be evaluated in relation to their blueprint and based on empirical evidence. KM explained that the committee is working on a short summary to present along with the revised form. KK expressed that the executive committee looks forward to reviewing this summary along with the proposed new form.

New Business: The original blueprint called for 3 items that measure the students overall assessment of the course. These do not appear to have been implemented. So, this may be something to think about.

KM: Compile draft instrument, post draft summary to blackboard.
DY: Collect comments and prepare for 14th
December 14 Meeting

Agenda:
1. Spring Meeting Schedule
2. Approve December
2. SEOF Period Less Than 2 Weeks
3. Problems with Spigot?
4. Angela Crossman: Peer Observations
5. Summary for Faculty Senate
6. New Business


Committee approved November minutes.

Feb 24 at 2pm
March 17 2pm
April 14 at 2 pm
May 12 2 Pm

Kyeanna Bailey in Provosts Office responsible for SEOF administration.
SEOF period was reduced from 14 days. This does not allow faculty teaching courses that meet once a week to choose the day of administration. This should be restored to 14 days.

KM will reach out to Kyeanna Bailey.

Has anyone else heard concerns with the spigot feature not functioning as expected: e.g., students completing the form outside the spigot period?

KM can ask Kyeanna Bailey if there have been reports of students accessing the form when spigot is off.

Angela Crossman contacted KM. She would like to meet with the committee in the Spring to discuss a proposed revision to the peer observations. Peer observations are not part of our charge in the Charter but there is no official approval mechanism. So she would appreciate our review.

Should we ask for a written proposal to discuss when she meets with us? KM will ask AC to give us something to look at (as early as January) and then we can schedule her to join us at one meeting to discuss in Spring.

Summary for Faculty Senate:
Is it already too long? No.
Draft form: should we render it in HTML? No.
KM: will reach out to KK regarding rumors that the Faculty Senate wants separate forms. The committee has historically opposed this on the basis of fairness in the personnel process. Employees with like jobs should receive like evaluations.

Add FAQ item for "Why is there one form for all faculty?" Fairness, treat everyone the same. Make this the first FAQ question.

DY: Is 7 improvements too much, do we need to focus on 1-3? Move 4 purposes to new first paragraph. Then process, then improvements.
KM: Will read related material from draft 2 and boil down into new first paragraph.
Attendance

17 September 2020
Keith Markus, Daniel Yaverbaum

19 October 2020
Keith Markus, Daniel Yaverbaum

9 November 2020
Keith Markus, Daniel Yaverbaum

23 November 2020
Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas

14 December 2020
Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas
Agenda

1. Approve Summary for Faculty Senate and Student Government
2. 2:30 PM Angela Crossman: Discuss peer observation proposal
3. Approve December Minutes
4. Web page
5. Other business

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann
Guest: Angela Crossman

The committee made final revisions to the summary document for the Faculty Senate and Student Government. These will be set out shortly.

The committee approved the December minutes pending the correction of some typos.

The committee provided feedback to Angela Crossman regarding a draft document related to teaching observations.

Remaining Meetings:
March 17 2pm (Guests: Amber Rivero and Andrew Berezhansky, Student Government)
April 14 at 2 pm
May 12 2 Pm

Note: Andrew Berezhansky andrew.berezhansky@jjay.cuny.edu
Amber Rivero amber.rivero@jjay.cuny.edu
March 17 2021

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas, Seema Ramdat
Guests: Amber Rivero, Andrew Berezhansky

Agenda:
1. Approve minutes
2. Faculty Senate Update
3. SEOF Fall 2020 Update
4. Comments from Jay Gates
5. Student Government (2:30)
6. Web page
7. Other business

1. Minutes approved

2. Update

Summary and proposed instrument were sent to Faculty Senate EC (via KK) and Student Government on February 25.

March 10 Ketih presented the summary to a meeting of the Faculty Senate. After the meeting, Ned Benton circulated a survey to the senators seeking feedback.

NB also suggested that the committee seek feedback from the Council of Chairs. Keith reached out to Jay Gates and provided the summary report, the proposed form, and the current form. The Council of Chairs will discuss the proposal April 22.

The new College Council Secretary is Alena Ryjov, aryjov@jjay.cuny.edu (replacing Anna Austenfeld). Fall 2020 minutes were sent to Alena Ryjov 4 March 2021.

3. SEOF Fall 2020 Update
KM will reply that the committee suggests in the future that the period be lengthened, never shortened. Committee considers choice a serious issue.

4. Jay Gates:
KM will send draft reply to committee for 24 hour feedback.

Guests:
New student member: Seema Ramdat, seema.ramdat@jjay.cuny.edu

AR: University form: CUNY Taskforce for Student Evaluations of Faculty
Contact info: joanne.russell@kbcc.cuny.edu
Student participation: understanding how they are used
KM: will follow up with KB regarding text provided to students regarding who sees the evaluations.

How can Student Government help?
Committee can work with SG to generate text for an email draft.

Questions about classroom experience:
Can we adjust the instructions to convey message that students should express their concerns. "How do you feel about your professor" "How do you feel about how the instructor interacted with the students"

Can they express concerns about Islamophobia, antisemitism.

Can we use the word "inclusive" in the question: "Did you feel like your classroom experience was inclusive" "e.g., what if the professor refused to address a nonbinary student as "they"".

Alternatively: add some sort of instructions regarding things that students should reach out to their department chair about.

VY: Maybe this should be in the syllabus, so students get it early, rather than waiting for SEOF at end of semester. (Model syllabus)

AR: Need to be able to document problems in SEOF for tenure decisions.

DY: Do students understand that they can report a concern, then there is a concern with trusting the process.

KM: What info goes on the form, in the instructions, and on other places?

AR: Infographics for SG web page. Short, catchy, to the point. Students read them.

AR: Offers to share student concerns with Faculty Senate.
Present: Keith Markus, Daniel Yaverbaum, Chris Herrmann, Jayvon Thomas, Seema Ramdat

SEOF April 14 2021 Agenda
1. Approval of minutes
2. Welcome Seema Ramdat
3. Updates on proposal & the way forward
4. Web page
5. Feedback from Executive Committee
6. Other Feedback
7. Other business

The March minutes were approved.

CH. sorted external feedback into three categories. Feedback that is against having a SEOF process in general falls beyond the present scope of inquiry. Positive feedback generally does not suggest further changes. The remaining category will require developing, refining, and empirically testing wording changes. This will take considerable time.

The committee hereby records its immense gratitude to everyone who took time to provide feedback.

KM will meet with the Faculty Senate leadership to discuss the way forward on April 14 after the SEOF committee meeting. It is not responsible to propose untested changes given the high stakes decisions for which the SEOF ratings are used. The long-term effort to develop further revisions based on feedback is not in question. The short-term effort to replace the current form with the current proposed form may or may not be politically viable and the committee will seek guidance on this latter point. It is the consensus of the committee that the proposed revision is preferable to the current form, given a choice between these two tested forms.

The committee discussed a Spring 2021 pilot study to directly measure the time taken to complete the new form. Past research has observed the time taken, but not formally recorded it and analyzed it. The plan is to ask a sample of students to complete the form online with two additional questions asking for the start time and end time. CH took the lead in setting up the online survey.

DY shared a draft web page and the committee provided feedback.
May 12 2021

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas, Seema Ramdat

SEOF May 12
Agenda

1. Fall 2021 Meeting Dates
2. College Council (May 11)
3. Spring 2021 Pilot Study (time for completion)
4. Processing the Feedback
5. New Business

[The May minutes will be approved at the September meeting.]
Attendance

February 24, 2021
Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann
Guest: Angela Crossman

March 17, 2021
Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas, Seema Ramdat
Guests: Amber Rivero, Andrew Berezhansky

April 14, 2021
Present: Keith Markus, Daniel Yaverbaum, Chris Herrmann, Jayvon Thomas, Seema Ramdat

May 12, 2021
Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas, Seema Ramdat
Provost Advisory Council
Provost Advisory Committee
Attendance List for Fall 2020 and Spring 2021 Meetings

1. Alisse Waterston
2. Angela Crossman
3. Andrew Sidman
4. Benjamin Bierman
5. Brian Lawton
6. Charles Nemeth
7. Daryl A. Wout
8. David Munns
9. Douglas Salane
10. Geert Dhondt
11. Jay Gates
12. Jayne Mooney
13. Jeffrey Kroessler
14. Jonathan Jacobs
15. Jose Luis Morin
16. jsams@hunter.cuny.edu
17. Karen Kaplowitz
18. Katherine Stavrianopoulos
19. Katie Gentile
20. Kinya Chandler
21. Monika Son
22. Ned Benton
23. Peter Moskos
24. Robert Garot
25. Seth Baumrin
26. Shu-Yuan Cheng
27. Teresa Booker
28. Valli Rajah
29. Vicente Lecuna
30. Warren Eller
31. Yi Li

Invited Guests

Allison Pease
Dara Bryne
Donald Gray
Provost Advisory Committee/Council of Chairs
September 29, 2020
Agenda

- Approval of minutes
- Admission Information by Dara (or whatever Dara wants to call it)
- Report by the Provost and Spring 2021 Planning
- Issues from chairs
Admission Information by Dara Byrne

Dara gave a brief update on admissions. All in-person campus Tours and Information Sessions are cancelled until further notice due to COVID. Virtual sessions are provided. Open house will be available soon virtually. Students are able to get admissions counseling online where they can begin the application process, program and campus information. Also, they can connect with other students and faculty to begin the sense of community at JJAY.

Issues from chairs

Chairs communicated their concerns about how the overtally counts from the Fall semester will be applied. They asked for guidance from Provost Yi on how we will proceed. The Provost stated that the guidelines were in resolution and that they could discuss it more after Daniel Matos provided the final class counts.

Provost Li formed a task force for Spring scheduling, and they met on September 14th discuss a few strategies and approaches. Kathy Killoran and Brian Corijio are co-chairs. Ned Benton and Andrew Sidman represent the faculty, Enrollment management is represented by Vinny and Elaine (Graduate and Undergrad) and Mark Flower represent financial aid.

General Operation update by Kinya Chandler

Faculty workload reporting for the AY 2019/2020 year is done. Small changes will be made to the e-Workload system and it will be available with the updated AY 2020/2021 data by next week. Please be prepared to review and edit your reports as necessary for chair review.
All reappointments and non-reappointment letters have been issued via email. Adjuncts should check their college email account for their notification. EHRAFs for reappointments and new appointments have begun and are being approved continuously.

The University is authorizing hourly administrative appointments on a month-to-month basis until a budget is in place. All reappointments and non-reappointment letters have been issued for the month of September so employees should check their college email accounts for their notifications. EHRAFs for reappointments and new appoints for October will be limited to 88 hours and letters will be issued next week.

FY2020 is closed and projections and allocations for FY2021 will begin soon. A very small emergency allocation from CUNY was received however departments will be notified when the FY2021 allocations are in place in CUNYfirst. The activity that generates the revenue to support Auxiliary Corporation allocations (food services, rentals, etc.) has been at a standstill due to COVID-19. Please do not plan on receiving an allocation this fiscal year.

All domestic and international travel has been suspended until further notice. More information on travel is available at https://www.cuny.edu/coronavirus/#academic-travel.
Provost Advisory Committee/Council of Chairs
Monday, October 26th
Agenda

1. Approval of previous minutes

2. General Operation update by Kinya Chandler

3. Report by the Provost and Spring 2021 Planning

4. Issues from chairs including the replacement line proposal discussion

5. Introduction of AVP for Administration Oswald Fraser
Provost Advisory Committee  
October 26, 2020  
Chair: Yi Li  
Minutes: Kimberly Charles

September 29th Minutes were approved

Update: On September 9th, there was a Council of Academic Officers meeting where CUNY Provosts met to discuss enrollment updates. They discussed newly acquired proctor tract. Last week, CUNY decided not to pursue proctor tract for now.

**Enrollment update:**

- Fall semester is down 4.6%
- Senior College- There was a slight increase of 1.1% because of the contribution of incoming graduate students
- Community College- They are suffering in enrollment

On Oct 14th- Executive Vice Chancellor Cruz mentioned that Hunter College Provost will finish his term in a month. There will be a new active Provost Dr. Valeda Dent.

NYS DOE provided a blanket waiver for online education, Spring 2021. We still have not heard from DOE or Middle States. EVC Cruz mentioned that hopefully Board of trustees will have a new resolution for Spring semester. Our Spring semester is still largely remote.

**Discussion on teaching evaluations** both on peer evaluations and student evaluations on faculty. This past week, Monday, Judy Chan was on the panel; 350-400 faculty participated in the webinar. The process of student evaluations on faculty is still consistent with current guidance.

**CUNY Central task force** looked into lessons learned in the past 6 years and their findings and recommendations.

Two points from Jose Luis Cruz, who has taken up the committee:

Most of the original concerns turned out to be transfer credits which continue to improve. EVC Cruz and Jose L. Cruz will work with the President on these recommendations. The Provost will look at the recommendations as well. He will have a discussion with President Karol in the upcoming week.

Other concerns:

- Faculty of color are encountering issues during the pandemic.
- Discussion of COVID
• There is no policy change at this point

Chairs, please continue to be mindful that our faculty are going through a lot during this pandemic.

According to EVC Cruz, most BRB request have been approved and some were returned. Also, BRB NYS budget director will continue to share our concerns to the board of trustees. As for now, we will continue to plan on a largely virtual Spring semester.

**Academic Policy Committee meeting (Oct 14th), top agenda items:**

- Online instruction and program policy
- Faculty evaluations
- Academic calendar
- General concerns of faculty of color; care givers

EVC Cruz has called a meeting on October 21st on the proctor tract to give us some more information on the hacking of the system, privacy concerns.

**Dean of Research Anthony Carpi** has transferred $100,000 from the Provost Research Foundation account to the dept for Faculty travel. Many departments have exhausted their travel money, and this is where we need for academic engagement. The money should be available soon. This is not the entire budget; it is 30% of our budget allocation.

**Student Council Black Student Union**- Dara Byrne, Allison Pease, Angela Crossman, and Anthony Carpi have organized the dialogue and curriculum change. Thank you to Ben, Geert, David, Kathy, Bob, Teresa, Monica for your conversation engagement with student leaders and faculty.

Spring Planning committee came together to discuss over tallies that have been applied. The Provost asked Chairs if there are any more questions about over tallies.

**General Operations**- Kinya Chandler

Last Thursday, a new overload form for full time faculty members only. This form will provide the operations department information that will make the process more streamlined and allow them to keep track of the requests. Such as the discipline, semester, date, and etc. Kinya sent out the form to faculty to begin using. With this information, the workload staff, who coordinates this information, can turn it over to HR.
Submit the form to Kinya Chandler and additional information you would like to add. She will mostly have information to allow her to make the decision. If she does not have that information, she will escalate it to Provost Li and he will let her know what needs to be done. She will reply to you, with a copy of the form, Virginia will have a copy and Human resources.

In regard to Winter, we will say yes because it is an additional semester. It generates money for the college. Fall and Spring overload and workload credit will be reviewed closely.

Lastly, we received information from the University about month-to-month appointment, there will allow us to do three moth appointments for College assistants, from November- to the end of January. This will give us a break from E-RHAFS and generating appointment letters. Hopefully, by the end of January they will allow us to do 6 months we will keep faculty posted.

Workload on Full-time entries is closing, so we will update everyone’s status to sitting with the chair.

Provost Li has made some changes to the academic affairs organization. Because of those changes we had to save up two ECP lines. Graduate Dean of Faculty Affairs has been added. Advertisement on the position was posted and the committee, chaired by Allison Pease started in Spring 2020. However, due to budget we had to roll back the search for now.

**Oswald Fraser, AVP for Administration:**

Fraser has been in CUNY for 19 years, he has worked for LaGuardia, Queens College, Medgar Evers. Now he has come to JJAY to work with the community and work closely with some of the issues we have at JJAY and with CUNY processes. He is devoted to CUNY and JJAY to directly and indirectly provide support to student service. He comes with the idea that we must provide the best service to the campus community.

Provost Li: we will welcome Oswald Fraser, AVP for Administration, he has started to pay attention to the HR processes and layers of approval it requires. He is working with CUNY central and Kinya to see if we can streamline some of the processes. He has responded personally to multiple requests and made calls to central on our behalf.
Provost Advisory Committee/Council of Chairs
November 30, 2020
Agenda

- Approval of the minutes
- Provost/CAO Update
- Issues from Chairs
Provost Advisory Committee/Council of Chairs
December 10, 2020
Agenda

- CR/NC policy
Special PAC Meeting 12.10

Provost Yi Li called an emergency PAC meeting on Wednesday, December 9th to provide the chairs with information he received from the Faculty Senate and College Council’s own emergency meetings regarding the extension of the Spring 2020 CR/NC Policy and the resolution that has been chosen to implement. This meeting is for an open discussion on this decision.

Vice Chancellor Cruz sent an email on December 7, 2020, stating that CUNY will extend the Spring 2020 Special COVID-19 Flexible Grading Policy (Spring 2020 CR/NC Policy) to the Fall 2020 term. This will give colleges the opportunity to localize the policy by choosing one of the following options:

1. **Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.**
2. **Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.**
3. **Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college’s existing flexible grading policies using the University’s P/NC grading framework.**

Chancellor Jose Cruz gave a deadline of Friday, December 11th to communicate their decision to the Office of Academic Affairs.

Given the announcement, the Faculty Senate, the Student Council, College administrators, and John Jay Academic committees convened to discuss the three options. While discussing the options, the JJAY community put into consideration its academic progression, students, credit course requirement, transfer credits and financial stance that would affect our campus community.

Provost Li gave thanks to Ned and Karen, President and Vice President of the Faculty Senate, who drafted a resolution that was supported by student governance to the community.

**Faculty Senate Resolution on Spring 2020 Credit/No Credit Policy are as follows:**

The Senate's concern and recommendations for the success of the student body are as follows:

Empathize with students and what they are going through during this time, COVID and learning remotely:

- Extend, when possible, the deadlines of policies designed to help students who are challenged in their academic work.
- Promote access to programs and services that enable students to successfully complete classes with additional support.

Acting on the recommendation of the Undergraduate Committee on Academic Standards and Curriculum and the Committee, the Senate recommends that the College Council adopt option 2:

2. **Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.**
College Council Response to Faculty Senate’s Resolution on the Spring 2020 Credit/No Credit Policy are as follows:
The College Council concerns and recommendations for the success of the student body are similar to the Faculty Senate.

Therefore, acting on the recommendation of the Undergraduate Committee on Academic Standards and Curriculum and the Committee the College Council, agrees to adopt Option 2:

2. Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.”

Provost Li: The system we implemented was a central decision that was approved by the Board of Trustees. Furthermore, we had a nationwide university higher ed blessing from Federal, State and Local accreditation. We don't have that right now. On the other hand, we heard of the possibility of a local option being communicated since last Wednesday and from that moment on my first thanks go to Ned and Karen, our fierce leaders for faculty and to our student leaders Amber and Andrew that informed me and subsequently our decisions.

As of now, the poll on the extension of the Spring 2020 CR/NC Policy from CUNY Provosts response to CUNY Central are as follows:

2 votes on option 1:
1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.

9 votes on option 2:
2. Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.

1 vote on option 3:
3. Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college’s existing flexible grading policies using the University’s P/NC grading framework.

8 votes on 1 or 3:
1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.
3. Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college’s existing flexible grading policies using the University’s P/NC grading framework.

3 votes 1 or 2:
1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term
2. Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.

Option 2 seems to be the most popular choice for all campuses. If the choice is option 2, CUNY campuses must provide a list of specifications on the course’s exclusion list or majors. From there they plan to implement that policy on option 2.

The most important factor of this is how we communicate to the students on this new implementation and its pros and cons. Provost Li has raised that question to other CUNY Provosts and they agreed that it is important to boast the benefits but also the pitfalls of option 2.
During community hour today there will be a College Council meeting to discuss and vote on the resolution, option 2.

Comments from some Chairs:

**Ned Benton**: USAC voted to endorse the draft resolution on voting unanimously to do it on the indication what their views were they also have the responsibility to call for the dean to consult with USAC on and USAC is responsible to consult with the department of academic programs about which courses will be excluded and included by the opposite. The resolution language does not need specific reasons not to include a course. It can be that the department does not want to do it at all.

**Jay Gates**: It's completely irresponsible that CUNY has put us in this kind of position yet again, I think the best thing that we can do is figure out how to make sure that this is as clear as possible for students and faculty alike. We have been fielding first moving to credit no credit is the only ethical thing to do. I have been fielding questions and concerns from students all semester about a handful of faculties who are just bad at teaching online and I would hate to punish the students for that. Going into this semester still will be about a half of our faculty had been trained to teach online and therefore giving students some kind of relief from that is important. And again, the ethical position. I would have said go with number one because it's the clearest and most straightforward but given the Senate's proposal and given USAC vote this morning. It seems clear as Andrew said before the meeting started that we know where this is going. And so, the thing to do at this point is to figure out how to do this. Most smoothly and most practically. To my mind, our role in that should be each of the chairs reports to whether it's the dean or the registrar which courses are going to be excluded and put this through clearly and quickly so chairs can then communicate to faculty what all of this means. We can then contact our majors and minors to tell them, if there are any exceptions to the rule. And then we can essentially be done with it, and I will also tell my faculty does not advise students, one way or another, because you do not understand the consequences to things like financial aid. This is the same thing that I sent out last semester and that I shared with all of you. But he pointed out last night when we spoke with him that the current ratio of students to advisors is 700 to one. So that's also bad for students. But I think that that's the only way to go. And I think it should be the decisions on courses that are excluded should be centralized with chairs.

**Ben Bierman**: I agree with Jay. I think that's totally crucial and the advice I've been my only thing is about the advising part of it because I did read Dean Byrnes mission to us. And when she wrote down what chairs are expected to do. One of them was advising so we have to make sure that that is not a part of it. Because I absolutely should not have any role in that. So, we should all make sure we're on the same page about that aspect of it otherwise clarity. Yes, thank you.

**Shu-Yuan Cheng**: I really vote for the number one. Because number two is very difficult to identify crises and then I believe a lot of the students take a size course. Personally, I don't like the idea because students that are not passing will move up and eventually, will struggle in upper courses. I think it is best for number one. We just need clear guidance on how to approach this because students' GPA will drop.

**Peter Moskos**: I am concerned because we are pushing more work into the next semester so that students can catch up.

**Alisse Waterston**: Actually, I just wanted to go back to something Jay said. So, it's not really relevant to what you've been asking us about commenting on is option one or two. It's about CUNY putting us in this position, once again. Can we think about Spring? I don't mean this second; I mean after this crisis. We can go into Spring of 2021 and address this thoughtfully and deliberately at the early part of spring semester.
The questions as many people have said, we don't know all the implications. I'm shocked, actually, to hear that some students who received A or A minus went with no credit. Obviously, there's a terrible communication process that was in place and we're facing that danger right now because we're here at the 11th hour once again. So, I'm really uncomfortable. And I don't know what the solutions are because whether it's number one or number two. You know, I tend to go with number two. Is how it's going to be implemented because you can just imagine the mass confusion and the miscommunication? So that's what I'm most concerned about and I do think that the communication needs to come from a central place. I am going to warn the faculty that they don't give advice. You don't know enough to give us any student advice on this right now.

**Teresa Booker:** I totally agree with Elise and other people who say, I'm not going to give advice and tell my faculty members to do the same. I believe that the information should be consistent, and I just wanted to suggest that you know. Other institutions use video to get that message. So, if you're going to have, for example, 3000 students who are going to possibly need backup information to make things clear. And it's going to crush the one to 700 advisor student ratios. Then once we get once you guys get the message, right, then why not have somebody record an advisor record. The bare minimum, so that students can click on the link. They'll have this face-to-face experience. And then if they need help, they can go to other advisors, because that way. The one link. Will be consistent and they'll see a video and it won't be unlike other things they see all the time on YouTube. So, I think that would be a helpful tool to include in the process.

**Provost Li:** In terms of the exclusion list. The chairs will make that decision, your faculty makes that decision. I have been in so many conversations, for example, non-credit, you know, what's the impact exactly impact on students. If a student chooses a non-credit, It's not a one size fits all. It really depends on the situation. So, it is very complicated. There is so much we don't know, and all that concerns our Faculty Senate. Many of them are explicitly listed under the current resolution that will be discussed and voted.

**Alisse Waterston:** I appreciate how say what you said about the larger implications and the Advisement and what you've followed up with he but I would not characterize 25% as only 25% I think saying the word only is kind of puts us in a distorted head about it because 25% is one out of four. That's a lot of students. Even the miscommunication and the dangers, I think we have to be really mindful of that. So, I just wanted to make that comment.

**Provost Li:** This is still a work in progress. But as I mentioned today, at least the thinking is for option 2. That will be centrally implemented. For Spring 2020, central did develop FAQs for both faculty and the students. So that would be the expectation, again, you know, I cannot tell you that will happen. We have almost all encouraged communication. On the virtual modality. But again, right now the focus is. What's current, you know, for this semester for students for the spring.

**Provost Li:** CUNY central is currently thinking to limit credit to B or lower if you have A or A- you will not be able to use that choice. Largely number 2 seems to be the voice of the majority. There is no confirmation at all on paper. There seems to be an indication that Middle States might look at choice 2 than other choices of option 1. The Chancellor and Middle states have a meeting to discuss the option.

**November 30th PAC meeting**

October 26th Minutes were approved
Update: On November 11th, the Council of Academic Officers meeting where CUNY Provosts met on updates from the University.

At our last PAC meeting we discussed the blanket waiver for online education, Spring 2021. On October 28th, EVC Cruz communicated that the NYSED Extended Distance Education Flexibility for the Spring 2021 Semester.

Budget: Executive Compensation Plan (ECP) employees, who serve at the highest levels of leadership throughout the University, will be furloughed five days this fiscal year.

Fiscal obstacles:

- CUNY funding reduced by $46.3 million
- CUNY spent almost $75 million on unplanned emergency costs related to the pandemic
  - Purchase of laptops and iPads for students
  - The cost for deep cleaning buildings
  - Overtime costs for public safety and facilities personnel
  - Purchase of PPEs, cleaning products, signage and other costs associated with the transitioning to distance learning across the system.
- The State is withholding 20 percent of senior college aid, community college FTE (full-time equivalent) aid, and TAP.
- CUNY’s 5.1 percent decline in University-wide enrollment seen so far will result in a $52 million loss of revenue for the University this year.
- CUNY lost $32 million in revenue for the Spring 2020 semester due to a reduction in tuition and other revenue collections.

VRB Update: Though the VRB has reduced payroll costs by keeping vacant or consolidating the responsibilities of existing positions, JJAY VRB request to renew sublime has been approved. Those who already had the sublime were exhausted. Require college to seek approval for CA and adjunct.

In addition, we plan to put forth the request in hiring 50-100 adjuncts because we have data of adjuncts and faculty not returning.
Provost Advisory Committee
January 11, 2021
Chair: Yi Li
Recorder: Kimberly Charles
Via Zoom

Agenda

1. Minutes approval December 10th (Special PAC Meeting) and November 30th
2. Spring 2021 enrollment, CR/NC and adjunct VRB - Kinya Chandler
3. Chair concerns
Provost Advisory Committee  
January 11, 2021  
Minutes

Chair: Yi Li  
Recorder: Kimberly Charles

Minutes were approved: December 10th (Special PAC Meeting) and November 30th

Library Department: Chair, Larry Sullivan has submitted his paperwork for retirement. We are waiting for HR for his TRAVIA arrangement. Provost has met with the library faculty to discuss the transition of leadership. Eventually there will be a search to replace Sullivan’s position.

Enrollment: Right now, we are still short putting all the students together, about 1,200 students are strong in our graduate program especially incoming graduate programs. Currently, since the pandemic started, we are short in our undergraduate continuing students. Per the report last Monday, we are short over 1,000 students returning continuing students. We will continue to monitor that. Last week, our re-enrollment groups advised we recommended 350 students who owed the college $500 or less temporary relief forgiveness. Mark flower needs to check with CUNY central about this suggestion.

Last Week, as of Tuesday’s initial report on credit/noncredit, we went through an accelerated process of getting a local policy passed. 3,574 undergraduate students chose credit /noncredit and 100 chose credit/noncredit. Among undergrad 2,518 chose credit, 1,056 chose noncredit vs 81 for graduate credit and 19 for grad noncredit.

Distribution

15: B or Better
49-50- Range of C converting to credit
31% - D range

70% credit option

Provost Li is sure that the number will change as we progress and as we learn more.

Spring 2021 enrollment, CR/NC and adjunct VRB - Kinya Chandler

In December, the University is now requiring all actions go before the Vacancy Review Board (VRB). The board was created last April to review all personnel actions. JJAY has not been submitting adjuncts to that board, we were moving as normal. However, it came to our attention in late November
that it is now a requirement.

Kinya submitted two requests to the university:

- Request for additional date for the additional adjunct to accommodate arrangements that we made on our campus for class size for the fall semester.
  - We requested additional potential hires to cover reduction in class size (Approved).

- The second request was to replace all of the adjuncts (75) that were non-reappointed that we now have to replace. (Not approved)

VRB met Friday and they requested additional analysis from Kinya on class size and course coverage. She is working on it to get back to them the courses to replace. As soon as she gets an approval, she will go through and start approving the bulk of the adjuncts in her que.

Please note, that every position we have on campus that is a new position whether new adjuncts, adjuncts that have been gone for to semester and is coming back must now be approved by the VRB. Kinya is submitting them as batch requests (sections not people).

Questions VRB ask when approving batch requests:

How many sections ran in previous semesters? Fall and Spring in the past 3 years
Full-time faculty coverage?
How many adjuncts do/did we have?
How many sections do/did we have?
How many sections do/did adjuncts teach?

Kinya: There is a master List of adjuncts and employees who are not eligible to be work in CUNY anymore. If it affects your department, she will let you know. It is a legal matter, and you will not have a say in it you will just be notified.

Chair concerns

Bierman: He is receiving emails about his 3-year appointed adjuncts being let go. Several courses have to be canceled that have to do with adjuncts with 3-year contracts. He has adjuncts who will have no health insurance once their classes are canceled.

Provost: We have to follow the Information on class cancellation policy. Regarding to 3-year adjuncts the Provost office, Kinya and Kathy Killoran will work with Bierman to manage that issue.

Booker: Some of her adjuncts received their HR documents late and their classes can not proceed.
Kinya’s response to Booker is that in order for adjuncts to have access to run their course, all of their paperwork must be submitted to HR to be added to the CUNY information system. If they have not processed their paperwork through, they will not have access to CUNYFirst.

Kinya: In regard to adjuncts not being reappointed the best option would be to replace the new adjunct with the long-standing adjunct would be the best thing to do. However, it is the chairs decision based on what is the best for their department.

Administration assignment option:

Kinya: There is some flexibility when it comes to adjuncts who will lose their courses. If you have an adjunct whose class is canceled, you can do an administrative assignment to continue their health insurance. The administration assignment finding comes from the adjunct budget.

Sidman- Credit noncredit grading and intentions from the college about this?

   Provost: Chancellor Cruz sent two emails to President Mason and Provost Li on the general notion that CUNY has no intention on having a system wide credit/noncredit policy. Therefore, they require campus to look into their current local policy pass or fail to think about what they could do for the spring.

COVID Vaccine and Scheduling

Mark flower is our campus liaison for Summer and Fall planning.

Do people have to be vaccinated before they return back to campus?

   Provost: He is not sure. More than likely there will be general guidelines coming from the State and CUNY. It depends on the way they roll out the vaccinations.

How flexible do you intend to be about faculty being uncomfortable returning back to campus?

   Provost: There is no policy about permanent remote options. He would like to treat Fall as flexible as possible. As we move back to normalcy, He expects that there will be a policy about remote work.

   Kinya: The policy has to be negotiated through the unions. We are a part of a larger institution.
Provost Advisory Committee/Council of Chairs
Monday, February 22, 2021

Agenda

- Approval of January 11th minutes
- Curriculum Framework - Dara Byrne and Allison Pease
- CAO update
- Issues from Chairs
  - Workload forgiveness - Donald Gray
  - Allocation of administrative release
  - Master List of “do not hire” professors
Provost Advisory Committee/Council of Chairs
Monday, February 22, 2021
Action Minutes


Approval of January 11th minutes - Approved

- Add: 100 graduate students took CR/NC
- Add: Names of PAC members to the minutes

Curriculum Framework - Dara Byrne and Allison Pease

Associate Provosts, Dara Bryne and Allison Pease met with chairs to revise the curriculum and reached out to faculty members who were interested to join a virtual group to discuss the task. Below are the six principles that the group focused on.

Six Principles of the Framework

- Critical Engagement
- Criminal Justice Education
- Complex Social Challenges
- Embodied learning
- Diverse Content
- Equitable Assessment

We might want to add a seventh principle that makes space for democracy and democratic and pluralism.

The conversations that happened with UCASC and Ned and Karen (Faculty Senate) were about the next stages of the document. We have had faculty from every department, and they have contributed to the conversation. Particularly around the difference between the principles in the document.
Some questions that we addressed are how and what would a college or department do with principles, ideologies in teaching and learning? How do we implement it instead of just talking about it?

In addition, the Office of Advanced Research and Undergraduate Studies began a discussion group on Racial Justice Research a Practice Dialogue. With added input from faculty and students, these conversations were recorded to share with the JJAY community. As a collective, it was determined that they want the JJAY curriculum to be Culturally Responsive, Inclusive and Anti-racist.

You can email Allison Pease and Dara Bryne to email us and share any feedback you may have.

**CAO update**

At the February 10th meeting, all CUNY Provosts received a report on the CUNY credit for prior learning from the Senior University Dean and VP Academic Provost. We were asked to identify a campus implementation lead. The Provost will discuss this with Daniel Matos to choose a campus lead. The website is up on CUNY adult learning and continuing education. The policy that was mandated by CUNY central was passed on June 2020. As soon as we have a campus implementation leader, the Provost will let you know. JJAY has not done much on prior learning so the Provost will look into it.

Jose Luis Cruz asked about the Fall Planning committee particularly about the message Chancellor Felix sent to the CUNY community in January that stated that campuses should begin to plan for fall in person instruction. Several things were discussed:

- CUNY central has no intention to issue a uniform mandate. Such as fixed percentage of people coming on campus
- There is an in person call for planning and aspiration for planning
- At this point, CUNY is not able to answer questions on reopening, such as:
  - Will there be a policy for stating that everyone should take a vaccine before the Fall?

Black board is expiring soon, so we need to plan what we are going to do next, whether it is to continue with blackboard or find another system to work with. We can look into Canvas; it is more flexible and easier to use.
Chairs discuss the following concerns

- Workload forgiveness
  - Reduction of sections
- Allocation of administrative release
- Master List of “do not hire” professors
  - How does someone know they are on the list?
  - Can administration let chairs know beforehand that someone is on the list so that they can prepare and let them know?
  - Is there a way if someone if on the list can they be taken off?

JJAY does not have any of their employees on the master list. CUNY reviews the situation, so it is not a local decision, it is a CUNY decision. We are a part of a larger system we answer to CUNY.

Often times people get on the list for settlement actions or agreements and sometimes they have a confidentiality clause in it at a university level.

Meeting adjourned 3:30pm
Provost Advisory Committee  
March 22, 2021  
Chair: Yi Li  
Recorder: Kimberly Charles

Update from CAO – Yi  
Fall Scheduling - Yi and Chairs  
Items from the Chairs
February 22nd minutes - Approved

Provost announcements

Anti-Asian awareness- Provost Li discussed the racism and hate that is happening towards the Asian community.

CAO Update- For Fall 2021, CUNY Central has left the decision to reopen up to the individual campuses. However, CUNY does expect at least 25% on average across the board for reopening.

CUNY Institutional Policy Research- They developed a dashboard (beta version) where you can look at different degrees, graduate courses, and salary information across CUNY.

Update on Fall Planning Reopening Committee- Andrew Sidman, Jay Gates, Karen Kaplowitz and Ned are on the Fall Re-opening committee. Within the committee, there are four sub-committees (Scheduling, Policy, Facilities, and Community Engagement)

Update on Scheduling sub-committee- They sent out a survey to faculty to get feedback on their willingness to return to campus and teach in-person. Also, this information will help us build the schedule. There were concerns on cleaning, social distancing, mask wearing, and etc.

Update on Library Department: Jeffery Kroessler is the new Chief Librarian.

PSM training for department chairs - Henry Cruz, Gabriela Leal, and Robert Kim


Gabriela Leal, Henry Cruz, and Robert Kim from the Compliance and Diversity came to present the new CUNY Sexual Misconduct policy. Effective on August 14, 2020, CUNY has a new sexual misconduct policy necessitated by federal title IX regulations issued in May 2020. The new policy does not change what is reportable or what JJAY will act upon or investigate. Sexual misconduct is split into two categories:

- Title IX Sexual Harassment
- Non-Title IX Sexual Harassment

The presentation defined and discussed the following:

- Defining Intimate Relationships
  - Employee/Student- A relationship between an employee and a student over whom the employee has a professional responsibility over is prohibited.
  - Supervisor/Employee- Strongly discouraged- Supervising an employee includes hiring evaluation, assigning work or making decisions or recommendations that confer benefits such as
promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

- Prohibited Conduct - Sexual Misconduct
- Student accommodations - Best Practices
- What is discrimination and non-sexual misconduct?
- Student accommodations - Disability

The Process for investigation, adjudication and discipline is different in certain ways depending upon the category.

The key difference in the policy:

- Rights of the parties
- Investigative Process
- Decision making process

Chair concerns

Oswald Frasier attended the meeting to address any concerns chairs may have for the Fall semester and in general. Chairs raised their frustration on the delays in processing administrative paperwork for FT Faculty and Adjuncts. Chairs want the process to be more streamlined. Oswald expressed that they are short staff, and they are working on improving the system to avoid any delays.
Provost Advisory Committee
April 19, 2021
Chair: Yi Li
Recorder: Kimberly Charles
Via Zoom

Agenda
1. Update from CAO - Yi
2. Fall Scheduling - Yi and Chairs
3. Items from the Chairs
4. SEOF – Keith Markus
Provost Advisory Committee
May 5, 2021
Chair: Yi Li
Recorder: Kimberly Charles
Via Zoom

Agenda

1. Fall Schedule
2. Assessment and MSCHE: Allison, Jim, and Ned
1. Chairs addressed concerns about Fall Schedule

Chairs shared their concerns regarding Fall scheduling and how there has been a change in class sizes; from 36-25. That is a 1/3 reduction. There are some chairs that need at least 2/3 limit.

Provost Li stated that there is a 14-person limit for in-person classes with 3 feet apart. According to Governor Cuomo, New York State is doing well with vaccinations. CUNY is providing vaccination drives at different campuses. As the safety guidance changes the schedule will change accordingly.

Hybrid Courses: Chairs expressed that there are two separate rules to follow; one from CUNY and JJAY which is confusing and not flexible. We need to know what the mode will be in the syllabus.

Angela Crossman: CUNY has three learning categories: in-person, online, and hybrid. 50% in-person, 50% online.

Classroom Technician (CLTs) hires: There are some studio classes that have no CLTs to continue to be online, we need more information on whether there will be funding for hiring CLT’s.

Chairs requested that Registrar send the Fall 2019 CSP since they need to start from the beginning.

Provost Li: We are required to reach 60% of in-person learning (the whole college). Look at your schedules to see if you can convert some courses to in-person classes. In addition, reduce overall tallies by 25%.

Adjuncts are teaching an abundance of courses and some are deciding not to come back. Scheduling will be a lot easier if chairs know that they can replace substitute faculty.

How will we prepare students from transitioning from online to an in-person classes?

Provost Li will get back to chairs about sub-lines and where we are in terms of funding.
What happens if chairs do not reach 60%?

We have not received results from the survey about asking the community about a full reopen. When will we see the results?

Chairs expressed that there are no guidelines on how to reopen and how to work on it. There is no guidance from CUNY.

Kim Chandler: We need to work on a resolution of returning back to work fully and how we will work on doing so safety and effectively. There will be a mandate soon on returning back to work so we as a committee need to be ready and start planning.

**Chairs addressed concerns about Fall reopening**

*Cleaning vs sanitizing:* Will the rooms be disinfected? Or will the responsibility be left to faculty members?

Provost Li: The fall planning committee will review the topic of cleaning and sanitization at the next meeting. I will bring that information back to PAC.

Provost Li: Cleaning and air quality was discussed, and the team is looking at safety precautions. We will still require mask wearing and CUNY will develop a mandatory testing policy.

What about students who do not want to wear masks, and what are the ramifications?

Fall planning committee will look into that as well. At check point you are required to wear a mask. That is the policy.

2. **Assessment and MSCHE: Allison, Jim, and Ned**

*Middle states:* JJAY working group is going to start drafting their chapter on how we meet re-accreditation standards in the Fall. The group will look at areas that JJAY needs to improve on and shortcomings before the self-study is submitted? We need to provide evidence that we meet these standards. What we say we do as an institution is important to our re-accreditation. Allison, Ned, and Jim are co-chairs of the working group and they focus on academic assessment. Faculty need to keep up and document their assessment activities. What you have done and how you identify them?
Many have contact Diane Pooley about assessment plans and reports. Some are a little bit behind. If you or your faculty run into issues please reach out to Allison, Jim, Ned or Diane for any help with your assessments.

Meeting adjourned 3:30pm
Council of Undergraduate Program Coordinators
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<tr>
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AGENDA
Council of Major/Minor Coordinators
Tuesday, September 8, 2020
Via Zoom
Community Hour: 1:40pm-2:55pm

1. Welcome and Announcements (Dean Byrne)
2. Introductions
3. Discussion Topics
   OER Grant Project Year 3 (Wynne)/Ferdinan
   EAB Progress Reports (Kathy Munet-Pabon, Himani Gupta)
   Virtual Open House (Vincent Papandrea)
   Open Q and A
4. Important Dates
   Next Meeting: October 14, 2020
Council of Major/Minor Coordinators/Advisors

Meeting Notes

Tuesday, September 8, 2020

Via Zoom

Community Hour: 1:40pm-2:55pm

1. Welcome and Announcements (Dean Byrne)
   Dean Byrne welcomed everyone and invited attendees to introduce themselves.

2. Introductions
3. Discussion Topics

OER Grant Project Year 3 (Wynne) Ferdinand
Twenty-two courses converted to OER resulting in a cost savings of $350k per year through the use of open education resources vs textbooks. The final year award is pending. Implementation of 200 level transfer courses to be started. Last year, revision was put to Gen Ed Committee and approved by College Council in the spring. Think about where your major might serve students who enter the college at sophomore standing (screen share document attached). The revision is designed to give sophomores an opportunity in the college option experience and engage in some of the issues and questions of justice. A lot of students transferring in with lots of credits might only be able to take 300 level justice core courses or get lost in the shuffle and take the 300 level course later. This is intended to engage entering transfers and get them connected to the majors/disciplines that they are interested in. An informal call for proposals to develop courses will be sent out. Something to think about is how these courses might respond to the needs and interests across majors. OER continuing to $0 cost pathway for CUNY Justice Academy Students in Criminal Justice (BS) major and support of any conversions to faculty this year.

EAB Progress Reports (Himani Gupta)
In previous semesters different programs have reached out to many in the majors to ask about how students were doing. The implementation of EAB Navigate being implemented by all senior colleges in CUNY consolidates feedback on students to eliminate one-off requests from different programs – more streamlined. EAB will be launched this semester with select students and programs such as first-year seminar, transfer seminar, sophomore signature courses, English 101 and Math 105 classes, ACE, SEEK, Apple Corp programs STEM majors, etc – asking for information on how students are doing in all of their classes. An email was sent last Thursday through the EAB Navigate tool – the deadline to respond is 9/10/2020. Timelines are as follows:
10/14 – Send progress reports to faculty
10/21 – Faculty deadline to complete progress reports
10/26 – HG will share preliminary progress report data with staff
10/28 – Last day faculty can submit progress reports
11/2 – HG will share final progress report data with staff
Follow up emails will be sent and another round of emails will also be sent in mid-October. Share the message that these emails are not spam but are actually from the college. Other timelines in the screen share document (attached). A link to a guide on how to use the tool and prepare a progress report is also included. Feel free to reach out with questions.

Q – F Sheehan: will this replace past group requests for assessment?
A – Yes

Virtual Open House (Vincent Papandrea)
This year a very difficult recruitment year. The College was able to meet and exceed its Full-time enrollment (FTE) goals for the fall (goal needed to meet budget set by CFO and the President) as of meeting date. Numbers will not lock until the census date in a couple of weeks. 350 freshmen lost between May 1 and the start of classes. There were areas of under-enrollment, over-enrollment, and flat enrollment. After efforts, still came up with about 100 short on freshmen. Last year there was over-enrollment of freshmen so continuing student numbers made up on the undergrad side. There is 345 more FTE than the target goal. Growth was seen in CUNY-to-CUNY transfers, CJA program, and new graduate students. Asking for help for spring and fall. Big changes are happening within CUNY this year: CUNY went test blind – grades from SAT cannot be used as part of the profile to be admitted. Admissions is collaborating with three different working groups in looking at many predictive models using GPAs, Regents, number of credits, and different factors. Question arising from last year – how to mold enrollment in lower subscribed majors and minors? This now leads to the question of Open House which will now be completely virtual. Piggybacking off of what was done with freshman cohorts and summer bridge programs previously and years ago grouping majors together – open house can be done over some time (days, weekends) – setting up cohort nights and matching different majors together. Also, need to look at communicating with students more and what messages this body wants going out to students. Applications for the fall officially opened today with the review process beginning in October/November. Conversations need to happen now so that by end of October start setting up sessions to go through October, November to bring in the right class.

Q – Professor Kimora: suggestion to have a theme for all the courses revolving around equity and justice – students ask how does my major/minor relate to race, equity, justice?
A- Admissions receiving those questions as well. That could be the theme for one of the nights. Other suggestions such as videography also being looked at. The actual method is to be further examined. Whatever decision is made, it will all be recorded and turned into a landing page that students can access. Content is needed first.

C - Jokic: there should be a shared platform; think about what kinds of majors are brought together which demonstrate a range at John Jay and make sense when it is put together. Have something that lives online like a tour with human faces.

Updates to be sent as things develop. Reach out to Papandrea with any suggestions. Coordinators can meet with Admissions counselors one-one to help sell their programs.

Emails will be sent about understanding core courses in major and working to help students understand their success in those courses – new freshman forgiveness policy
passed through governance in the spring which mirrors the credit/no credit option ensuring that students at the end of the semester get their opportunity for credit/no-credit through the freshman forgiveness policy that guidance and follow-up are provided in terms of their success in the majors.

4. Important Dates

Next Meeting: October 14, 2020
COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING

AGENDA

October 14, 2020
1:40pm – 2:55pm

1. Welcome and announcements  Dean Byrne

2. Open House follow up  Dean Byrne

3. Spring re-enrollment and advisement  Kathy Munet-Pabon

4. Integrated major advising & career 4-year maps  Sumaya Villanueva

5. OER Project  Wynne Ferdinand

6. Assessment update  Dyanna Pooley

Date of Next Meeting: Tue 10-Nov
1. Welcome and Announcements (Dean Byrne)
Dean Byrne gave welcoming remarks and acknowledged those who have reached out to her office regarding the curriculum refresh that is happening now. Reach out to Dean Byrne or Alison Pease with any ideas – join the conversation about the tools and approaches to do the work.

2. Discussion Topics

Open House follow up (Dean Byrne)
Thirty to forty videos were done in the space of two weeks. Rich discussion between faculty and Papandrea each designed to fit in a five-minute window. Content-rich with theories and methodologies in each discipline. Cluster email sample screen shared. The sample provides a way for 17-year olds to understand what the major is, why it matters, and what they can do with it. Once the prospective student RSVP, they receive access to the career/pathways content. A sample will be sent to this group.

Spring re-enrollment and advisement (Kathy Munet-Pabon, Louise Freymann)
Major advisement holds will not be placed on students except for departments that have explicitly indicated this is what they want to do.
The AAC is entering peak advisement period. Its targeted outreach plan is curated for specific students using pre-determined criteria and data provided by Eman Abdu. Excel data files are being sent to department chairs and major coordinators as an easy way to see several times during the year how students are doing. The AAC used the data files in July to send outreach emails to students who were below 2.0 GPA overall and in the major encouraging them to come in for guidance. Not much response was received but that was expected because it was July. A week ago AAC advisors sent emails to students in AAC majors on academic probation due to an overall GPA under 2.0. Some students are starting to make appointments. Once most up-to-date files are received early next week, advisors will be reaching out to students who are not on academic probation i.e. 2.0 GPA or higher overall, but under or hovering around 2.0 in the major. Students on academic probation with an overall 2.0 GPA are getting outreach from the AAC, SEEK, or ACE. Students with an overall GPA of 2.0 but are...
struggling in the major do not get the generalized outreach and so are not on anyone’s radar. AAC hopes that this group will note which upper sophomore students are struggling, lagging behind in major completion given the number of credits, and email targeted cohorts. Also, juniors can be contacted to encourage them along and create a sense of community. Updated Major Advisor Handbooks are on the UCASC web page. Email lfreymann@jjay.cuny.edu if a copy is needed. UCASC link: scroll to the bottom of the page: https://www.jjay.cuny.edu/undergraduate-ucasc-curricular-guidelines-and-forms-faculty

Q – Is it possible to catch more than one data point so that we can see how the students are performing and catch students who are falling off?

A – Data will be shared three times during the year. Mid-September, mid-February is the deadline for students to declare major – files will be sent as close to the end of September beginning of October, end of February beginning of March as possible, and sometime in June.

Integrated major advising and career 4-year maps (Sumaya Villanueva) Mentioned a year ago in this group – the first map was shepherded by Kristina DiMeo for Criminal Justice (BS) major. It was a collaborative effort between individuals in the AAC, Center for Career and Professional Development, the Chair of the department, and some faculty from the LPS Department. The aim was to get at least one sample of what the map would look like so that creating these maps for every major could then be facilitated. Cannot be done in one swoop because it takes a while to prepare the material. 4-year academic maps reside in the AAC pages and on the major advisement resource pages, but they only talk about what the students need to do from the time they start John Jay until they graduate academically – courses needed to take. Nothing in the maps to help students understand what they need to be doing along the way to academic and career pathway – intervening steps to better prepare the student for what they want to do – research opportunities, fellowships, etc. This fall five additional maps will be created. Screen share - Integrated Academic & Career Major Maps Project Guide – Fall 2020. This document is being used to create the maps. It outlines what the student needs to do academically - the plan, the courses, and experiential learning opportunities. Highlighted pieces require assistance from partners in the academic departments; these are critical areas where feedback is most meaningful e.g. what types of internships, fellowships, or other types of experiential learning opportunities are relevant in your field that you can point the mapping team to? Students have indicated that they are able to go to a page and see various internships/fellowships but do not know which ones are most adequate for them given their specific interests; what types of professional organizations are meaningful for the students depending on what they are pursuing? Potential career paths – if your students have gone on to a meaningful career please share with the mapping team – identify areas where students have been successful. A timeline to create five major maps (Computer Science, Forensic Psychology, Criminology, Law & Society, and Political Science); mapping meeting will be held on November 12 and the first draft is expected to
be sent to major coordinators, chairs, and faculty for feedback by December 4. The final draft is expected to be ready by December 11. Screen share – draft map of Criminal Justice. Materials will be sent via email to this group.

Q – Who is primarily responsible for advising students to go off the plan or ideal path? Don’t major coordinators have the responsibility or is that another office?

A – Depends on who the students are going to. Some students build relationships with advisors in the AAC and continue to go to them and sometimes they build relationships with faculty in academic departments.

C (DB) - Certain types of resources and documents were put in place so that students ideally can have these conversations with faculty.

Q – Do you wait for materials now?

A – Wait for the first draft of the map. It will be sent via email. If you already know some of the information, start compiling as much as possible now.

OER Project (Wynne Ferdinand)
Open Education Resources (OER) are open access free accessible material that you can use for your courses. Some course conversions have been done over the past few years. Now in the final year of CUNY funded OER project. Funds are available for faculty to convert 18 courses this year to OER; link to survey to indicate interest will connect to OER librarian; link to academic comments page that TLC and UGS maintain with OER and course conversion resources; if you indicated through curriculum refresh that you are interested in 200-level transfer seminar project, more information about that new course will be shared next week.


Q – What’s the money for OER for? If I stop requiring textbooks for one of my classes can I get the money?

A – Different ways to get involved. If you have existing resources and want to work with a librarian to put together a page or resource site where students can find material OER will work with you. Fill out the survey and a conversation can ensue. More opportunities for OER adoption. Part-time faculty can be compensated for adopting existing material.

C (DB) - Sharing culture makes a difference to adjunct faculty. Wherever there is OER there is a structure, a plan, and resources and that makes a difference in terms of the movement of some of these people in and out of the classes especially the foundational areas. Compensation is available for unique and original work for those who do the work and those who adopt so that benefits can move through the college community.

This year’s effort is also interested in supporting the development of ancillary material not used in class that students can use to review key theories or difficult
concepts or topics that you want them to master as part of your overall curriculum.

Assessment update (Dyanna Pooley)
Last year two reporting options. Reflective report due to pandemic and normal reporting. Undergrads received 27 reports – 15 in 18/19; standalone 5 – 4 in 18/19; grad 4 and 1 in 18/19; a pretty significant increase in undergraduate majors. The assessment committee has been meeting and reviewing reports and will return feedback. Seeing some areas that can use more attention such as the data analysis part looking at the results and what they tell is too general – does not state what the specific result actually means. Sometimes a focus on one particular result but other results look very similar e.g. Is this low percentage of students performing according to expectation? ok in one place but not in another – assessment committee does not know if the analysis does not provide more information. Another area is using results of assessment for improvement - what might you do to get students to improve performance? And following through – when are you going to implement it, what is it, how are you going to follow through, who is going to do that? And then report on that during the next reporting period/academic year. Middle states visit only two years out. One of the two most-cited standards is educational effectiveness assessment and that is where the assessment of the educational programs falls. The other one is planning resources and institutional improvement – tieing together processes, budgeting, resources how you are using those together. With the educational effectiveness assessment standard, the main thing is uneven assessment across programs and credentials. Performance over the last five years (excel spreadsheet available if needed) we have not been even with assessment across programs and credentials including the Gen Ed program. The next area was the documentation that shows the use of assessment results for improvement. Areas match what the assessment committee is noticing that needs improvement. Assessment must align with processes. If the assessment piece is missing, then there is no way to demonstrate to MS that we have aligned our processes and are looking at all of them in our decision-making processes. The assessment committee has ideas to assist programs/departments with assessment resources to do a better job on this info will be out on that. Feel free to email if necessary.

Q – What do you want us to do with this information right now?

A – Purpose today is mainly informational. When feedback is sent specific points for programs to focus on will be included.

Q – Of the 27 reports, how many were normal and how many shortened?

A – About 1/3 reflections and 2/3 normal.

C – Some reflection reports not actually a good reflection of the year and should not be counted.

R – Pooley has chosen to count them at this point to recognize that people made an effort. Find a way for them to be useful by sharing something from them with
the greater campus community. Focusing on normal reports for assessment but will look at the reflective ones again to decide what to do with them. That will not be an option again this year.

Q – (DB) What are some things that are happening that might be difficult for you or that you need help or support with as major coordinators?

Q – Can majors from mapping be linked to Open House videos pertinent to departments?

A – Yes. This can be revised before the final layout is done.

Q – Is there a fixed definition/description of the coordinator’s duties? Does it vary from department to department?

A - (DB) Purpose to create a layer of major advisement (upper sophomore level) and coordination (connected to self-study, the flow of the major, and answering the questions on behalf of the program of study) support. How departments are organizing it are actually quite different because of the size, volume of students, ways in which chairs are splitting up the credits. Can Put together some kind of concepts – A, B, C, of what we are seeing. the duties are relatively the same but some are splitting them it up (co-coordinators) in order to manage it. Overall a write-up can be done of what it seems to have been developed to; put a layer in around the chair of the major.

Q – When is registration opening?

A - tentatively first week of December.

Req – share a guide for the CST scheduling system since it is due on the 16th.

Req – changing the structure of admissions so that for example admitting students intending to major in smaller programs at the college

3. Important Dates
   Next Meeting: November 10, 2020
# COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING

## AGENDA

**November 10, 2020**

1:40pm – 2:55pm

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**Date of Next Meeting: Wed 9-Dec**
Council of Major/Minor Coordinators/Advisors
Meeting Notes
Wednesday, November 10, 2020
Via Zoom
Community Hour: 1:40pm-2:55pm

1. Welcome and Announcements (Dean Byrne)
   Dean Byrne welcomed all to the meeting. There were no announcements.
   Registration updates: Carts open on Thursday, November 12, for winter registration. December 1, the web opens for spring 2021 registration. Appointment times have already been posted for students.

2. Major Advisement Communications/Infographics (Kathy Munet-Pabon, Louise Freymann)
   Shared last meeting about possible uses of files from Registrar’s Office; today will talk about in house activities and infographics. The files from the registrar’s office can be used to identify certain cohorts and see what they need. Examples of infographics for a few majors were shared. The infographics are being used for general information and what students need based on their degree plan. Virtual walk-ins are available Tuesday, Wednesday, and Thursday between 11.50 am and 3:00 pm. If anyone needs help with creating infographics, please reach out to Louise Freymann. CANVA can be used to share a working file as a template so information can be replaced without having to do it from scratch.

   Q: Is there an uptick in students coming to the AAC? How would the major advisor know that a student visited?

   A: Once fully into navigate faculty can see the notes. EAB will indicate this. AAC tells students to see advisors. An uptick has been seen but this is normal students who have questions about what they need to do for next semester. Students want to talk mostly about registration right now.

   Q: AAC is swamped but Major Advisors are on standby but are not seeing students and don’t know if students are getting advised. Do they go to a major advisor after seeing AAC Advisors? No holds make it difficult to know.

   Q: Is it that students in the major are not coming forward at all, or are they coming to the AAC and even though advised to go see their major advisor, finish the appointment at the AAC and stop? Are the students being targeted (upper sophomores) coming forward or not being seen at all? Where do the major advisors get info about their students since the holds are no longer there?
A: AAC does not see all students. Some advisement cohorts meet with their particular students. Because students are familiar with AAC Advisors they just go to see them. Some students sometimes are intimidated to talk to faculty.

C: Now that there are no upper sophomore major holds, particular periods can be identified for the targeted group and AAC Advisors can let the respective departments know who those students who have come in are.

Q: This group was designed to target a particular band of students and our data set for understanding effectiveness is gone. What can be done to rethink this given the continued removal of holds to support students?

A: Departments can send out warm and welcoming infographics to upper sophomore early October welcoming and stressing the importance of advising giving a few real reasons. Use the Registrar’s file to see who these students are. Even a handful of students is cause for concern.

C: The holds were an extra push to get students to engage. Freshmen and seniors still have holds that are being removed when students are seen. These holds act as a nudge and extra motivation for students. If departments think they want to use this option for the spring this can be considered.

C: List from Registrar will not be necessary once EAB is being utilized because you can search by major or number of credits etc. Users will be able to create their own watch lists and leverage the information. EAB will facilitate a lot of this going forward once we transition over. EAB interface is student-friendly and facilitates information sharing.

3. Curriculum Mapping – Institutional Learning Goals (Dyanna Pooley)
How to map programs to institutional learning goals. (The best way is to take programs’ student learning outcomes and align them with institutional learning goals. Screen share Excel spreadsheet – Institutional Learning Goals Curriculum map -Undergraduate Programs). An easy template was developed; learning outcomes are on one axis (far left) and institutional learning goals on the other (across the top). Need to fill in the program learning outcomes for each program and Map them by placing an x into where they fit in the institutional learning goals section (see below). Another option is if you have a written document/report, you can map that to the written part of communications. No additional assessment is needed after this is done. Word document with instructions/guidance is also available. (Screen share Word doc - Mapping your Program Student Learning Outcomes to Our Institutional Learning Goals). Some may not be able to map to all of the goals. To help the process, Dyanna can map your student learning outcomes at the program levels from what’s in the Bulletin by copying and pasting from the Bulletin into the excel form and then send it out. If there are concerns, please contact Dyanna Pooley. An electronic file will be sent to this group after the meeting. Dyanna will get back to this group with the deadline – suggested deadline April 1 to April 15, 2021. Also, feel free to reach out to Dean Byrne for assistance.
4. Rubric Development Gen Ed Assessment Plan; Critical Issues Pathways Plan
(Wynne Ferdinand)
(Screen share) Students are interested in learning about justice issues. May be hearing from Wynne about courses to include in the pathways focusing on the difficult pathway of exploring criminal justice reform, exploring racism and other civil rights issues, and immigration. Three timely topics of great importance for students and the learning community. A way to get students into courses that your departments offer to help them think about what it might mean to pursue a degree in your department.

C: The way classes are being taught now not reflected in the bulletin description that students use to find the classes. Need to think about this and want to play a role in helping students find more of the information they are asking about. More to come on this.

5. Career Success on Campus (Sumaya Villanueva)
Career success on campus is a grant-funded project by CUNY Central that allows us to hire a career specialist and five peer career leaders to increase the number of students prepared and can secure paid internships. Seeking to build relationships with employers in the business sector and government non-profit. Also seeking to increase the number of paid internships for students. The goal is to get 100 students into paid internships in the first year. Pandemic presented some delays but closer to fully launch. By spring semester students should be placed into internship opportunities. Students are looking for internship opportunities in their fields. If you know of people who want to partner please reach out. Updates will be forthcoming.

C: Professor Dhondt has an internship idea for a small group of students. In the last couple of months, folks have reached out with experiential learning opportunities. Another opportunity came up through faculty members’ ideas – 50k over the next two years with the college matching funds by fundraising per semester and links to organizations for students to intern. Working on getting students in a position to doing degree relevant internships with resources to defer costs of participating.

6. Virtual M&M Spring ’21 Update and Call for Participation (Katalin Szur)
Moved to December meeting.

7. Important Dates
Next Meeting: December 9, 2020.
## COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING

### AGENDA

**December 9, 2020**  
1:40pm – 2:55pm

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**Date of Next Meeting: Feb 16, 2021**
1. **Welcome and Announcements (Dean Byrne)**

Dean Byrne gave welcoming remarks and advised that a potential policy shift might take place. This group is an important stakeholder. The discussion that follows relates to the pending changes.

Students accommodation in spring was not available in the fall. CUNY left open the decision at the College level. A move was made by other colleges through their faculty senates to do something to support their students. In the normal governance channel i.e. UCASC, College Council, etc. all deadlines have already passed. An emergency College Council meeting is happening right now to talk about the impact of putting in place a flexible grading policy – otherwise known as the credit/no credit policy – which allows students to see their grades and choose to turn letter grades into credit/no credit. The advantage to them in theory is that a Failing grades such as a D or grades that would affect their GPA would have no impact. But the theory doesn’t quite work in application. Particular challenge in grading is that we don’t know what the long term implications might be in terms of continuity in learning or what it means to take a credit grade to apply to law school or a graduate program elsewhere, or transfer to another college. Students are clear that having the possibility of an alternative – a decision that they can make - is meaningful to them. Yesterday Faculty senate unanimously passed a resolution endorsing option 2. Option 1: Credit/No credit all courses allowed; Option 2: Credit/No credit some courses excluded at the discretion of the college; Option 3: No participation. This was also discussed at UCASC today in an emergency meeting and that also moved through unanimously. Despite the potential gravity of the situation it is important to recognize that students are suffering and the pandemic is not improving anytime soon. This is a last minute decision on the part of CUNY to put the decision and the responsibility in the hands of the college. Effective implementation and ongoing conversations that we normally do to deliberate about something like this will not happen because we are out of time. Students need to make their decisions and our administrative offices including major coordinators and advisors and those in contact with students need to start moving. Ideas and suggestions were made by Kathy Killoran and a number of others about what we can do using our existing infrastructure. Literature from Security Fire and Emergency Management professions about disaster recovery and planning and mitigation and preparedness really helpful. One of the biggest mistakes we can make is taking our foot off the gas about recovery. The document that was shared (thanks to those who already gave feedback) gives an idea of
existing infrastructure at the college that could be leveraged to support comprehensive recovery. The feedback received was at the departmental level and this was modified to reflect the fact these are not mandates but actual things that faculty and departments at the college are doing that you may wish to consider for specific classes or at department level. These are not mandates but the Dean’s way of providing or understanding a problem that’s presented. Note the disclaimer about discretion and that grading is in your hands and the use of the term consider. Two years ago the person in your role provided a list of key courses that represented the foundation of the major, this might be an opportunity to take a look at how students make use of credit/no credit in those courses and think about some strategies that English and Math have adopted in offering recovery workshops and support initiatives That allow students to strengthen what they have learned or done in those courses. This is critical because it’s one thing to take the credit/no credit and another to not have mastered the material and move on in the sequence. Recovery is the recovery from the implementation of this policy as well as recovery from a global disaster. Alliviating the financial burden is also a critical part of it. Feedback is requested to take back to Credit Council.

C (KumarR): The suggestion that some students should be allowed to submit assignments after the exam is difficult to do because some faculty might have already given solutions to the exams.

R (DaraB): Language softened on revision to say consider. There is no standard or rule out there to follow. Eg. how faculty uses the incomplete grade which is supposed to be for emergency. Some faculty use this to give students additional time. This is not what the policy says but the sentiment is understood and some things are being relaxed.

C (KR): Drop the lowest or two lowest grades and be more creative in how we approach this.

R (DB): Creative problem-solving needs to be crowd-sourced and shared. Admire what some of you are doing. Coordinators and advisors play a huge role. It is particularly impactful for part-time faculty to hear what you are doing at departmental level discussions.

C (KR): The incomplete which can go on to spring instead of submitting so many grade change forms can we have the roster open up a couple of weeks in the spring?

R (DB): Almost positive the answer is no but question will be asked and response shared back. Difference between something at the college level versus system level – because its not across the system modifying what CUNY allows us to do is going to be near impossible.

Q (CrystalJ): Which option requires feedback for College Council 1, 2, or 3 or is it just a given that option 2 is going to happen?

A (DB): What is on the floor at College Council is the Faculty Senate Resoultion (College Council agenda was sent last night). It isn’t a College Council meeting to discuss. Faculty Senate has made a proposal and that has moved to College Council. The UCASC meeting this morning where academic policy comes from UCASC endorsing or not is a
component of it. For me the work of this body and your position is crucial for this. In governance theory I don’t have to but in shared governance practice this is what is being shared. The vote will likely go through because the student council and faculty senate will support this. The piece about how does this work is worthy of ongoing discussion. Want this body to see some of what this looks like. Once President Mason submits her attestation there is a policy announcement and the rest of us will have to do the part of translating into student speech and making it actionable. Folks in SASP and AAC will be hard at work on that. I encourage you to take a look at some of the draft messages so that you stay in the loop. Last semester only about 25% of our students made use of credit/no credit – we are not talking about 15,000 students but a particular group of students around which we need to do some targeted thinking. In shifting from credit/no credit policy to a recovery plan we start thinking about tracking and monitoring. A request for data was made yesterday by CJackson and this tells about the difference between a one time thing that CUNY asks you to do; this is now a part of our community and we have to see it all the way through. tracking and monitoring, prioritizing certain kinds of initiatives, and finding resources to pay for all of these additional options and possibilities becomes part of it. More interested in the alternatives and the infrastructure that has to move behind alternatives to the standard grading because that has long term ramifications that are all wild cards.

C (HenryS): Appreciate embracing EM and Disaster Management Literature. In the vein of premitigation, students overshare or undershare and wait until the last week in the semester to literally show up and ask for favors. Some of this is how we educate them on how they should engage us and how we can help versus saying it is the counterforce. Explain to them the long-term ramifications (not long emails) maybe a video or something more accessible to them; educate them and prepare them for the spring because we will see ourselves here in April or May doing something very similar. Rather students take more stock into this versus us scrambling. Some of this must go back on the students – they are pressured and in distress but this is across the board so students must be made more responsible.

R (DB): A framework is needed. Professor Smart is talking about creating a culture where students are equal participants in their decisionmaking because they have all information available and that’s not what is happening. Get a look at who opt in and who didn’t; get some analyses done and start doing more intrusive targeted work. Most vulnerable students tend not to come knocking on the door until the very end. Pilots have been proactive using the data to see who should be targeted and for what intervention.

Q (AMcDonald): if possible could we extend the deadline for students to opt in to credit no credit option so that they have time to speak with financial aid and major advisor before making that decision?

A (SVillanueva): Not really – students have to make a choice so that it does not impact their financial aid eligibility in subsequent semesters.

Q (KR): When is the current deadline?
A (DB & SV): The resolution hasn’t gone through yet. About three weeks after grades are posted. Theoretically into January somewhere around new year’s eve.

Q (AKavey): Could you clarify data that you have regarding which students would benefit most.

A (DB): No idea. Waiting to see who opt in. Looking through courses even though we know what percentage of students took credit/no credit by course info will then have to be parsed out at the student level to see whether they took credit/no credit, analyses will need to be run then we would have to see if the student who did that in the spring did that again in the fall. Do not anticipate having anything valuable to report until February or March. Items on two-page list not on faculty purview will be moved and disbursed the places that students go - with relaxed incomplete deadlines, taking a look at the pass/fail option and relaxing some of those things – will relieve the pressure on credit/no credit being the only option that students go to. About eight other things can happen particularly in English where there is a successful ongoing recovery plan that has been in place for several years, those students should not opt for credit/no credit because there is a pathway to getting a better grade. The hope is to start getting the number of students, about 25% (number of students that made that decision last semester) and 25% across the system, would like to see that the number is lower than 25% because there is more latitude in other places. Who would do the data is Himani Gupta (SASP), Eman Abdu (Registrar’s office), and Rick (using a different data set than CUNY first). Will work with these people to try to get some clarity. Scalable administrative solutions is difficult because of how long it takes to get good data out of our systems. Predictive direction has been effective but this is not a scenario in this regard.

Q (Arty): Would the Recovery Workshop work with the Pass/No Credit by changing the non-grade to a grade after the student does the required work/demonstrates proficiency?

A (DB): The student can’t switch back. Once they have a grade they can’t switch back. What they need to hear is if enrolled in a class we will be offering recovery workshops in January so do not take no credit – talk to us – enroll in this. Or do what English and math do with introductory courses where faculty identify the students that they think are eligible for this and usually the criteria they use are the the students who attempted for the whole course – the students who have been consistently there and are not performing well. We are not talking about making miracles happen in three weeks. What we are talking about is that unusual thing that happened that threw the student off course. This is not alifeline for students you have not seen for eight weeks. For students who are not doing well that you are worried about, faculty making that recommendation really works. The student receives an email that says “you are eligible for/your faculty recommended you for a chance to improve your success in this course as well as the likelihood that you will succeed in the subsequent course.” These strategies have given us the best pass rates in CUNY.

Q (KR): in this recovery phase mainly focus for foundation courses?
A (DB): These are the ones that were piloted so far. Some of you might be teaching classes where there are multiple sections of the same course, faculty can colab and offer review material or modules for a batch of students who do a common thing.

Q (JRosati): What is the impact this would have for students that have recently withdrawn not knowing these policies may be put into place

A (DB): The Registrar’s office has been friendly about students who have withdrawn prematurely but they look at the date they withdrew. There is a retroactive withdrawal process for students who are in serious distress. This wipes the record clean and the money is refunded. Students with mental health issues should not withdraw they should go through the retroactive withdrawal process.

C (SV): the retroactive withdrawal is a viable option for students who have had a serious situation that impacted their performance across the board. If they do apply for it it wipes out the entire semester and applies to all courses. The retroactive withdrawal committee takes into account the financial aid - a retroactive withdrawal sometimes impacts their aid but this is taken into consideration when the committee meets so that the student has all the information and know what is in their best interest.

Q (AKarmen): About Incompletes last Spring:Do we know if there was a significant increase in the proportion of Incompletes, and in the proportion of Incompletes that remain unresolved, and become failures?

A (DB): Data not available because this was supposed to be an anomaly protected by CUNY and worked out at the state and federal level so that the decisions that students made in the spring would be protected - without penalties etc. All retention moved to online and a flexible grading policy for a second semester was not on the table. About 1000 incompletes go unresolved each year. Most students were unaware that they received an incomplete. Student did not request one and a discussion was not held with the faculty and the student. Students need to know what they are supposed to do.

Q (JR): So if a student withdrawals in the last week or so before these policy changes are announced, they can potentially get re-enrolled should they chose to take advantage of the extended INC deadlines or c?NC option? (This re-enrollment took weeks in the September when the VOE rosters were due, it took two to three weeks to get a student re-enrolled in the course).

A (DB): The incomplete grade is yours to give, credit/no credit is theirs to take. You could set a deadline for them to get the work in in February but not give the paperwork until May. It’s resolving the process before the Registrar turns the incomplete into a F.

C (JR): Student right now who contracted Covid and her performance went from over 90s to basically nothing but she has completed the majority of the course. The student is emailing me because she wants to drop the course but I am trying to have her hold on for a couple more days. A plan has been worked out for her but she physically and mentally cannot handle it. Student is too overwhelmed she wants to drop it.
R (DB): She is an excellent candidate for an INC grade even without extending the deadline.

C (JR): right now if she knows that there is an option that she has the rest of the semester that might influence her decision to stay in the course and take the INC.

R (DB): The document before College Council is going to pass. What that document does is encourage college administrators to use whatever options they have to support students and provide alternatives and the relaxing of the incomplete deadline would be at the top of the list. The other one that is at the top of the list is not dismissing any student even if they are on probation. A plan should be worked out with the student to finish the semester if that is what you are inclined to do. This student should not withdraw.

C (JR): this student is not the only student who is in this position who over the next few days are potentially going to withdraw from their courses and as we deliberate on this type of policy change we are losing students minute by minute because we are at the end.

R (DB): The deliberations are happening now – the opportunity to deliberate came on Monday. There is no more deliberation. Conversation is happening because this group means a lot to me.

Q (RBarberet): Thinking about January workshops and what to do.

R (DB): Will take this question to my boss. A part of my fund-raising effort every year is to support faculty who do these things. Faculty should be compensated and I committed to doing that. CARES resources is one thing to ask about. Faculty does not have to share any instructions with this group but might want to share with those who are teaching a particular course that you are thinking about and start moving on it if that’s the direction that you think will be valuable. If workshops are not a thing you may want to consider putting together review materials or packets and setting a date or deadlines for particular assignments.

C (WFerdinand): We are still trying to spend OER money. With these funds not certain we can support facilitation of workshops (can explore that). We certainly can support development of review materials to be used in a self-paced way by students or to be used inside courses. Please email me if you are interested in that.

2. **Major/Minor Exploration Planning (Jessica Stevens)**

   Many things will change how majors/minors has been run in the past. Great opportunity to rethink. This past fall the first year program & SASP worked on a few different campaigns and so the goal for M&M next year is to extend that exploration process. Two campaigns – Justice talk to justice walk focused on a lot of justice issues that students were interested in exploring; the other one - areas of interest that were based in the way students were placed into first year seminars based off of potential career paths. The goal is to merge both campaigns and create a frame od justice like the one used at Open House and will be designing the M&M campaign around those two frames of justice. A letter will be sent to students which will look
like its coming from you but we will do all the heavy lifting. You will designate who the letter comes from in your program. More info to come.

3. **Adding Distance Learning Format to Majors (Wynne Ferdinand)**
   State will require the submission of some info to add distance learning to each major at the college given our current and continued status. Kathy Killoran’s plan is to put one proposal and form through governance. A separate form might be required for each major in the end. As we begin that process at the beginning of the spring semester you will be hearing more about any information needed to complete those forms.

4. **Update on Integrated advising and career 4-year maps (Sumaya Villanueva)**
   In the October meeting had mentioned to this body that the AAC and the Center for Career and Professional Development are teaming up to create plans this semester. They worked on a plan for Psychology, Computer Science and Information Technology, Law and Society, Political Science, and Criminology. The teams already completed their first drafts and are ready to send to Major Coordinators. Those in the five majors mentioned will receive the draft this week. Since we are at the end of the semester we do not expect to hear feedback until sometime in January. Next semester will create five new plans for Forensic Science, Cellular and Molecular Biology, Toxicology, Public Administration, and Criminal Justice Management. Eventually will have for all majors. Currently working within resources.

5. **Schedule Builder (Kathy Munet-Pabon)**
   Not a tool that you have access to – only students. A lot of other CUNY schools have already implemented it – John Jay is part of the last wave. Coming down the pipeline in the spring. It is an enrollment feature on CUNYfirst that is supposed to merge the degree audit with registration – students can look at their degree audit, make an informed decision, and then enroll straight from the Schedule Builder tool. It went live last Monday. No formal information has been sent out to students as of yet. The Registrar’s Office has delayed notification about it and this will likely happen sometime during the spring. the link is however live and students can see it and may click on it. A lot of transfer students who have adapted SB might be more familiar with it but some of our newer students without prior CUNY experience might be a bit more curious.

6. **Call for OER Course Shells Support (Wynne Ferdinand)**
   Please make use of OER funds by contacting Wynne Ferdinand. Working on a guide of different interventions tested at John Jay and elsewhere. Document will be shared with this body. These funds can also support course conversions or development of course shells if you want to continue work on the in course experience for spring semester or down the road. Please reach out. My office can provide some help with enrollment and participation/wrap around support in these interventions.

7. **Important Dates**
   Next Meeting: February 16, 2021
# COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING

**AGENDA**

**February 16, 2021**  
1:40pm – 2:55pm

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**Date of Next Meeting:** Mar 17, 2021
1. Welcome and Announcements (Dean Byrne)
Dean Byrne offered welcoming remarks and encouragement about managing through the pandemic. Many friendly faces in the room are taking the time to write and ask the question about how students are doing and point out things that are happening with their students; what other colleges are doing and the impact of the pandemic on students mental health.

2. Reviewing of Fall Student Outcomes (Dean Byrne, Wynne Ferdinand, Kate Szur)
A look at the data shows on the surface results not as bad as feared last September. This is because of the resiliency of our students who have tremendous systems for dealing with difficult things. Digging into the data you see anomalies that we are not used to. Major and Minor Coordinators are usually the ones to discuss what should be done and so the data is being shared with this group. There are interesting trends amongst Black and Latin students, particularly Black and Latin men. When looking at retention, a lot of the impact of what is happening is even more grave for these students. We also see that these students are faring much better in summer school even with difficult classes when they have the opportunity to focus on one thing. We might want to think about what that means about leveraging the summer schedule particularly for critical courses in your majors. Wynne Ferdinand will share the analysis about key courses that we have been discussing these last couple years and how students fared in the fall particularly in those courses. The important question for this group is that question about if they are not thrice in the foundation majors, what might academic recovery specifically look like in that area. Professor Sheehan has done a lot of work on this in the foundation courses in Chemistry and how to make use of that in the summer. The final piece to this is there are a lot of students, entering freshmen and transfers who stopped out much earlier than they are supposed to. While we did retain a lot more students than we thought, part of this had to do with financial support. The College used CARES funding to help students who had Bursar holds and could not re-enroll and that brought a lot of students back, but there are some that are still hanging out there that were here in the fall but are not here in the spring. The question for us in this group is does academic recovery include planning for students who may have stopped out because of the pandemic and to try to re-engage them for the summer or something like that. Kate will share some data around re-enrollment, I’m going to show you some of the equity slides, and Wynne will talk about the key courses and how non-successful grades are playing out in the courses you have identified as foundational to success in your majors.
Kate Szur: Screen share and link provided. Retention outcomes are not as bad as feared. Last year we retained 82% of undergraduates from fall to spring; this year it was 80%. Considering that fall was the first fully virtual semester for our students and a large proportion of students have not actually been on campus this is a very welcome outcome. What contributed to this is a lot of work, a lot of phone outreach, and follow-up with students, but also that in the second of week of January, 833 students had received tuition assistance. These were students who had Bursar holds up to $1800 and received tuition assistance using CARES MSI funds. From 7% enrollment jumps to almost 70% in the following weeks. These numbers mask one key difference among the student groups that students who were new to the campus particularly entering freshmen are tracking further behind of last year and this is the same for entering transfer students - 82% of transfer students vs 85% and 87% vs 92% of the freshmen previous year. The one-year retention is important because this is a key metric that is being tracked in our PMP and so we’re going into the one-year retention with a deficit of 5% already. Last year, 83% of the freshman class was retained from fall to fall; right now we are at 37% from fall to spring. The upperclassmen did not fare as badly as the freshmen. Sophomore 88-89%; Juniors 85-88%’ Seniors 68%.

Dean Byrne: I have been calling some of the efforts that you have been taking humanitarian grading because you have been doing things such as adjusting your classes, adjusting assessment – adjusting quite a few things – in order to support the current environment. So while the outcomes are surprisingly good they are also reflective of a whole care network that is happening and not just student ability to get the work done. I want you to know that I recognize and understand what is happening in the classrooms as well. (Data from Rick Eissendoor screen-shared). Looking at this is startling. Even though percentage-wise the numbers don’t look that bad when you look at it plotting retention from 2015 moving forward you're seeing what we expect, that there is a sharp decline in 2020; but you also start to see that particular groups are falling more than before. At the bottom, of the chart, the green line is Black students, the red line is Latin men, purple Asian, and blue White. This confirms what all the work is out there in terms of public health and who is being impacted its interesting to see it plotted out in our work. It's normal for us to retain students somewhere in the 90% and in that retention in the first semester for freshmen we usually will end up about 80% retention by the end of the year. So to already be in the 80s is saying a lot about what can be expected going into the spring. Looking at retention for transfers, something that we don’t report out on as much as we tend to do for entering freshmen; given that most of you have the bulk of the students that you are teaching transferred from another institution it's interesting to see that the one outlier. Our LatinX women are being expertly retained in comparison to their Black counterparts; likewise White and Asian females. As always men are trending downwards on retention but most significantly the drop is with LatinX and Black men. Most of the work out there says you have to do targeted retention and take a look at where the losses are and move in on those areas.

Q: Do we know how those data compare to other CUNY campuses?

A (DB): They’re not faring well on retention, credit accumulation, and definitely not the application pool for the fall.
One of the things that we should consider and discuss this semester is what this means for the students that you are going to receive. So you will receive in the fall, students that spent three semesters like this and when I look at the application pool it is startling to see who is not in the application pool; so we vary in comparison to who usually applies to John Jay. A sharp decline in LatinX applicants particularly men; Black women and Black men – sharp declines. In some majors, at the moment your application pool is cut down to about a quarter of what you usually have. When we as faculty and staff on the whole campus take a look at these big issues where we can think about the state of the College and the climate that we’re going back to for at least three to five years, it's going to take years to turn around the impact that this is having on who is coming out of the High Schools and who is going to make some progress towards their bachelor’s degree. I will desperately need your help over the coming years in staying on these kinds of things.

Q (KumarRamansenthil): Do you have department-wide data for what Kate presented?

A: (DB): Yes. We looked at performance in the courses that matter. While I can do the overall piece the question is in terms of what this group does where might be a place to narrow your attention. The scale of this issue is something that we are not really prepared for. Much of the discussion is about the whole college, but not necessarily what it means in terms of curriculum and learning. The conversation with Wynne will highlight some interesting things in the data. What can we reasonably do that is sustainable and achievable. Some of the things that are out there that are possible to do are beyond our financial scope; what is appropriate for an environment where we have double the amount of faculty - where we have long-term resources to support students.

Wynne Ferdinand: (Screen share - Excel spreadsheet – Key courses in major DFWNCI SP 20 to F 20). You may recall that in fall 2019 Himani Gupta prepared reports for key courses in your major you identified for about four academic years enrollment outcomes for those years so this is a less beautiful update to what you looked at before. With this chart you can filter for your majors – sometimes there’s some difference depending on the interdisciplinary options; so the key course that you identified previously, whether it was offered in the past three semesters – spring 20, summer 20, and fall 20 – and what the DFW, No Credit or Incomplete was in that semester. So you’ll see for your majors, in summer some places did better than in the regular academic year or places where students fared much worse. So a question to think about is what’s the difference with the summer offering? In some places, rates were maintained or improved like in the Math 242 Calculus course. There are a lot of ways to think about this data, but keep in mind that some of these courses are enrolling purely majors; some of these courses students can take to fulfill other Gen Ed requirements. ANT 101 can enroll regular students and or majors.

Dean Byrne: The data will be emailed along with all the other material shared on the screen.

Q (DB): Does the ANT 101 rates which doubled tie into what faculty have been describing as their experience with students or observing of students performance?

A (EdwardS): Shocking if it's doubling the rates. We have a lot of students in that 101. It’s often a way for Freshmen and Sophomores to get introduced to the college experience. We experienced a lot of difficulties especially with some part-time faculty transitioning over to
different modes of delivery and synchronous versus asynchronous were issues; students had trouble navigating the difference. We will definitely take a look at those numbers. I was unaware of that significance.

C (DB): There’s a lot of work that we’ve done in this group identifying the courses that matter to your major is narrowing the conversation to a place where it is manageable. There are a lot of things that comprise a major but when you look at the things that by consensus you say you need in order to succeed it's foreshadowing what is going to happen through the scaffold. So if you have a 24% DFWNCI rate at the 100 level when these students get to the research methods area in two years and so on then you really start seeing some challenges at a scale that is much different than what you normally do. This is a space where I would love to think about what some of these strategies might look like when you have looked at the data more closely.

Dean Byrne: Sometime in the fall a document, Academic Recovery Review and Acceleration strategies, was shared with this group. It’s a rough cut of ideas. I’m sharing it again so that when you are taking a look at your courses if you have ideas and we can try and fit them in things where you can compensate your faculty that are working on these things it would be great. But we really do have to come up with something manageable to do now. We were encouraged through the faculty senate proposal to leverage our options with them; by relaxing some of our policies to support students one good example of that would be the impact of not dismissing students. There are going to be a lot of students still at the college for the next year or two that normally would have been removed through the academic dismissal process. You will inherit students where non-success is not just in your majors but is globally around their experience at the College. I’m not sure that we have the capacity to turn things around at that scale. Assuming we’re back on campus next year, next June we might be dismissing a few hundred students. Some students have been auto dismissed because they lost their financial aid due to the lack of progress. I’m also concerned about the students who stay around longer without us having ideas for intervention. One highlight is the advantage of our summer schedule. As mentioned, sciences have been really great in using the summer for intervention purposes. We’ve also been using summers for early starts – an early start might be where a student does a significant portion of a key course in the summer and finish it up in the fall because we are able to bill it to financial aid that way. I would encourage you to think about that if you’re looking at a gateway course - a 100 level class that’s critical to your major - that might be a possibility for a summer school or an early start option. We’ve been incredibly successful with that.

C (FrancisSheehan): Just the idea that the students are trying to finish a term paper when one of the major chemistry exams is coming up is a major benefit. I didn't want to go to a five-week course because its very brutal so we stayed at eight weeks. You get to know the students better and they tend to want to get to know us better because they are not taking other classes. We’re able to in some respects add additional tutoring through MSRC which we monopolize in the summer session because there is not a lot of competition for their services. In general, it's much more interaction. I also find that the best part of teaching synchronously is after the lecture is over. Students want to stay on and just talk; they just want human interaction and it could be about anything, not just chemistry. This is particularly the case in the summer session because they don’t have another course that they
have to run to at that time and so they tend to develop a rapport and actually believe it when you tell them something is important before it is too late. We have a major hurdle that we will have to deal with because some of our students will have three semesters of science with no lab experience whatsoever. We are going to have to look at interventions in August and to have an intensive lab in advance of the fall semester whenever we do get back. We’re putting people into potentially hazardous situations, for example, the second semester of organic chemistry and they haven’t had lab experience for a whole year in general chemistry or a half year in the first semester of organic chemistry and you’re now putting them into a lab there’s an expectation that they have developed skills to work safely. That’s going to be a major issue for us because in forensic science it’s very heavy lab work. And then how do you get students to come in if it’s not really part of the program but you have to encourage them it's in their best interest.

Dean Byrne: Science communicates with students about their performance around the sophomore year – how they’re faring in the major; they get a review letter with a statement about the likelihood of their success. If they are not making the cut they are encouraged to transfer out. Wondering whether a low hanging fruit for students that are behind in credit accumulation or have a non-successful grade in the major from a major/key course, if we generated a list of who those people are whether there should be a letter coming from you or the departments to those students with some guidance about next steps. That information about what that means, them being at risk in the major might be a helpful thing to do. What do you think?

C (FrancisS): I think waiting until the end of the second year is probably too late. It’s supposed to be after the first year you put them on notice and then after the second year if they are not maintaining a GPA in the math and sciences then they’re out. I think that’s what happening unless the numbers didn’t allow it to continue that way. It may not be full advisement, it may just be a letter. How they’re doing in the 10X (1,2,3,4) courses is a fairly good measure of what they will do with the rest of the program. Organic chemistry is a different skillset than general chemistry and similar to Bio with a lot of memorization; chemistry is a considerable amount of algebra and so we’re asking a lot of our forensic science students because we’re asking them to have different types of science skill sets and it’s a challenge. I think trying to catch them early is terrific and the fact that we’re all remote is difficult. We have a hard time even though we are set up on the MSRC webpage a page solely for the STEM students, it's very difficult to get them to attend. We do everything possible to motivate them to attend. If they don’t do well on their first exam they’re required to attend. But if they do well they stop attending and I keep telling them not to stop it. I track their attendance and within seven days can say if they attended.

DB: You’re pointing to an important piece to continuing to reinforce what's in their best interest and there’s a piece of that I hope we can capture in this group. There are a couple of points from Professor Kapstein about how things (outreach) are communicated to students. Some students took advantage of the No Credit opportunity not necessarily understanding the full ramifications. As Professor Kavey points out, students are making choices about the delivery of the classes based on other demands. The financial impact of the pandemic is very real for the students we serve; they must work. They're also filling in financially for people in their household who have been impacted by COVID in terms of job loss or other aspects.
Through analysis in the spring, we learned that close to 4000 of our students have essential work occupations, also the first responders and in-service students that we’ve had for years. While I would never say do synchronous or asynchronous, the asynchronous classes are going to enroll because we have students trying to patch together a schedule to keep their financial obligations at home moving forward at the same time as not disengaging from the College. So that joblessness does not affect their personal lives they are not going to pick school over work. What keeps our retention moving forward is that we have so many flexible options for students to choose from. If you offer two classes where one is synchronous and one is asynchronous what you get is students making the best choice to accommodate their lives; some students are treading water. I agree that this is not optimal – we have some less optimal context here that is going to end one day and these students are still going to be here then what? Is the intervention now through ongoing outreach to students or when it's all over with whoever has survived and whatever condition that is in? I have some hunches that if we start now with guidance and outreach, some letters, some indication for students in the critical courses that something isn’t going right and here are some options; continually messaging in these areas putting options like summer recovery – with CARES money we might be able to offer high school students in key courses intro classes in your majors – as well as the opportunity for students to recover in those very courses. So in other words, optimizing the summer schedule. If you do the gateway course in the major in the summer, the chances are likely you’ll do better but it also allows us to identify who did not do well and start in on them with interventions and outreach in their first semester at the college rather than in their fourth or fifth semester.

C (KumarR): I agree with what Professor Sheehan said i.e. we can’t wait for next year to implement this – it might be too late but as a group can we come up with a blueprint on how we want to approach it. Do we want to have a list of students of people who didn’t do properly – people who got D or C and below; how to reach out to them for our purposes or something of that sort?

C (SamuelGraff): One of the things that Francis said I try to do in my classes. The students linger in the Calculus class after the 4th period and sometimes although the class ends at 12.05 pm I’ve been there with them talking till 1 o’clock. The same thing happens in the junior-senior level class. I have a core of students who don’t have classes in the sixth period and sometimes we’re chatting until 5 o’clock. It's up to each one of us to reach out and try to make the same contact that we do in a brick and mortar classroom and let them know that we’re glad to see them and since this has gone on something has happened that has never happened before – before the end of each class the students thank me and I think that says a lot. They’re just glad that you're reaching out to them and so what it really gets down to is what each of us can do in our classrooms in our own way to let them know they’re important and if they want to talk about the subject matter we’re there for them because they don’t have the luxury f meeting in the cafeteria to go over what maybe happened in a difficult lecture because the subject was just by its nature difficult.

DB: The next thing would be to start drilling down more. There is a request for more information. Maybe start with the non-successful students in your key courses and taking a closer look at where they might be if those students are repeating the classes already. There is a case with a student that Professor Kavey brought to my attention in the fall that was
attempting to do higher courses even though the student was not successful in the lower courses. It might be worthwhile to drill into some of those issues and share that with each of you and then move forward on what that blueprint might look like. Outreach to those students with specific next steps is a good place to start.

Q (KumarR): Is there a way I can run some queries in CUNYFirst so I can extract this data myself?

A (DB): What I don’t know is what exact permissions people have. I will get the answer to that and we can write up what kinds of things anybody can take a look at. It’s a challenging piece in terms of what falls to faculty - trying to run a million queries and not necessarily having a framework around what it is is valuable to look at. It's why we have narrowed it down in this group to look at the key courses because CUNYFirst can help you answer 90 different questions but move forward on nothing.

C (KateSzur): We do have the ability to run all these queries and I got a question about a more detailed analysis of the freshman data. The raw data is available. We are strapped for resources to analyze the data so if any of you would like to partner with us and volunteer your time and expertise to help with the analysis part it’s easier for us to run the raw data and clean it up and help a little bit with the analysis, we’re always looking for partners so just reach out.

DB: I long for the day when some of these answers can spit out of something rather than 90 screens and three different systems to do so. If you get frustrated by that we agree and so that’s why we try to provide you with some of these things so that you can have points to engage with.

3. Student Progress – EAB and Blackboard (Kate Szur)

One of the analyses on our to-do list is once enrollment finalizes we are going to look at students who had a failure, whether its No Credit, Withdrawal, or any kind of failure in the key major courses that you identified a couple of years ago and we can share that list with you. It’s a particular segment of the population that had a failure in the fall in your majors. Another list that we can easily share, something that is immediately actionable is that Jessica reached out to you asking you to send the message to students who are enrolled in your major in the spring. We also have the list of students in your majors who were here in the fall but they’re not here anymore (stop-out students). What we hear from students, a lot of them are not necessarily planning to abandon their education, but they are thinking of taking some time off particularly the spring semester hoping that things get a little more normalized by the fall so that’s another group of students that I think an outreach – a friendly gesture – an offer to talk to them about how to get back on track and offer summer courses might help them get back on track.

We have spoken in this meeting about the EAB Navigate student success hub which will allow us to get a 360 picture of student progress and get it a little easier than digging it out of CUNYFirst, we don’t yet have full implementation, however, we are doing progress reports and midterm check-ins. Some of you might have participated in this in the fall when we did an early and a mid-term check-in and it seemed it was way too much data collection and people couldn’t keep up with the request. This year we are going to do it only once closer to
the mid-term. around the second week of March, I will be sending out a formal announcement when the data is finalized. It is not going to all students because we don’t have the capacity to actually follow up with five/six thousand students that might get flagged. Last fall every student that got flagged by faculty received multiple follow-ups and a lot of them actually met with a person to plan how to get back on track. We are reaching out to all freshman, all new transfer students, SEEK students, Honors students, ACE students, so basically all the major cohorts and some sophomores. About 3000-3500 students their faculty will be receiving progress report requests. This will be an email coming from EAB Navigate. We’re still working on it. sometimes the email address that it comes from in the system is not what it should be. It’s a very simple form that asks faculty just to click on a drop-down menu for areas of potential problems with the students. That may be a way to catch some of the students that are either not connecting, not engaging, or have issues with their performance. We believe early March will still give us enough time to either connect them back with you or with tutoring services.

C (Professor Kimora): They do this format at BMCC with a lot of success. Those kinds of report really keep the students on track.

4. **Summer Plans for Academic Recovery (Dean Byrne)**

Much of this was covered earlier. Engaging the entering freshman and entering transfers to take a class prior to matriculation ideally a class that is relevant to your major that they can focus on. Helping our students really connect with their major and habits that lead to success not just as a general college student but specifically for your major is essential. We started last summer through SASP an academic orientation for freshmen – it was like a course – a non-credit course that was attached to their registration – so that helped them to prepare to use Blackboard and other kinds of systems as well as to have a good sense of what their major community would be like. They also engaged in various justice questions at the college and so on. I think given how long we have been in this pandemic and the high school students would have been in this pandemic it would be nice to do something especially for those that might be at risk to put them in a class that truly is anchored to your majors. If I get resources, I expect to come back to you individually to ask about the possibilities of mounting things in the summer. It really does work but a missing piece is grounding students in the major. We also need to think about re-engaging students in the fall that disconnected as early as their freshman semester.

Q (David Shapiro): Can we develop some sort of initiation via an experimental course? With my majors, ACC 250 Introduction to Accounting is really the first course that they take and everything else is usually 300 or some other 200 levels, but it's usually not that much of an exciting, intriguing course for people.

A (DB): Would love to talk to you more about what you have in mind and see what we can do. Now is the time to if we can give out credit/no credit grades we can build anything that we want to because the purpose of it is a good one.

C (Helen Kapstein): I get the logic here and having done a first-year experience course in the fall, I saw the value of the summer bridge and SASP stuff. I think that getting students in the college frame of mind between high school and college proper is incredibly important. I’m wondering about the commitment to doing something within a major which speaks a little bit
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R (DB): We have that. That’s exactly what the freshman seminars are designed to do. Would I put freshman seminars in the summer so that students and the resources and the opportunities to showcase their work is disconnected from their actual fall semester, I’m not sure - because the freshman seminar comes with a lot of wraparound support and it culminates in a showcase in December where all of the students, faculty, and administration gather. It is important to also know that before a student is enrolled at the college the cost of it is outside of the regular financial aid expenses so if there are a ton of other things happening in the summer, for example, those have to be paid for as well – just something to think about in scale. What we did in the summer to get around that part was that we had zero credit mini-courses some developed by our faculty and staff, others where students submitted proposals, were selected, trained, and taught their own mini-courses to students. They focused on justice issues and are called Justice Talks. That continued in the fall as from Justice Talks to Justice Walks so that there would be more showcasing of justice in action. That was incredibly popular and engaging for all students but the issue here is specifically about nonsuccessful grades in your key courses. So if for example your department doesn’t have any and there are no anomalies I wouldn’t necessarily say that this is the best thing for a department to do, but when a department is seeing things go from 12% to 24% I’m not sure that a freshman seminar is exactly the best way to go. I’m really asking a question not just about GenEd, I think we do a great job talking about that, but for the majors and what you do that is exclusively yours for students in your program might you consider leveraging the summer? I’m going to leverage the summer for GenEd, but that’s not the same as what you are responsible for for the students that are in your care in the majors. It’s not an either-or proposition, it’s a both-and.

C (RobertTill): this goes on to what Dave Shapiro said. Would it be possible to fast-track some experimental courses so that way they get credit instead of a 0 credit course?

R (DB): yes, and what the research out there shows is that students do switch majors when they weren’t successful in the thing that they really wanted to do. Exploring is great, but we have a lot of people that end up on another path because of doors that were closed. It’s a great thing to decide what’s right for you when you have experienced success. Imagine you did three semesters in high school and the first thing you do when you get to college in the major you’re enrolled in you get a D or F or you had to drop the class. I think we can create a better space for our students than that and we know that summer has better possibilities because of the ability to focus on something whether that be college life and being successful
in college generally, or being successful in the major that you chose I’d love to look at that possibility.

There’s a question about the CARES money. Financial Aid covers the cost of students who are matriculated out of college so why I want a portion of the CARES funds is because of what it might mean to transition students for them to gain some credits so they have a successful picture of themselves, they get acclimated to college life, and should we still be online in the fall they would have had a running head start on what that might look like and how to adjust to that before the remaining four to five classes that they might take.

C (SumayaVillanueva): Over half of the new students that we receive are actually transfers not freshmen. In terms of courses that are grounded in the major, it becomes that much more critical when we’re talking about transfer students. To Derek’s point, being able to use all the information that we have at our disposal in terms of how students can make the best of their incoming experience and perhaps with this CARES funds if we’re able to incentivize some of those students who may be on the fence about whether they want to continue their education and make that transition from the community college to a senior college and being able to offer them a course that they can take in the summer without having to pay for it outright out of their own pocket with the CARES funds and entice them to be in a course that is going towards their major that can make a huge difference to the extent that you as faculty are able to have your peers who are invested in your own students teaching these courses and offering the type of support that we have been discussing here. Whether its asynchronous or synchronous, Kate’s point is really well made - what they really want is engagement – they want to know that somebody cares. Being able to offer that in the summer can make a huge difference.

C (KateSzur): Some final thoughts as you are looking at your data and planning for the summer, keep in mind that not all students will take summer classes so you have to have a large enough number of students either students who are coming up in the sequence to take that course or students who would have to repeat that course to ensure that you have enrollment in the courses. I quickly filtered Wynne’s data by enrollment and there are a lot of courses where there are no success rates in the high 10s, the 20s, but enrollment is 30 or 50 students. So maybe if for those courses the options are for offering a recovery workshop model that doesn’t require enrollment or doing a mid-program check-in even if we don’t have the capacity from EAB but doing it within the department just to check in with that small number of students to ensure that success would be an effective and fairly easy intervention. It's never easy for us to offer classes in the summer and then there’s not enough enrollment to cancel them so I just want to caution us to really plan carefully. I will share the data on nonsuccess rates by course and major once it's available to make that planning a little easier.

C (DB): The recovery piece that Kate is describing is something that we have coming in front of College Council tomorrow which was a model that was really developed by Sciences, Math, English in terms of a better cost proposition for the students. So what happens is we pay the faculty and the support staff; we don’t make the students pay the College. These are students that have been identified by faculty across all sections of a common course making a full attempt – they showed up, they did the work – but they don’t yet have the level of mastery that they might need in order to thrive in the subsequent courses in the majors.
Rather than the student repeating the entire semester in the summer or the winter – it would be the equivalent of 30 hours of work, lectures, recitations, and they make another significant attempt, and if the student improves their grade that new instructor has the ability to adjust the grade. What we are seeing is that D and F students typically move up into the C range. It's not the case of a student moving from an F to an A range; that has not yet happened but they do get above the non-success range and our evidence is showing so far because this has been faculty-led and so we’re following it, that they make it through the subsequent course just fine. We tend not to see them bottoming out in the next course that they need but we know for sure that if you have a C- or below (Psychology also did their analysis and we’ve been doing our own analysis of this) students earning C- or below in PSY 101 tend to struggle in the 200 level PSY courses until they auto dismiss themselves. They’ll continue with a D but they probably shouldn’t. Opportunities to strengthen the learning but not have the students pay for it we have the model that has been designed by faculty and it’s a great opportunity to think about how you might use the summer to do that. Again, we pay the instructor, facilitator but for the student, it’s a zero-cost solution and it's not their whole summer so they’re happy about that. If it doesn’t work out, they keep the grade they always had. If it does work out we do a mass grade change for all of the students.

DB: We will circulate that information and I hope to hear from you in order of where I think you might be taking a look at something to do that is manageable. The little things are important we don’t always have to do the big giant stuff. Our students are definitely in need of some guidance about how they can turn things around if it is even possible and that’s your call. If it's not possible and they really need to repeat a class or move on or take a look at the summer whatever it might be, hearing that in a humanitarian way is going to save them a lot as well. In about a year the dismissal processes will start up and hundreds of people could be lost and I think we have time to turn that around.

5. **Updates on M&M (Kate Szur)**  
   Tabled.

6. **Other Business**  
   None.

7. **Important Dates**  
   Next Meeting: March 17, 2021
COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING
AGENDA

March 17, 2021
1:40pm – 2:55pm

1. Welcome and Announcements
   Dean Byrne

2. OAR Racial Justice & Research
   Rachel Friedman

3. Student Progress (EAB and Blackboard)
   Kate Szur

4. Summer plans for Academic Recovery
   Wynne Ferdinand

5. Updates on M&M
   Kate Szur, Jessica Stevens

6. Other Business
   Dean Byrne

Date of Next Meeting: Apr 13, 2021
1. **Welcome and Announcements (Dean Byrne)**
   Dean Byrne gave welcoming remarks and announced that a policy proposal to adjust pass/fail to pass/no credit will be discussed at the upcoming UCASC meeting on Friday. If approved, on the record would be a mechanism to invoke an emergency policy should the College Council wish to do so. Pass/fail would be amended to pass/no credit. Pass/no credit would be limited to four courses instead of seven. A draft will be sent around for review.

2. **OAR Racial Justice and Research (Rachel Friedman on behalf of Anthony Carpi)**
   OAR has been running a program in conjunction with some faculty advisors called the Racial Justice and Practice Dialogue series since last fall. Ms. Friedman invited this group to join a forum to discuss the introduction of topics of scholarships into the curriculum for people of color. The Panel is followed by a workshop with materials to assist with teaching the topic. The panel is facilitated by expert guests. This is an opportunity to bring real change in the classroom and assist students. Interested parties can email rfriedman@jjay.cuny.edu with any questions. The series homepage and panel link were posted to the chat.

   C: Professor Andrew Karmen analyzed Sociology data. There was no conclusive evidence that students improved while using any one mode of instruction – synchronous or asynchronous - in the fall of 2020. Two classes did better in synchronous and another two did better in asynchronous.

   C (DB): The reality of the emerging data is that decision-making and

3. **Student Progress – EAB and Blackboard (Kate Szur)**
   One of the analyses on our to-do list is once enrollment finalizes we are going to look at students who had a failure, whether its No Credit, Withdrawal, or any kind of failure in the key major courses that you identified a couple of years ago and we can share that list with you. It’s a particular segment of the population that had a failure in the fall in your majors. Another list that we can easily share, something that is immediately actionable is that Jessica reached out to you asking you to send the message to students who are enrolled in your major in the spring. We also have the list of students in your majors who were here in the fall but they’re not here anymore (stop-out students). What we hear from students, a lot of them are not necessarily planning to abandon their education, but they are thinking of taking some time off particularly the spring semester hoping that things get a little more normalized by the fall so that’s another group of students that I think an outreach – a friendly gesture – an
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5. **Updates on M&M (Kate Szur)**  
   Tabled.

6. **Other Business**  
   None.

7. **Important Dates**  
   Next Meeting: April 13, 2021
# COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING

## AGENDA

**April 13, 2021**  
1:40pm – 2:55pm

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<td>Welcome and Announcements</td>
<td>Dean Byrne</td>
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<td>Major Academic &amp; Career Integrated Map</td>
<td>Sumaya Villanueva</td>
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<td>3.</td>
<td>Preview/Review Recovery Strategy</td>
<td>Wynne Ferdinand</td>
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<td>Spring PNC 2021</td>
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**Date of Next Meeting:** May 12, 2021
Council of Major/Minor Coordinators/Advisors

Meeting Notes

Wednesday, April 13, 2021

Via Zoom – Host: Dean Byrne

Community Hour: 1:40pm-2:55pm

1. Welcome and Announcements: Dean Byrne
   Welcoming remarks and an overview of agenda items were given by Dean Byrne. She announced that there will not be a flexible grading policy this spring.

2. Major academic and career integrated map: Sumaya Villanueva
   With regards to the integrated Criminal Justice Bachelors of Science major in career, map conversations started over a year ago. Contributions from the academic department, faculty, academic advisement center, career development, and Alumni relations have moved this to near completion. CJ Major map 2021 pdf document screen shared. Moderations to the last document have made it more digestible – two pages instead of four. The first column on the very left-hand side is what students are being guided through from their start at the college. This helps them plan for their courses/academic requirements; guides them through participation in experiential learning opportunities; Connecting with the college refers to ways in which students can engage in a slightly different way – what are the organizations within and outside the institution that can support their learning. Life after graduation lists some of the offices that can help students get to the finish line. A detailed explanation of the other sections of the map was provided. In the past, there was a four-year map that was about academic requirements but nothing about what students needed to do to better prepare for the work world. This new map looks at the information from both angles. In junior and senior years the importance of taking the internship course is highlighted. Students will do this with guidance from counselors and advisors. Additional modifications to the map will be made in the next iteration. A similar map will be done for all the majors. One area that is helpful for students is that they understand how the major skills and learning objectives developed for the major are complimentary to the NACE competencies. Work with major coordinators and their teams, faculty, and Academic Advisement is needed to make the integration more explicit and obvious to students. The map will be shared with everyone for feedback.

Q (Professor Ramansenthil): Will an editable version of the map be sent? The reason for asking is that Calculus courses will be changed from three credits to four credits and moving forward each semester this map will need to be changed. Who is the contact person or can the changes be made by individuals? 00:18:32

A (Sumaya Villanueva): The form will be updated with the four credit changes. Sections in these maps will have clickable links that will be connected to web pages that are maintained
more frequently. Somebody will be responsible for reaching out to the departments on a yearly basis to make sure that everything is accurate.

Q (Professor Smart): In the section that talks about building connections with external parties, is there any way to activate summers? Maybe have a thread for what you could do in your summers as you go along through the program?

A (Sumaya Villanueva): That has not been added as yet.

Q (Professor Till): Is there any way that we can modify the pages? What is the sequence for getting updates into a mix in between that yearly schedule and be more flexible? The process is a little too rigid. Is there a way to make it more dynamic instead of a once-a-year schedule?

R (Dean Byrne): The challenge would be for students to have different reference points like changing the bulletin once a year so you know what the common point is for example that they were looking at the Major Degree map for 2021 versus the one that was updated a month later. While annually might not be the schedule that you want, you do want to think about the stability of the information because once it goes out on the website if it's frequently changing it makes it difficult for students and advisors to have a shared understanding of what they’re looking at. In terms of information about jobs and those kinds of things maybe there is a way that the complementary information stays more dynamic but the concept of the map itself flows with the changes being made to your curriculum.

R (Sumaya Villaneuva): A call for updates is typically put out to coincide with the beginning of the academic year so that materials are up to date for the fall semester for the recruitment process.

C (Professor Till): I like Dara’s suggestion to keep some parts of the map more flexible like potential jobs while the other parts can be rigid. There’s a reference to finding students jobs at the end and I want to make sure that any potential for that is met in real-time.

C (Professor Ramansenthil): I have the same concern as Professor Till. We’re applying to get a new revamped website for John Jay. Two people in the department who do the training will have access to modify the website. If the new website can be modified by the authorized people in our department, especially areas like job postings, that can work.

R (Sumaya Villanueva): The intention is that these maps will leave in that new website framework. I am not sure where exactly. To the point about more dynamic information that changes more quickly, the map is intended to help students understand how their academic and their careers are interconnected and what are the intervening things that they can do along the way to better prepare themselves, and who to go to for support. When it comes to the more specific things like specific deadlines for opportunities if the map simply links to the pages that contain that kind of information then yes it can be done because we understand that that is in everyone’s interest.

C (Professor Jokic): Laterally related to this and having to do with the web pages, I as the Major Coordinator along with the Chair of our department and our main administrator who has historically been in charge of updating the major related pages had a meeting a couple of weeks ago with Rama because we had expressed concerns about how rigid the new websites
might be – the framework for the new website was not what we were hoping for. We were primarily looking to keep some of the information or sort of derivative documents – information that is derived from what students don’t commonly find - have been very helpful with advising. We found out from Rama that there are going to be pages for the majors and pages for the departments and that the two will not be the same. What goes under the menu list will to some degree be up to the departments. It's worth addressing what you want there including these maps. I think it’s a good idea to get in touch with the outward-facing media people and discuss while there is room for it.

The careers page that we designed is not on the John Jay server: it's on the Grad Center comments blog platform. That way the people who have access to the account get to update it and make it look the way we want it to look. So that can be an option.

C (Dean Byrne): Thank you to everyone who worked on this – LPS collaborating with our Career and Advisement folks and Sumaya for your leadership on this. This is a huge lift and I am excited to see what the nuances look like across the different programs. It will be designed for what your programs of study are really all about and important next steps for supporting our students.

C (Sumaya Villanueva): Thank you, everyone, for your feedback, and thank you to my colleagues for sticking with us this last year – we couldn’t have gone this far without you.

3. **Preview/review recovery strategy: Wynne Ferdinand**

   Last time there was an excellent discussion about the myriad concerns about a sustained online learning experience, loss of learning, and engaging students. There are a million ways of approaching these challenges but one thing that has been talked about a few times is concerns around students transferring skills and knowledge they acquire in one course to subsequent courses in a sequence or courses that relate to one another. If you are thinking ahead to the fall, new first-year and transfer students might be sitting in your classes who may or may not bring the requisite skills and knowledge to your classroom; you may have students who missed out on pieces of their learning experience in the remote learning semesters for a number of reasons that may or may not have to do with the class itself. Another problem that is not unique to pandemic times is where students might take a class as a freshman and then put off other courses that use quantitative skills for quite some time in their degree program, so people who have big gaps in foundational courses and courses that build on that work. There is still some money to spend on these efforts. If there is interest. There is an information sheet (document screen shared) about the preview-review strategy where students get a chance to identify what they are bringing to the course and what kind of conceptual or skills or knowledge they should be bringing to the course to succeed. I am inviting you to get involved in a development phase where you identify a course that you have concerns about in your major and go through a process of thinking through what the prerequisite knowledge and skills might be. You can be connected with a librarian or other support staff to research some resources that could support students in developing those skills and then work through a process around what a workshop review or an asynchronous set of modules might look like and where students get a chance to do some type of self-assessment. So there’s the development piece and also the idea of facilitating a live workshop. When students have the opportunity to engage with you it's much more meaningful to them than with purely asynchronous experiences. If there’s interest in offering a workshop as a preview
to this semester or in the first few weeks of the semester, that’s something that could also be funded.

C (Dean Byrne): Students are desperate for live contact and faculty are missing the student engagement. I strongly urge you to think about those sort of live sessions and what it might look like to get something more interactive happening and rebuild that sense of connection and put more face that says to students that you are aware and you care and you are thinking about how to support that journey forward. I urge you to consider building these types of interactions into a recovery workshop systematically into your program.

C (Wynne Ferdinand): If you are interested in this and you want to earn some money for your work we’d like to make sure that you get paid by June 30 even if the work might extend beyond that period – that’s the nature of the way these grants are set up. These kinds of activities can exist inside Blackboard organizations. We can work with the department of online education and support to help interested people set those up and target students who might benefit from this support. Looking at people's outcomes from prior sources and targeting outreach to them as they begin registration for the fall. Some workshops are a bookend to the semester – a very similar approach that can be a great reference point. I hope I have some more examples to share this time next year.

Q (Professor Rutledge): Are you interested in giving money to professors to run academic recovery workshops for particular classes and they would run when?

A (Wynne Ferdinand): They could be for groups of related courses but the idea is to run a live workshop either right at the beginning of the semester or right before it starts – like weeks one through three or a preview week – 0 through three. These are details we could talk about depending on the circumstances of the courses.

C (Dean Byrne): For years, we have seen this sort of benefit in the transition from High School to College in the Summer Bridge program, practicing certain skills, looking at certain concepts, etc. to give students who might be in a vulnerable position an idea of what is coming up. We do the same kind of thing in early start programs. It makes a difference to be socialized into the expectations of the program and to assess where you are.

Q (Professor Rutledge): Who is it for? Yure calling it recovery so is it for students who have failed the class previously?

A (Dean Byrne): Our students are generally speaking in a culture of non-success in an environment where they are grappling with a lot of things. None of us can actually identify who they are and what they might be facing. What we do know is that we don’t have anything about staying the course in a major. We’re throwing around concepts around learning lost. We have talked for multiple semesters about the things we are going to play with the requirements in courses and how to be supportive and helpful. But we also have students who are panicked – freshman who are going to be juniors – I will show you data that is a little alarming because when we look at who has opted in to credit no credit the lower juniors were in the highest bracket points. These lower juniors should be seniors in your majors in the fall but because of lost credits or dropping classes might not be. The question on the table is what might something from the department that focuses their attention on
recovery look like. You might want to look at your particular major data and pick a segment of students. I’m leaning towards juniors. You might decide that sophomores and juniors are a better way to go; it might be exclusively for seniors – the capstone year is heavy – and anyone who is a senior has had a difficult sophomore and junior year. What and who in your majors three semesters in an emergency might be where you start if you just focus on one target population.

We’re doing a lot to help students who might have failed a class take a free summer class but that’s not the same thing as the work of the discipline.

C (Professor Rutledge): I liked how staying the course sounded better than academic recovery.

C (Dean Byrne): It's important to know that a lot of what’s happening here we are drawing on literature and practices in higher education and trying to modify them into stuff that might be relevant. We don’t really know and we love your ideas and expertise about what may or may not work so please know that we have resources to help with your time – your intellectual energy in terms of what might be the best fit. Some of you know that I might have a good idea but by the time it makes it to what you do with it it is a better form for what you’re really doing I hope this becomes a gateway to that rather than an administrative mandate. I am hoping that we can get some commitments from departments to have something for students for late summer early fall given that we will not have a flexible grading option. The students understood in the last three semesters that the faculty supported them in this important way. The flexible grading was an affirmative message of understanding what the students were going through. CUNY denied our vote they did not approve our college's efforts to spring that for spring. We are now going to be faced with about 2000 students who over the last two semesters have been retained at the college because they were able to opt into credit/no credit. The GPA data shows this. It’s a small population of students but they are staying the course for their degree because we passed in an important action to help them. That is gone. We will have summer programming and recovery courses – free courses so that a student can earn credits that they may have lost. We’ve already had 700 applications for students to get a free summer class. But I don’t think that that is the same as a department offering something that is specifically about what your programs are.

C (Professor Shapiro): ACC 250 has a lot of Ws, Ds, and Fs. ACC 250 is open to everybody. The people that are not doing well just drop out of the major. Talking to ACC 250 professors, their opinion is that the students don’t do well because they don’t put in much effort. I am willing to revisit ACC 250 in an alternative way that can get students up to speed with basic accounting concepts different from the way it's normally taught but it would go nowhere unless they put an effort.

R (Dean Byrne): My greatest fear is that next spring when all of our normal college practices come back into place that we will be dismissing hundreds of students the first semester back. At some point, everything resumes but the timeline for rebuilding – there isn’t anything like this in higher education so I am looking at other fields to think about some of the things that we are experiencing – what it means to try and build systems to survive or continue business practices: the long hard road of being in the post-Katrina phase where 12 years later you are
still seeing the effect of stuff. We have populations of students that are not ready for college or not invested in their college experience but we also have an additional population that has been devastated from their first year in college (they were freshmen when the pandemic started); we’ll have students in the fall who have spent three semesters of high school starting and stopping in the pandemic, recovering from the pandemic and so on that need some sense that they can actually achieve. Our college business is going to continue and we have to do dismissals and all of those kinds of things. I am currently stuck on how it is that we have a broad framework – reopening is about the building – recovery is about our culture, communities, vulnerable populations, and so on – and I would just urge you to suspend for a second our understanding of why some students are not doing what they’re supposed to because we don’t have enough experience yet I what all of this crisis means for the habits and states of mind, that applies to us as well, and what we feel in those spaces and how we’re doing things. One of the things I like is the live workshop that hopefully, it isn’t too much to ask of our faculty who are spent and not too much to ask of our students who might be losing belief that they can do something while at home to improve their learning conditions. I will never forget what it was like being in an online session with a student who was zooming from their closet because that was the environment that they had with a little bit of privacy. Bear with me as we figure this out but I really am begging for some volunteers from departments to meet with us to take a deeper look and pick a specific group or course, something to try to offer the kind of leniency and support that we were practicing with our flexible grading policy.

C (Professor Storch): Related to this issue is something that was discussed in a prior meeting. A spreadsheet was sent to all coordinators with the people in your majors and what their overall GPA and GPA in the major was so I did follow up on that and sent emails to everyone who was a political science major who had a 2.0 to a 3.1 and I tailored my email message depending on what your grades were and I did get a lot of people emailing me back. You’re not going to reach everyone but the idea of touching base with them and trying to help them address the problems that are being talked about now and I saw that (through Degree Works) and I could see the credit/no credit grades, and I could see what went into their majors. It was a chance to personally talk with these students about what they were going through now and what they envision they can do going forward. It's not recovery, it’s not building but you can address what skills you need to do better in your major. I took advantage of that time and sent out non-stop emails. I think it was a good idea and I would recommend doing that. We might be able to help students just by doing that. Let's not let that go by.

C (Dean Byrne): That kind of time investment results in students thinking differently about what it means to talk to faculty about what they are going through and taking the shame out of non-success, taking the shame out of failure is really important. People still are not aware of how much they are suffering because this is a different kind of disaster. If our homes had been blown over and we could see it every single day we would probably carry it in a more front-loaded way. It's clear that there is a little cross-section of students that do need a kind of support and figuring out who they are and how to get to them is not what I have seen before and not as easy to figure out who needs what within the very tight timeline of an academic semester. Please, if you are at all interested in continuing this conversation with us to talk about something that could be very straightforward – I love the conversation with Professor
Storch – sending out some emails and doing us a workshop in late-summer-early-fall we would be so grateful to you.

C (Professor Storch): I think those zoom meetings you have with those students are really important. Those emails were only good in terms of when they responded and we actually had that time one-on-one and some of those conversations went on for quite a while.

Q (Dean Byrne): Were they surprising to you what they were saying?

A (Professor Storch): There was a variety of issues and some said that they had problems with what was going on and obviously people had things with their families having to work more, things with just learning in this environment but some of them were starting to cope and the credit/no credit policy helped them to get through some stormy times and they felt like they were coming out of it. We all consult with our major students periodically, but this was an opportunity to reach the ones who were at risk and to let them know that we care when you brought that up at a prior meeting, it did resonate and I thought that it was a good thing to do.

C (Dean Byrne): I’m also not generally satisfied with how we’ve been talking about things like coping at the college. I think that there could be more discussion around health and wellness and so on and putting more of that into the community space. Thank you for your patience and your willingness and please volunteers reach out to either Wynne or me. We would love to pay you for your expertise and your time.

4. **Spring PNC 2021**
   Tabled.

5. **Other Business: None**

6. **Next Meeting:** May 12, 2021
# COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING

## AGENDA

**May 12, 2021**  
1:40pm – 2:55pm

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Examples of Faculty Plans |
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**Date of Next Meeting:** TBA
Council of Major/Minor Coordinators/Advisors

Meeting Discussion (full transcript)

Wednesday, May 12, 2021

Via Zoom – Host: Dean Byrne

Community Hour: 1:40pm-2:55pm

1. Welcome and Announcements (Dean Byrne)

Welcoming remarks were given by Dean Byrne. She also discussed the possibility of continuing the structure of these meetings for another semester adopting Professor Kavey’s suggestion to incorporate smaller break-out groups with disciplinary kinds of focus areas and subject matters to have deeper conversations. She will be reaching out to this group for feedback about reshaping or revamping what is done in these meetings.

C: Professor David Shapiro liked the idea of a clinic-focused emphasis. It will help people become more practical and apply what they receive in school to how it works in the field.

C: Dean Byrne: You will hear how different faculty are trying to help students who have been in a very distant and in some cases independent study environment apply and learn about certain skills of the discipline as they preview and review what’s next for the semester. Recall that our fall juniors are students that were in the pandemic in their freshman year. So they did half of their freshman year in the pandemic, the entire sophomore year in the pandemic, and now will be in junior year partially transitioning out of the pandemic ideally. She continued that it will be interesting to see what faculty experiences will be like with students who are entirely in their majors at this point with the full brunt of the pandemic experience.

C: Professor Kimora: If we are to continue with zoom how we might change that is to have more discussion about documents that we are supposed to read before we get there. It is more efficient to read what we need to read ahead of time and then we can have great discussions.

C: Dean Byrne: It is helpful to conclude this year thinking about the reopening. Much of the conversation in this group for the last few sessions have helped me to think deeply about the academic recovery plans that came out of our conversations here, and how to support students and target specific things in certain majors. To date 177 students have signed up for a recovery course during the summer, approximately 350 are in the process of applying, and 332 are interested but have sizeable Bursar holds that prevent them from enrolling in the summer. Finance will be able to assist 144 of the 332 students. We are on track to meeting the goal of assisting 600 students who are off track in their majors. Thank you for your feedback and your insights. The things we talk about have made such a difference.

2. End of Semester Grading – Wynne Ferdinand
Two files were uploaded to the chat. The first one is where we started with this process—brainstorming ideas for this clinic; the second is a document shared with the majors and programs about their timeline for setting up these clinics and workshops and then offering them beginning maybe the second week in August for the fall semester which starts on August 25, 2021. We have been talking about the loss of learning that we believe is occurring even for students who are successful during these pandemic semesters. They may be earning good grades but we are still concerned about the transfer of skills and ways students can apply the knowledge they acquire in prior course work or have been at other institutions to substitute classes in your majors. Some programs are interested in a whole major approach like the history department that is going to engage students at every level of the major. Others are interested in an approach that looks at one course that is either of primary importance or is known to be a big challenge. For example, Political Science is focused on the capstone course in Political Science, and to prepare students for success in that capstone research experience they are going to introduce strategies that help students think about topic development and prepare them for the expectations of the course. A question that has come up in this group relates to students who have these sort of final research experiences and may have taken courses that prepare them for that experience much earlier in their trajectory at John Jay. We are still open to ideas and proposals in preparation for the fall. When I think about the scope of the need I feel pretty scared for the students and for what’s to come as we come back to campus. There are lots of ways to innovate around this need both at a specific course level and learning in your degrees.

3. **Fall semester clinics in the disciplines: Examples of Faculty Plans**

C: Professor Kumar Ramansenthil: The CSCI major is looking to offer a broad programing language refresher type of boot camp. There is the basic C++ in one part, the object-oriented programming as the second part, and the web programming which includes Html javascript as the third part, and finally, talk about GitHub. The idea behind this is to break these four big classes into ten modules that are meant to help students not to go through the whole thing—they can jump into any of those modules based on what they want. Part of this is focused on the courses that are offered in CSCI and the other part is the new requirements in the industry where GitHub is the portfolio used to showcase your work.

C: Wynne Ferdinand: One of the challenges is to help students identify what they may wish to work on so what Kumar described will allow students to pick and choose what they want to focus on in their areas of need.

Q: Professor Kumar Ramansenthil: How do we attract the students? Wynne had mentioned that after this is double up we can make it available for every student who takes a specific course like an organization in Blackboard. In terms of getting students into it, we can probably discuss this later.

R: Wynne Ferdinand: Outreach is a very important piece of this proposition for students. There are a couple of ways to approach this. continuing students who may have had more limited success are the prime audience for this kind of support. A large transfer audience like Kumar’s department – this acts as a bridge for them to meet some faculty and get acquainted with the skills they are expected to acquire. Depending on the nature of the intervention, you can think about who can benefit the most. The hope is that faculty can help with the outreach process because students are much more likely to respond to their invitation.
C (Professor David Shapiro): The problem is more general. When financial news is shared with the 400 students in my group, I wonder how much they understand. What they need does not fit neatly into any particular course. A broad-based approach is what they need to make sure they can talk the talk when they get out of John Jay. That may not be what you’re looking for but it is an expression of a need that FEFF might have.

C (Dean Byrne): Professional grammar in your field is an important part of the success picture and one of the things that are lost in the format that we have been using. Most of our classes are running asynchronously and the structure, the tools that we have are set in certain kinds of ways. A clinic like that, particularly one that does a close reading of a disciplinary language is awesome. There was a New York Times reading group led by Professor Donaldson that was like a club and was very popular with students. I would love for you to develop that so reach out to Wynne. Your hunches about what your students need for your discipline are going to be right. Students seeing you outside of your grading capacity is important. When the only way that you engage is through grading and evaluation it is hard for students to think that they can have a conversation with their professor about their struggles. It could be thought that grading is the punishment if you are not part of the standard experience of the John Jay campus. The Juniors have not experienced John Jay on campus except for one semester at the beginning of freshman year. It is a culture-building moment demonstrating to them that you don’t have to rely on your course alone to improve your learning and understanding and build up your skillset.

C (Kate Szur): In response to Kumar’s question and particularly the transfer students, (Blackboard was mentioned as a delivery method for these courses) we are depending on the timing of the courses and rolling that to BB organizations for transfer students regardless of credit standing. One is in August for the transfer summer bridge that you are familiar with (it was done last year), and another one is going to be open in the fall for all new transfer students. Some academic content is provided to students but more general reading, writing, critical thinking skills but we don’t have anything major-specific. The students will be grouped by majors in these organizations so if anybody would like to attach the material they developed and if they are free-standing so students can work asynchronously or at least some of the materials are, we will be happy to promote and share this with incoming transfer students who are particularly rudderless when it comes to understanding the majors. The continuing students we can think of figuring out some way to get back to them. We have the structure already for the transfer students.

C (Tim McCormack): A few years ago the Writing Across the Curriculum program designed workshops for psychology students on how to write a lab report. Those workshops were then given to the Writing Center to run the workshops but it still didn’t work because we couldn’t get the students to go. So the workshops were attached to the Psychology Methods course involving whatever instructors are teaching the course in a given semester and that’s what tipped the balance – that’s how we got students to attend. Suggestion for students who are enrolled in particular courses to link this to the Math and Science Resource Center and have faculty include it in the syllabus and have a Math & Science Resource person come to class to have students sign up for an introductory session.

C (Wynne Ferdinand): Once a list of activities is completed for the majors that could be shared with the clinic instructors for syllabus integration opportunities. The idea of the
Blackboard organization piece is that students in X courses can be added to this organization. This kind of shadow supplementary curriculum that we’re talking about can be used in a one-time front-loading way but also as a supplementary piece throughout the semester. While we have academic resources on campus there is also concern about what else we can offer and so this is a way we can support some of these efforts.

C (Professor Samuel Graff): The math working group met last Wednesday and we were able to come up with a general framework that’s similar to what Kumar described. All of us have been recording our lectures throughout the year and what was just mentioned is that there is a diagnosis problem. We would like the students to come to the clinics and say this is where it hurts so what we are going to ask them to do is listen to a couple of lectures at their own pace and then once they know specifically where they have gaps or uncertainties and a group of faculty are going to be available on a particular day and work through whatever questions or issues they have because one of the challenges in the math and computer science is that it's ruthlessly cumulative and sequential and we don’t want any of these uncertain areas to impede future progress. That is our conceptualization and it rose out of a consensus. What we emphasized is it’s not tutoring. These may be courses they have already taken but have forgotten certain things or were never quite sure of and did not have access to faculty for nearly three semesters.

C (Dean Byrne): Large majors are concerned with lots of different pockets of issues and faculty juggling multiple things to do. Doing something that will engage students who are at a really low point is helpful. If you are thinking about something but are unsure what to do the answer is anything and we are here to support you in that. We’ve got lots more resources and support structure if there is anyone out there who needs it.

4. Fall reopening – Dean Byrne

The Governor is requiring that students in CUNY and SUNY schools get vaccinated for in-person learning. Students will be influenced to decide to take the vaccination even though there is no express ban on not doing so. With the ideal target of more and more of our classes going back to an in-person function, there will be less online space so more and more young people will take the vaccine. The size of that target is 60% - it feels a little steep. I don’t know how things are going in your department planning and whether you are thinking that your schedule will get close to that but one of the challenges on the staffing side is that we can’t plan for an on-campus and online until we know what the schedule looks like. If we are going to have a successful campus that navigates both spaces that means having engaged experiences for students regardless of where they are. You will all be on your summer leave by the time that schedule comes out. It will be interesting to try and plan and get a sense of what your needs are as major coordinators when those plans are going to unfold without your active presence.

C (Professor Kimora): Two quick thoughts. I find it sad that the Governor is not requiring staff to get the vaccine at CUNY and SUNY but this could be because of HIPPA violations which may change over time. The other part is that the 60% is high and from the conversation I had with Marty Burke, Head of CUNY Faculty Senate, it sounds like each department/college will be able to decide what that 60% means to them. What we want to do is think in terms of being creative about what that 60% means.
R (Dean Byrne): The only problem with that is that it does not show up in the schedule which is the bureaucratic proxy for campus activity on campus. There is no mechanism for reflecting that robust activities are happening that are attached to classes if it's not scheduled as such. One example that helps to underscore the challenge that my staff would be in: as the only undergraduate academic dean at the college, I don’t have equipment in my office to zoom with any of you. If I wanted to Zoom with you from John Jay I would have to bring my computer into the office with me or hope that there is a conference room available that has the technology in it. The conference room that we affectionately call the Dean’s conference room which is on the 5th floor does not yet have the equipment that would be needed to do this. So if the undergraduate dean could not run this meeting using John Jay’s equipment imagine what it looks like for the 106 staff members that are in my unit and our ability to be on campus and do on-campus zoom-type activities. If you say undergraduate studies need to do things in both spaces, what we’re talking about is that undergraduate studies people need to be at home or on campus doing things online because we don’t have the technology for that. I’m going out on a limb to say that unless your grant paid for it, you probably do not have the college tech to do the same thing. Concerning the 60% target, we may not have the equipment to scale to 60% on campus. 30% would have been better to start with and readying all the equipment so that whoever is on campus can pivot easily the school-based equipment in their office on campus, and as you are ramping up, you are matching the resources to support that kind of flexibility. If I am on campus unless this computer is in my purse, no major coordinators meeting is happening. I hope you use this as an indication of what our campus infrastructure to navigate both spaces look like. Yes, I know our faculty can build a schedule to meet that but do we have the infrastructure to meet 60 and 40 in both places? I’m concerned about that because my people are supposed to be wherever you are supporting your lives and your students' lives in and out of the classroom no matter where you are and I can’t do that and I’m sad about that.

C (David Shapiro): I also wonder about the cost of meeting the 60% - cost meaning to the program generally and long term. I can meet the 60% number if I replace certain adjuncts and courses with others. That will make me look like I’m on Wall Street for hitting the numbers, but what about those adjuncts that normally teach certain courses that maybe have less of a risk appetite, do I cast them side or replace their courses and positions just because I want to meet a number? It doesn’t seem like a good alternative to me because I can’t guess – quality is very important and it’s hard to foresee the effects on quality of instruction well.

R (Dean Byrne): This is not to say that we don’t all understand that a lot of students will benefit from being on campus – a lot of our faculty – a lot of our staff. Campus life is fantastic and students thrive in our on-campus space. For those of you who have been at John Jay for a long time, you will remember when you would never see students because there weren’t any spaces for them to hang out or even do their homework. And we have that now and I don’t want to go back to a life where there is no campus pulse but how we return I would have thought that we were doing it in incremental phases. Regardless of what happens, I would urge all of you in your capacities to think about how together we phase in the support structures and how they will look in both spaces because in the role of major coordinators and major advisors a lot has been developed in the online world and a lot has suffered. Some students are not seeking any faculty advising whatsoever they are just focusing on their financial aspects doing their courses and trying to be done and that needs to be disrupted...
desperately as well. How I don’t know but I don’t want to see that get lost in all of the frenzy about what happens next.

C (Amie McDonald): I am happy for any increase back to in-person. I am hoping that through your office we the coordinators could be much more involved in the problem solving about reopening. I have made a lot of efforts to go to meetings, ask to be allowed to attend meetings, reach out to particular people on the reopening committee to get updates, go to town hall meetings, go to union meetings, etc. and honestly have found myself pretty much locked out of the decision-making, the policy-making and it’s been really frustrating. I hope there is some way to let us help you because you are so good at problem-solving.

R (Dean Byrne): I hope this doesn’t alarm anyone but I am actually not on any of the reopening committees.

R (Professor Amie McDonald): A personal friend also in CUNY mentioned that she thought we were doing high-flex courses meaning having technology in the room to do both in-person and distance learning at the same time, but from what you are saying that’s a complete fantasy.

R (Dean Byrne): So because I am not on the committee nor was asked to be I cannot give you those specifics. I read the same documents that you do, the emails that come out. I assumed we weren’t doing anything for fall because if we were I would have been on those committees. I assumed that nothing was moving because if the undergraduate dean wasn’t being asked to figure out how to do this that no one was looking for my team. That’s not to say that I am worried per se, but the opportunity that I would like to take since I am not following any instruction from a committee is to think about what really is the problem and what the solutions could be as opposed to what is defined as the problem. If you are interested in that kind of conversation and more of the teaching-learning kind of space and how we design for that, I am very open to it. I’ve said the same thing to my directors - how to think about on-campus and online in terms of what you can do because you can show up to campus and run a program, but what makes sense for the kind of programming and culture-building you’re trying to do as a result of that. I don’t know that a reopening committee is necessarily asking that question so for freshmen who have spent three-plus semesters in this kind of experience and for those who opt into the campus, what should they get at a reduced capacity that gives them a feel of what John Jay is about; what should advisement feel like when you are in this context on campus and online. They need to speak to each other but I don’t know that the default is to do it exactly the way you were doing it. That to me is a reopening conversation in a different way. I don’t know much about the technology and what is available. The classroom technology should be able to do these things; the office equipment is another thing – how many of you know if there is a computer in your office that you can zoom from?

R (Professor Amie McDonald): It took a lot of requests but I got a webcam that cost about $50 and the college gave me one. So maybe that’s something we can do: get everybody a $50 webcam. It works fine.

C (Professor Jay Hamilton): I am in my office. This equipment like Dean Byrne said came out of a grant when we were doing online learning. It was a long time ago. The same old
equipment still works. Even if faculty and staff can get the equipment that goes both online
and in-person, we can’t do that with the students. I mean upgrading the wifi network has
always been a challenge and just a little bit of privacy even if a student is zooming on their
phone, where are they going to do that? I think you’re right, this idea that we can mix and go
back and forth all the time is probably more problematic than people are assuming it is.

C (Professor Henry Smart): I just want to say that when I first came to John Jay, I bought my
own computer, because the computer they gave me just could not even send an email in
under a minute. And when I had a student that was traveling but wanted to participate in class
I bought my own laptop and my own high definition camera, and when we had guest
speakers I’d makeshift to make sure they were projected on the screen. I’m saying all of this
to say that the tech is not there. That’s Haaren – I can’t speak to the new building – because it
is the new building you would think that it would be equipped.

C (Dean Byrne): The issue is pervasive- it's that the whole unit cannot function – from the
Dean to the College Assistants. Undergraduate Studies is not in a position to be on campus
and support a high-flex kind of work. This is something that I would have phased-in in an
organized way but I hope that the takeaway that you all have from this is this is the digital
divide context: this is what’s meant by the digital divide – an under-resourced institution not
being able to do work of the modern workplace. We cannot do it. While we have additional
resources by way of stimulus funds etc. there are about 19 priorities that we have that
stimulus funds need to address. I hope that the reopening folks are taking a look at this.

C (Professor Rosemary Barberet): We just received a technology survey to complete. I have
been requesting that our classrooms be fully equipped for video conferencing for many years
now, and as far as I know, on campus, it's only the Provost Conference room, one in the
Business Office, the Ph.D. Conference room. One of the silver linings of the pandemic is my
ability to bring in speakers from all around the globe to my zoom classes and I don’t want to
abandon this once we’re back on campus. I bought my own webcam for my office but in the
classroom, I used to just project them and at least have a verbal back and forth. It’s extremely
primitive and so I really do think that this is essential to the extent that I have told the
Registrar that if this cannot be done some of my classes will be online and some will be in
person and that I will not be able to determine this until August. I received quite a bit of
pushback for saying this because we’ve been asked to give exact dates for when we are going
to be on campus.

R (Dean Byrne): I was thinking about the panel discussion that I moderated for ICJ that had
speakers from around the globe in four different time zones and was absolutely fabulous and
the idea that that would go out the window because of the Dell computer in my office is not
an option for me.

C (Professor David Munns): We live in an institution that, where if there’s a bad technology
that’s very expensive, that’s the one they’re going to buy. I went and bought my own tech as
well and can’t imagine going back to those kinds of things but this sort of leads to a different
thing. On the one hand perhaps what we should do is not fight against the students putting
everything on their phones but simply adapt to it. Iphones and more up-to-date phones are
really good that if readings were properly formatted actually for a phone instead of for a book
the students could do them more readily. If lecture notes and the way we do zoom were
formatted specifically so that they could use them on their phones the students might actually respond better. The technology challenge is converting from desktop computers from people in an office which they do not have – one of my students sits in a closet and zooms in from the closet. I think that that’s more common than we probably think. Canvas is desired. But with a phone, you could be somewhere else, you can make the space more available because this is sort of more portable and students have effectively grafted their phones onto their bodies – they’re cybernetic. The way I would think about doing those kinds of things is by moving away from even how we do work conferences – put everything on the phone and just adapt to that.

C (Dean Byrne): Wynne has been saying that what we need is some instructional designers to take a look at all of the things that you have produced for your classes and take a look at how they play and function in digital spaces and the types of tools that people are using. We might have content but how the user is experiencing that we haven’t had time to think about those kinds of things which is part of what you’re describing. Add that to priority 25 for example on the stimulus money list.

We are at time so if you do need to go I will see you in August or September online because I only have a Dell. I am always around should you need anything. Thank you for everything – your great vibes, your grace, and your ongoing commitment to the work that we do. Because of all of you, we will achieve some incredible things particularly the work around racial justice in the curriculum. They’ve been some great partners in this group for me specifically and I continue to feel so affirmed and empowered by that. Thanks to every one of you for that tremendous professional and personal experience that I’m having right now. If you want to stick around please feel free.

5. **Other Business**
   None.

6. **Next Meeting: TBA**
Committee on
Honors, Prizes, and Awards
John Jay College of Criminal Justice
Committee on Honors, Prizes, and Awards
Zoom meeting at 1:40pm
Minutes for March 16, 2021

Presiding Chair: Brian A. Kerr, Interim Vice President of Enrollment Management & Student Affairs

Members Present:
Brian A, Kerr, Danielle. Officer, Kate Cauley, Anru Lee, Fernanda Lujan, Marco Alba

Recording Secretary:
Michael Lee

Visitors:

Call to Order: VP Brian Kerr called the meeting to order at 1:47PM. Quorum? YES

Introductions:
Staff, Faculty and student member introductions were made.

Review of Nominations:

Motion #1: Motion to select all recipients of the Graduate Awards:
1. Graduate Veteran Award – Cassandra Rodriguez
2. Graduate Achievement Award (2 Winners nominated) – Rondell Holland and Martyna Wegryznowska
3. Graduate Peer Mentoring Award (2 Winners) – Peter Mets and Vicky Qiu
4. Graduate Student Service Award – Tami Eisenreich
First: Anru Lee
Second: Danielle Officer, Brian A. Kerr

Discussion:
- The award requirements were discussed. Not all awards need to be awarded if students do not meet the necessary award requirements.
- Committee discussed which students had the most service to the College as that is a requirement for some awards.
- Discussion on which students had to overcome extreme adversity for the Graduate Achievement Award.
- Not all students submit applications that pertain specifically to the award requirements. How can we better communicate to students applying for awards the requirements and how students need to focus on those parameters in their applications.
Vote: Favor [___6__] Opposed [_____ ] Abstained [____]
Action: Motion Passed

Motion #2: Motion to select all recipients of the Undergraduate Awards:
1. Howard Mann Humanitarian Award – **Musarrat Lamia**
2. Leonard E. Reisman Medal – **Avijit Roy**
3. Scholarship & Service Award – **Melissa Ceren**
4. Distinguished Service Award (5 Winners) –
   a. **Camilla Broderick**
   b. **Reine Pink**
   c. **Katherine Salazar**
   d. **Jasmine Chung**
   e. **Jeffrey Culbertson**
5. Undergraduate Veteran Award – **Estefania Solis**

First: Brian A. Kerr
Second: Anru Lee

Discussion:
- Award requirements were discussed.
- Discussion on whether how paid service vs. unpaid service is reflected on the awards.
- Marco Alba had to leave at 3:05, but had already given his input on his nominees.
- All members still present voted in favor of all nominees selected. Marco Alba was not present to vote.
- 5 out 9 Committee members were still present to vote in favor of the nominees.

Vote: Favor [____5__] Opposed [_____ ] Abstained [____]
Action: Motion passed

**Meeting Adjourned** at 3:15PM
Committee on Honors, Prizes, and Awards
Zoom@ 1:40pm
March 16, 2021

Agenda:

- Call to Order
- Introductions
- Vote for the awards recipients for the:
  - Undergraduate Veteran Award
  - Graduate Veteran Award
  - Graduate Achievement Awards (3)
  - Graduate Peer Mentoring Award (2)
  - Graduate Student Service Award
  - Howard Mann Humanitarian Award
  - Leonard E. Reisman Medal
  - Scholarship and Service Award (5)
  - Faculty Service to Students Award
# HONORS PRIZES AND AWARDS COMMITTEE ATTENDANCE SHEET

## 2020-2021

### 3/16/21

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Call to Order: VP Brian Kerr called the meeting to order at 2:05PM. Quorum? YES

Faculty Service to Students Award:

Review of Nominations:

Motion #1: Motion to select Charles B. Stone for the Faculty Service to Students Award

First: Michael Sachs

Second: Danielle Officer

Discussion:

- Student nominations should hold greater significance over others.
- Committee reviewed their choices of who they think should win.
- Certain majors like Psychology have more opportunities in their curriculum to help students in their studies. Other majors do not have master’s programs as such.
- How can we change the language when sending out a request for nominations that student nominations hold more weight over faculty/staff/alumni/etc.

Vote: Favor [____ 6____] Opposed [_____ ] Abstained [_____ ]

Action: Motion Passed

Meeting Adjourned at 2:20PM
Committee on Honors, Prizes, and Awards
Zoom@ 2:00pm
April 9, 2021

Agenda

- Call to Order
- Faculty Service to Students Award discussion
**HONORS PRIZES AND AWARDS COMMITTEE ATTENDANCE SHEET**

**2020-2021**

**4/9/21**

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College-Wide Grade Appeals Committee
College-Wide Assessment Committee
1. Welcome and Introductions

2. Approval of minutes from April 15, 2020

   Attachment: Att_2 CWAC 04-15-20 Minutes

3. Election of chair

4. Minute taking

5. Committee charge, duties and responsibilities – description

   Attachment: Att_5 Proposal to Establish Campus-wide Assessment Committee

6. Old Business - none

7. New Business

   a) Assessment Statistics – 2019-2020 – How did we do?

      Attachment: Att_7a Sept 14 2020 Assessment Statistics

   b) Review of 2019-2020 Annual Assessment Reports

      i. The review process - overview

      ii. The review rubric

      Attachment: Att_7bii CWAC Feedback Form

      iii. Reports received and assignments

      Attachment: Att_7biii CWAC Review Teams

8. Equity-minded Assessment – overview
Meeting from 1:40-3:00p
Minutes by MP

Present: Dyanna Pooley (Director of Outcomes Assessment); Allison Pease (Associate Provost for Institutional Effectiveness)

Elected members: Gulen Zubizarreta (Finance & Administration); Peter Mameli (PA); Kim Lao (English); Mechthild (Mecki) Prinz (Science); Sandra Swenson (Science); Dmy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English)

Absent: Karen Okamoto (Library)

Vacant Position: 1 HEO member

AGENDA ITEMS

1. Welcome and Introductions
   Welcoming new member Tim McCormack.

2. Approval of minutes from April 15, 2020
   Approved, three abstentions.

3. Election of chair
   Dyanna Pooley was elected chair (unanimous).

4. Minute taking
   Mecki Prinz volunteered to take the minutes.

5. Committee charge, duties and responsibilities — description
   Reviewed the original proposal for a college wide assessment committee from May 9, 2011. We have been receiving/reviewing assessment reports and promoting assessment in the college. The committee has not been working with the strategic planning committee. Dyanna Pooley (DP) is updating the document. A revised version of the CWAC responsibilities will be presented to the college council.

6. Old Business – none

7. New Business
   a) Assessment Statistics – 2019-2020 – How did we do?

      DP provided list of reports submitted in the last seven years.
Overall compliance is good for undergraduate majors, 27 out of 32 have recent reports. DP will follow up on others. Graduate programs need to improve their assessment activities. The new dean of graduate studies Sofia Morote is working with program directors. Compliance is also low for stand-alone minors with DP wondering if minor assessment can be combined with majors. Administrative programs were not listed on spreadsheet, only a few reports submitted. Is being addressed by Michael Sachs.

Discussion on minors used “environmental justice” as an example. This minor is interdisciplinary. Sandra Swenson is suggesting to use student surveys. Equity minded assessment, where students get involved is a good idea. DP suggests to still add question on student learning outcome. Triggered discussion of direct versus indirect assessment. Allison Pease states that Middle States will want to see consistent assessment efforts. General attitude towards assessment and improving student learning could be better. CWAC should work on emphasizing the need for assessment and improving quality through feedback on reports. SS agrees, we should be more critical and help departments who don't know what to do. DP also agrees CWAC should include suggestions and ask for responses. This was discussed before, but we want to pick good reports and use these for training.

b) Review of 2019-2020 Annual Assessment Reports
a. The review process – overview
   For Spring 2020 programs had the option to either complete student learning outcome assessment or write a reflective report (DP had sent out suggested topics, e.g. effect on transition to virtual on learning outcomes). There is no rubric for this type of report. Please just provide comments.

b. The review rubric
   Only applicable to learning outcome reports. Was distributed and posted on drop box. This is a fillable form. Please enter score and justify score with comment.

c. Reports received and assignments
   DP created teams, spreadsheet is on dropbox. One team partner is the first reviewer for ½ of the reports, the other checks the reviews. Roles are switched for the other reports.

Discussion: Kim Lao suggests we all pay attention to how departments closed the feedback loop. Base opinion on what is stated in current report, no need to look at previous report. SS asks if our expectations are clear enough. We may need to look at the report template and the rubric again. AP and DP agree, we should notify the group if we see any issues with the templates during our review.

8. Equity-minded Assessment – Postponed until future meeting.

   Next meeting scheduled for September 30th, 2020 at 10:30am
I. Old Business – none

II. New Business

1. Welcome new committee member Jonathan Salamak from CSIL

2. Approval of minutes from 9-16-2020

   Attachment: Att_2 CWAC 9-16-20 Minutes

3. Middle States Statistics - Pooley

   Attachment: Att_3 MSCHE Townhall 9-21-2020

4. Reflective Assessment Reports – Swenson

   Attachments: Att_4a Middle States and Assessment Expectations

   Att_4b Middle States and Expectations for Assessment

   Att_4c Assessment Report Template

   Att_4d CWAC Feedback Form


   a. Team 1 – Shapiro & Liao

      i. Computer Science and Information Security

      ii. Sociology & Criminology

   b. Team 2 – Spadideas & Prinz

      i. Forensic Psychology

      ii. Anthropology & Culture and Deviance Studies
c. Team 3 – Mameli & Pooley
   i. *Economics
   ii. Humanities & Justice
d. Team 4 – Zubizarreta & Swenson
   i. Fraud Examination & Financial Forensics
e. Team 5 – Okamoto & McCormick
   i. Latin American & Latinx Studies
   ii. SEEK
Meeting from 10:30-11:45 am
Minutes by DP

**Present:** Dyanna Pooley (Director of Outcomes Assessment); Allison Pease (Associate Provost for Institutional Effectiveness)

Elected members: Gulen Zubizarreta (Finance & Administration); Peter Mameli (PA); Kim Lao (English); Sandra Swenson (Science); Demy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English); Jon Salamak (CSIL)

**Absent:** Mechthild (Mecki) Prinz (Science)

**AGENDA**

1. **Welcome new committee member Jonathan Salamak from CSIL**
   The committee welcomed our EMSA representative Jonathan Salamak from the Center for Student Involvement & Leadership.

2. **Approval of minutes form 9-16-2020**
   Approved. 1 abstention (JS).

3. **Middle States Statistics**
   Pooley provided update from Middle States Townhall on September 21, 2020. Areas of interested were.
   - Most cited standards during visits – 1) Standard V. Educational Effectiveness Assessment, reasons – need better documentation of assessment results and use of and unevenness of assessment across programs of all credentials including general education. 2) Standard VI. Planning, Resources, and Institutional Improvement, reasons – questions about financial stability and alignment of processes.
   - These are all things that JJ is looking at. This committee is responsible for assessment and will prescribe a list of things to do based on reviews of reports.

4. **Reflective Assessment Reports**
   Swenson led discussion about value/purpose of reflective assessment reports. What can we do with them? It is not possible to use the rubric to provide feedback for them. This option was offered during AY 2019-2020 reporting year due to COVID – 19. The intent was to keep programs engaged even if they felt they had no valuable data due to COVID. Opinions of the committee were varied including not seeing a value in these reports and seeing a value in them.

   This discussion brought to light several areas within our process that the committee will be looking at later this academic year as we review, revise, and improve our assessment processes
and reporting requirements. We need to define several terms including outcomes, goals, and objectives.

The committee decided to return to this discussion after review of regular annual reports is completed so that feedback may be sent out for them.

5. **Review of 2019-2020 Annual Assessment Reports**
   - **Computer Science and Information Security (Shapiro & Liao)**

Four courses in the major were evaluated (CSIS 272, 360, 380 and 411) during fall 2019 and spring 2020 using both direct and indirect assessment. Projects and exams were used; however, for 360, 380, and 411 it was not completely clear whether an exam or project was used.

References were made to improvement of student learning but it is not clear how much improvement was actually made. More detail is needed in the analysis of findings. After discussion, the committee agreed that we need to be clear in our expectations and explain what we did or did not see in the feedback we provide.

Planned improvements are not clear. It appears that many improvements are in the “planning and/or continuing” phases and specifics need to be included for what actions will be taken, by whom, and when.

Feedback to CSIS will ask for them to submit a timeline with specific actions for improvements.

Next meeting scheduled for October 8, 2020 at 1:40 pm
Campus Wide Assessment Committee (CWAC)
Agenda
October 8, 2020 ZOOM meeting
1:40-3:00pm

AGENDA – Assessment Report Discussions

1. Sociology and Criminology (reviewed by David and Kim)
2. Forensic Psychology major (reviewed by Demy and Mecki)
3. Spanish major (reviewed by Demy and Mecki)
4. Economics (reviewed by Peter and Dyanna)
5. Humanities and Justice (reviewed by Peter and Dyanna)
Meeting from 1:40-3:00p
Minutes by MP

Present: Dyanna Pooley (Director of Outcomes Assessment); Allison Pease (Associate Provost for Institutional Effectiveness)

Elected members: Gulen Zubizarreta (Finance & Administration); Peter Mameli (PA); Kim Lao (English); Mechthild (Mecki) Prinz (Science); Sandra Swenson (Science); Demy Spadidealas (John Jay Online); David Shapiro (PA); Tim McCormack (English); Jon Salamak (CSIL)

Absent: Karen Okamoto (Library);

AGENDA – Assessment Report Discussions

1. Sociology and Criminology (reviewed by David and Kim)
The report combined results from two classes. Overall a valid effort.
Points made:
- Report was very long. Should we consider adding guidance on length?
- Lack of quantitative methods skills was flagged as a problem, but remediation plan was lacking detail. The same problem with quantitative data interpretation and statistics was seen in other departments. Could be made part of a campus wide campaign.
- Report was lacking explicit information on closing the loop between findings and program improvements. We should not have to read between the lines.

2. Forensic Psychology major (reviewed by Demy and Mecki)
The report combined results from nine classes. Well structured, could be used as a positive example, some problems with follow up on one course (see below).
Points made:
- The only assessment tool was a multiple choice or simple answer quiz. The requirement is met but the reviewers noted that variety may provide other perspectives.
- Again, the lack of quantitative methods skills was flagged as a problem. The remediation plan was relying on teaching assistants and not very clear.
- It is good practice to help departments beyond just reviewing the assessment effort and also provide feedback and resources for teaching.

3. Spanish major (reviewed by Demy and Mecki)
The report combined results four classes. Very well structured, we want show case this to faculty as a good example. Dyanna will ask authors for permission to annotate this and distribute.
Points made:
• The assessment used final reports and pre-test versus post-test as tools. The included a comparison to prior year results that revealed important trends, e.g. a large drop in grammar and syntax skills.
• Future action plan was detailed, report also discussed actions completed, only thing missing was future assessment.

4. **Economics (reviewed by Peter and Dyanna)**
The report combined results from three classes. Report component requirements were met but the results analysis could be improved.
Points made:
• The authors explain how last year's plan could not be implemented and will be carried forward. That makes is impossible to review assessment follow up.
• Some actions (e.g. curriculum revision) were not directly linked to findings. Where does that fit in the rubric?

5. **Humanities and Justice (reviewed by Peter and Dyanna)**
The assessment covered two classes (one in fall, one in spring) and mostly met the reporting requirements, one thing missing was future assessment.
Points made:
• Submitting separate reports for each class is not the preferred format, should have been combined in one report for the academic year.
• The report did not commit to assessment follow up recommendations until after suggestions had been discussed with the department faculty. Reveals problem in our timeline, where we require reports in the summer but faculty cannot be convened until fall semester starts.

Next meeting scheduled for October 21st, 2020 at 1:40pm
College Wide Assessment Committee (CWAC)
Meeting Agenda for October 21, 2020
10:30 – 11:45 a.m.
Zoom
Meeting ID: 980 8170 8135
Passcode: 245596

Zoom: https://jjay-cuny.zoom.us/j/98081708135?pwd=WmMvZjlBaEZiYUl5R3pKTDBsMXU1QT09

I. Old Business – none

II. New Business

1. Approval of minutes from 9-30-2020 and 10-8-2020

   Attachment: Att_1a CWAC 9-30-20 Minutes

   Att_1b CWAC 10-8-20 Minutes

2. General Education Assessment Plan - Ferdinand

   Attachment: Att_2 General Education Assessment Plan 10-15-20


   a. Team 1 – Shapiro & Liao

      i. Music

      ii. Fire Science

      iii. Africana Studies

   b. Team 2 – Spadideas & Prinz

      i. Criminal Justice, BS

   c. Team 3 – Mameli & Pooley

      i. Applied Mathematics

      ii. Forensic Science

      iii. Speech and Media

   d. Team 4 – Zubizarreta & Swenson
e. Team 5 – Okamoto & McCormick
   i. Cell & Molecular Biology
Meeting from 10:30 - 11:45 am
Minutes by MP

**Present:** Dyanna Pooley (Director of Outcomes Assessment); guest Wynne Ferdinand (Director General Education)

Elected members: Karen Okamoto (Library); Gulen Zubizarreta (Finance & Administration); Peter Mameli (PA); Kim Lao (English); Mechthild (Mecki) Prinz (Science); Sandra Swenson (Science); Demy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English); Jon Salamak (CSIL)

**Absent:** Allison Pease (Associate Provost for Institutional Effectiveness)

**AGENDA –**

1. General Education Assessment Plan

   Plan was distributed to committee beforehand. Gen Ed Director Wynne Ferdinand joined the meeting to provide more information. The proposal addresses assessment requirements in all departments. In addition to completing required assessments she would like to focus on foundational work for specific learning goals:
   - critical thinking
   - quantitative literacy
   - research based academic writing

   Tim agrees with importance of these three goals and asks if assessment could be limited to these. Wynne replies that for each course we also need topic specific learning outcomes assessed. She is looking for a complete collection of syllabi, student assignments, and examples of student work. Sandra points out that having objectives is not enough; need to be clear how we want assessment to be done. Not common language and people may not know. Wynne: General Education assessment is both a global activity and has to happen at the department level. How can we get department participation?

   Ideas:  
   - do not wait for voluntary course choice, assign courses to be assessed.
   - invite faculty teaching Gen Ed course to participate in planning and creating rubrics

   Wynne agreed with getting department faculty involved. One problem is that many Gen Ed courses are taught by adjuncts who will need support. The Gen Ed assessment plan will be brought to Gen Ed subcommittee.

   Other comments: plan may be too ambitious, would it be possible to reduce number of objectives? Does each department need to cover all or could they pick and choose? To be considered.

   Wynne: UCASC saw this already. Who else should be given a chance to comment? Dyanna mentions department chairs and Gen Ed coordinators. Wynne asking for our approval to send the document back to UCASC. Granted.
2. Approval of Minutes
   9/30/2020 not discussed, postponed
   10/08/2020 approved, no objections, no abstentions

3. Assessment Report Discussions
   a.) Africana Studies (reviewed by David and Kim)
      Assessment covered a 100 level course. Overall a good report.
      Points made:
      • One interesting finding was that students had difficulty with ethical values and
        reasoning. But department expected 100% of students to meet this requirement. So
        lowering this benchmark would be one option, but there could have been more
        discussion.

      General question from Sandra: what happens to our feedback after we complete our reports?
      Dyanna is thinking about collating our ideas into a list of assessment tips to be distributed. She
      could also look at each report and ask departments to fix obvious deficiencies before we get
      involved. Kim reminds the group that we had decided to ask Departments to respond to our
      review by a December deadline. A response should be part of next year’s assessment report.

   b.) Music (reviewed by Kim and David)
      The report covered a single class with only 10 students. The authors describe their results
      but did not provide any analysis or follow up recommendations.
      Points made:
      • Dyanna provided some context explaining how the switch to remote learning was
        especially challenging for this class and the department was struggling.
      • Kim has idea of what the department can look at. All agree we want to give feedback
        how departments can complete missing components. Dyanna is already giving support
        and answering questions (example emailed to CWAC members on same day). She will
        find out if the Spanish department lets us share their report.

   c.) Fire Science (reviewed by Kim and David)
      The report covered two sections of a 100 level class. Report was missing a lot of detail.
      Points made:
      • The assessment was supposed to cover 10 learning goals which seems a lot and it
        was weird that the % requirement met was identical for all of them. Unclear if all 10
        learning goals were assessed with one tool and the exact same expectations.

      General comment on how to improve assessment quality from Peter: get real buy in. Motivate
      departments that assessment is for their own benefit, not just requirement.

Next meeting scheduled for November 12, 2020 at 1:40pm
I. Announcements - Pooley

II. Old Business – none

III. New Business

1. Approval of minutes from 9-30-2020 and 10-21-2020

   Attachment: Att_1a CWAC 9-30-20 Minutes
   Att_1b CWAC 10-21-20 Minutes

2. Review of 2019-2020 Annual Assessment Reports
Meeting from 1:40 – 3:00 pm
Minutes by MP

**Present:** Dyanna Pooley (Director of Outcomes Assessment); Allison Pease (Associate Provost for Institutional Effectiveness)

Elected members: Karen Okamoto (Library); Peter Mameli (PA); Kim Lao (English); Mechthild (Mecki) Prinz (Science); Sandra Swenson (Science); Demy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English); Jon Salamak (CSIL)

**Absent:** Gulen Zubizarreta (Finance & Administration)

**Guest:** Joseph Mahmud (Academic Assessment Manager, MPA Program)

**AGENDA –**

I. Announcements - Pooley

1. Dyanna in the process of mapping program learning outcomes to institutional learning goals. Will provide pre-filled Excel sheet and information sheet to each department to check off where their program goals fit. To be send out in November, due April 2021.

2. Dyanna visited Dept. of Finance and Administration. They used Six Sigma process mapping to assess their department. This operational assessment will count towards the annual assessment requirement.

3. The December 9th meeting will need to be rescheduled. Overlaps with major/minor coordinators and committee on graduate studies. Expect Doodle poll.

4. Spanish department agreed that we can share their assessment report. But Dyanna would like to revise report template. If we agree, it will be easy to move the current Spanish report to the new template prior to sharing.

II. Old Business – none

III. New Business

1. **Approval of Minutes**
   9/30/2020 approved, no objections, one abstention
   10/21/2020 approved, no objections, no abstentions

2. **Review of 2019-2020 Assessment Reports**
   a.) Anthropology Major & Culture and Deviance Studies Major (reviewed by Demy and Mecki)
This was a reflective report covering the program’s review of their efforts to unify the curriculum by removing redundant electives and revising learning objectives and syllabi. They also mention initiatives like training adjunct instructors and a task force for racial justice and the curriculum.

Points made:
- Dyanna explains that this program is also working on their 5-year self-study and may not have been required to submit learning outcome assessment at the same time.
- The report does not mention how the effect of their program initiatives will be assessed. We will have to wait for their next report.

b.) Law and Police Science: Criminal Justice BS (reviewed by Demy and Mecki)

The assessment targeted CJBS250, a research course running with 17 sections and a jumbo section. Five of these sections and the jumbo section were included. The report is OK, the only real issue was the lack of a timeline for action items and no mention of future assessment.

Point made:
- This student cohort is another example for students struggling with research methods, specifically quantitative data analysis and statistics. This is a widespread problem discussed before and a possible topic for a campus wide campaign.

General comments: Allison observed that most reports are missing information on how actions based on prior assessments have improved the program. Middle States requires tracking of continuous improvement. Dyanna will remind programs to include this. Tim inquired if that means we also will need to look at the previous reports. The answer is yes, looking for continuity would be helpful. Dyanna found a spreadsheet template where consecutive assessment reports could be collated for easier follow up review.

Tim asking about preferred assessment format. Not all assessment must be learning outcome centered. Dyanna agrees, but for academic programs Middle States will want to see how programs are helping students improve. They will expect some direct learning outcome assessment.

c.) Security, Fire and Emergency Management (reviewed by Demy and Mecki)

The report covered the capstone class (Seminar in Security Problems) and assessed student performance in their capstone research paper. The assessment data are valid, but the report must have been rushed, contains many mistakes in the data analysis, and lacks appropriate follow up activities.

Point made:
- This department has stated learning objectives (e.g. in the bulletin) but this report mentions different sets of learning goals in different places not consistent with each other. This is an example where departments actually have a foundation, but did not spend the time to properly review and connect their information.

d.) Applied Mathematics Major (reviewed by Dyanna and Peter)
This is a new major and their first assessment. The report had a direct assessment component, but the results were not well analyzed. The department included a comprehensive program review covering enrollment, GPAs, diversity and other metrics. Future activities were based on the indirect assessment.

Point made:
- The reasons why the program did not write about their direct course assessments are unclear, it seems the department felt the data were not that valid due to differences between the various instructors and assessors. This could warrant a follow up.

e.) Forensic Science Major (reviewed by Dyanna and Peter)
The assessment covered the major’s internship class (FOS401) and used a survey tool to collect feedback from the different internship hosts. Overall a thorough report.

Points made:
- While the survey tool was well explained, some of the questions are not properly matched to program’s knowledge and skills learning goals. The author of the report is a CWAC member and acknowledged the feedback. All of our reviews will be “officially” shared with the respective programs once we are done.

f.) Speech and Media minor, CTA
The program collected data on one course (COM113 introductory speech), but did not include data analysis and future actions. Apparently report writing was interrupted by the COVID-19 shut down.

Point made:
- Even though there is now a data set that could be analyzed in a revised report, Dyanna is not in favor of asking them to do that. She would prefer for the program to move forward and start a new assessment.

General comments: Sandra would like advance notice of which reports will be discussed in the next meeting. Dyanna will include information on agenda. Will finish direct assessment first, then reflective reports. Each team is supposed to have one filled out rubric representing the final joint feedback for each review.

Next meeting scheduled for November 18, 2020 at 10:30 am.
I. Old Business – none

II. New Business

1. Approval of minutes from 11-12-2020

   Attachment: Att_1 CWAC 11-12-20 Minutes

2. Review of 2019-2020 Annual Assessment Reports

   a. Team 4 – Zubizarreta & Swenson
      i. Art
      ii. English
      iii. Public Administration & Criminal Justice Management

   b. Team 5 – Okamoto & McCormick
      i. Cell and Molecular Biology
      ii. Emergency Management (master’s)
      iii. Forensic Science (master’s)
      iv. Toxicology

   c. Team 3 – Mameli & Pooley
      i. Human Services and Community Justice
Meeting from 10:30 – 11:45 am
Minutes by MP

Present: Dyanna Pooley (Director of Outcomes Assessment)
Elected members: Karen Okamoto (Library); Peter Mameli (PA); Kim Lao (English); Mechthild (Mecki) Prinz (Science); Demy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English)
Guest: Joseph Mahmud (Academic Assessment Manager, MPA Program)
Absent: Gulen Zubizarreta (Finance & Administration); Sandra Swenson (Science); Allison Pease (Associate Provost for Institutional Effectiveness); Jon Salamak (CSIL)

AGENDA –

I. Old Business – none

II. New Business

1. Approval of Minutes - postponed

2. Review of 2019-2020 Assessment Reports
   a.) Cell and Molecular Biology Major (reviewed by Karen and Tim)
   The assessment targeted two laboratory sections of BIO412. The 1st and the 5th laboratory reports were scored using a rubric. Results indicated lower than expected performance for reasoning and issues with writing.
   Points made:
   • The reviewers liked that the report mapped the learning goals to the different laboratory report sections and included examples for reports meeting and missing expectations. Made it easier to understand assessment.
   • Plans to add more writing assignments, instructions on lab report writing, and writing center referrals should have been more specific.

General comments:
We cannot edit documents in the Drop Box. Need to download, edit, and upload again.
David mentions knowledge and reasoning often used without clear demarcation. Dyanna agrees.
Need to look at definitions and map to institutional learning goals.
b.) Security and Emergency Management Masters (reviewed by Karen and Tim)
This assessment is for the graduate program and targeted two semester’s worth of comprehensive papers. Overall OK report, but rubric is very complicated and report is somewhat confusing.
Point made:
- Writing proficiency was discussed as a problem but writing center referrals alone are insufficient. The writing center is not equipped to support different types of discipline specific writing. This is a general problem where the college is committed to writing across the curriculum but departments are not explicitly teaching writing in the discipline.

c.) Forensic Science Masters (reviewed by Karen and Tim)
The report is not based on learning outcome assessment but on two surveys (students and faculty) about coping with the switch to virtual classes. There was also a grade comparison between spring 2019 and spring 2020. Students were concerned about missing out on hands-on laboratory experiences; the department was able to organize in person lab classes for fall 2020 and spring 2021.
Points made:
- It would be worthwhile to take a look at the class where grades were lower.
- It is important to go back to regular planned assessments even though the class format has changed and this may be challenging. Virtual delivery will stay the teaching mode for at least next spring, maybe summer and fall in 2021.

d.) Toxicology Major (reviewed by Karen and Tim)
This assessment targeted the research report in FOS402 (faculty mentored research). The reports were assessed for different indicators of reasoning/critical thinking.
Point made:
- One recommendation is starting a journal club. This is a good idea, but it was unclear who is responsible for this and how it will be implemented.

e.) Human Services Community Justice major (reviewed by Dyanna and Peter)
The assessment targeted two intro level courses and used different assessment tools (role play and reflection paper). The report has a good introduction but is vague on action items and is lacking information on future assessments.
Point made:
- The authors list action items but is unclear how these are related to the findings and how these actions will be implemented.

General comment:
Many of the reports we have seen this round were deficient in the Recommendations and Future Assessment Cycles categories. Keep in mind for training.
f.) Art and Music (reviewed by Gulen and Sandra, presented by Dyanna)
The assessment targeted several 100 level class sections. The report has some data but is missing several of the report components, e.g. data analysis, recommendations, future assessment.
Points made:
- The report contains some discussion but not on the actual findings. Still valuable though.
- David mentions that Art and Music may be an example where student learning cannot be measured that well. Dyanna agrees, will explore.

g.) English (reviewed by Gulen and Sandra, presented by Dyanna)
The assessment targeted 10 classes, representing two GenEd classes and six different minors. This is an excellent report and Sandra has nominated this as a training example. Good action plan included and future assessment is well described.
Points made:
- The English department had a whole team working on this assessment. The department chair organized different sub-committees and every faculty member participated.
- Team work is a good idea. But not all department will be able to follow this approach.

General comment:
Dyanna would like to have assessment included in faculty development day in January. Preferably have a program partner with us on that.

h.) Public Administration and Criminal Justice Management majors (reviewed by Gulen and Sandra, presented by Dyanna)
The report covered the practicum and internship classes and assessed student performance in their project paper. Overall the report is good, the only thing unclear is the future assessment plan.
Point made:
- This report is an example for there being some confusion on the use of “goals” versus “objectives” versus “outcome”. Dyanna agrees, even the college bulletin is not consistent.

Next meeting scheduled for December 14, 2020 at 1:40 pm.
I. Old Business – none

II. New Business

1. Approval of minutes from 11-12-2020 and 11-18-2020

   Attachment:  *Att_1a CWAC 11-12-20 Minutes*

   *Att_1b CWAC 11-18-20 Minutes*

2. December Strategic Planning Subcommittee (update) – Pooley

   Attachments:  *Att_2a Assessment Update Dec. 2020 (PPT)*

   *Att_2b Dec. 2020 Assessment Statistics*

   *Att_2c Closing the Loop 2019-2020*

3. Spring 2021 Faculty Development Day Proposal (update) – Pooley

   Attachment:  *Att_3 Spring 2021 FDD Proposal*

4. Review of 2019-2020 Annual Assessment Reports

   a. Team 5 – Okamoto & McCormick

      i. SEEK (annual report and reflective report)

5. New Reporting Format

   Attachment:  *Att_4 Sample Report Format*
Meeting from 1:40 – 3:00 pm
Minutes by MP

Present: Dyanna Pooley (Director of Outcomes Assessment); Allison Pease (Associate Provost for Institutional Effectiveness)

Elected members: Karen Okamoto (Library); Peter Mameli (PA); Kim Lao (English); Mechthild (Mecki) Prinz (Science); Demy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English); Sandra Swenson (Science)

Absent: Gulen Zubizarreta (Finance & Administration); Jon Salamak (CSIL)

AGENDA –

I. Old Business – none

II. New Business

1. Approval of minutes
   11/12/2020 approved, no objections, no abstentions
   11/18/2020 approved, no objections, one abstention

2. December Strategic Planning Subcommittee (update) – Pooley

   Dyanna gave a presentation to the Strategic Planning Subcommittee (SPS). She also created a “closing the loop” spreadsheet capturing our entries for program improvements based on assessment results in the assessment report review rubrics.

   The PPT, the closing the loop spreadsheet and the December 2020 assessment compliance spreadsheet are all in the CWAC drop box - Meeting material - Dec 14 folder.

   The closing the loop data show that the college could do much better. More than 70% of the submitted reports did not identify improvements, create an action plan, and reported on past improvements. This number is based on 39 programs submitting assessment reports. We are missing reports from various programs. Best compliance is for majors (27 out of 31 submitted), then standalone minors (9 out of 22). Graduate programs were 4 out of 13.

   We had discussed how to follow up on improvement ideas implementation. As an interim solution Dyanna and Allison decided to ask all programs that had submitted an assessment report, to provide an update and submit a short report on the planned action items by April 2021. Dyanna made a table with each program’s action items to make the report easier.
Tim asked what would this type of update look like for programs who didn't have any actionable data and no feedback loop to close. Dyanna will contact them with feedback about their assessment. Sandra agrees that many departments still need help with writing assessment reports. Willing to help.

3. **Spring 2021 Faculty Development Day Proposal (update) – Pooley**

All agree we need to provide training. Dyanna submitted a proposal about assessment and program improvement for faculty development day (FDD) in January. The authors of our exemplary assessment report, the Spanish department will participate.

FDD proposal also in the CWAC drop box - Meeting material - Dec 14 folder.

Question came up if the new reporting template (see below) needs to be ready for FDD, so that training can be on new format. Dyanna would have to move the Spanish report we wanted to use as an example to the new format.

Tim questions how programs that do not do assessment at all can benefit from training on closing the loop. Dyanna has been reaching out to these programs. Kim suggests that the new report template is a good opportunity for a fresh start. We should work on offering targeted workshops in the spring semester.

All agree. With remote delivery we can record the FDD session and the workshops.


Team 5 – Okamoto & McCormick - SEEK (annual report and reflective report)

The report was based on three different surveys and included their two classes (EDU100 and EDU300) and services offered. The report was not driven by learning objectives and did not fit well into our assessment expectations. Conclusions were not well connected to the findings and no future plan was provided.

Points made:
- Tim provided his feedback on the reflective portion of the report outside of the template.
- The program should target EDU100 and 300 for student learning outcome assessment. Sandra suggesting the program can plan their assessment by asking themselves, what they want to measure and what they want their students to know. Then we can talk to them about how to measure.

5. **New Reporting Format**

Dyanna found an Oregon State University report template in Excel that has a tab for the program curriculum map and a tab for assessment results and course and program actions. There is information on what is supposed to be reported.
The sheet has several advantages over our template. Expectations are clearer, there is not to much room for narrative, and reports for different years are on the same tab. Having access to previous reports will help report reviewers. Faculty tasked with writing assessment reports will also find it useful to have all the information in one place.

Dyanna will tweak the template for our purposes and circulate for committee members to review. Several members will be available over winter break.

Tim raised the question how we are going to address the fact that some programs will need time to develop solid learning outcomes, incorporate these into the curriculum and train their faculty. Triggered a discussion of how to get program cooperation. Sandra suggests to get UCASC and curriculum representatives involved.

No time and date for next meeting yet.
College Wide Assessment Committee (CWAC)

AGENDA

February 23, 2021
1:40 – 2:55 p.m.
Zoom
Meeting ID: 828 1092 3879
Passcode: 559324

Zoom: https://jjay-cuny.zoom.us/j/82810923879?pwd=ZnQ4TkxwTk4razV5SXpuM250Tk1dWZz09

1. **Updates and Announcements** - Pooley

2. **Approval of minutes from 12-14-2020**

   Attachment: Att_2 CWAC 12-14-20 Minutes

3. **New Reporting Format Example using Spanish**

   Attachment: Att_3 New Reporting Format Example_Spanish

   Located in Dropbox: CWAC/2020-2021 Assessment/2020-2021 CWAC Meeting Materials

4. **Enrollment Management and Student Affairs Assessment Reports**

   a) Center for Student Involvement & Leadership (CSIL)

   b) Community Outreach & Service Learning (COSL)

   c) Health Services

   Reports are located in Dropbox:

   CWAC/2020-2021 Assessment/2019-2020 EMSA Assessment Reports
Meeting from 1:40 – 3:00 pm
Minutes by MP

Present: Dyanna Pooley (Director of Outcomes Assessment)
Elected members: Peter Mameli (PA); Kim Lao (English); Mechthild (Mecki) Prinz (Science); Demy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English); Sandra Swenson (Science); Gulen Zubizarreta (Finance & Administration); Jon Salamak (CSIL)

Absent: Karen Okamoto (Library); Allison Pease (Associate Provost for Institutional Effectiveness)

AGENDA –
1. Updates and Announcements – Pooley
   - An Equity in assessment event is planned for April 14, 2021. It is planned to have different programs present their approach.
   - CUNY is offering online Assessment 101 training. We need to decide if and how we want to promote this.
   - The session on assessment during Faculty Development Day this January went well. Should repeat in the fall. Suggestion is to look at reports coming in July and identify good ones that would be suitable to share in the fall.

2. Approval of minutes from 12-14-2020
   Minutes approved, no objections, no abstentions

3. Proposal: To improve the assessment portion of the new minor proposal form
   This proposal targets new stand-alone minors presented for college approval at UCAS. This would be a good idea for new majors and new graduate program proposals as well, but need to explore current process and if forms can be changed first.

   Discussion:
   Sandra suggesting additional language on backward design.
   Tim asking who this proposal will go to. Answer is Dara Byrne and Kathy Killoran for discussion at UCAS.
   David wants to make sure this is for stand-alone minors only. Other minors share courses with major and are assessed as part of the major assessment.
   Peter asking if other colleges are asking for this for new minors or majors. Dyanna will find out.
   Tim providing more justification. There is no reason not to have a 5-year assessment plan to find out if new minors or changes to major that sounded like a good idea are actually working.
Sandra remembers that in 2012 she was told that the new minor in environmental justice did not need to be assessed. Dyanna is sure that minors and certificates are on the assessment and program review list. Kim supports the proposal not only for minors, but all new programs and majors as well. Dyanna will go ahead and submit.

4. **New Reporting Format Example using Spanish**

Dyanna used the Spanish assessment plan and their 2020 assessment data to fill out the new assessment report template. Now we have an example to review and share. The completed template is located in Dropbox: CWAC/2020-2021 Assessment/2020-2021 CWAC Meeting Materials.

Discussion:
David asking about numbers and performance benchmarks. Raising the issue of equity and problems with current online teaching. Strategic changes should not be based on assessment in these unusual times.
Mecki asking if Middle States will consider this and also if they will delay site visit. Dyanna replies there will be no delay and Middle States will expect to see assessment for our online semesters.
Sandra likes that new report asks for sampling strategy.
David asking about timeline for rolling out the template. Updated institutional and program learning goals are due in April.
Mecki mentioning that cumulative format has risk of overwriting previous version. Need file naming convention.
Kim and Mecki both find format intimidating and emphasize need for training.
Dyanna repeats the advantages of the new standardized format. Easier to review. All data in same file, shorter narrative.
Peter goes back to the timeline. Programs should have a chance to review, should not be a surprise. Others agree, involving faculty and soliciting feedback will get more buy-in.
Dyanna agrees, maybe roll out should be next year. Or use immediately for new programs and programs without current assessment (graduate programs), but not for programs with assessment already in progress.
Dyanna will contact programs. Make the new reporting template a pilot. Set deadline for September.

**Postponed**

5. **Enrollment Management and Student Affairs Assessment Reports**

   a) Center for Student Involvement & Leadership (CSIL)
   b) Community Outreach & Service Learning (COSL)
   c) Health Services

   *Reports are located in Dropbox: CWAC/2020-2021 Assessment/2019-2020 EMSA Assessment Reports*
1. **Updates and Announcements** - Pooley

2. **Approval of minutes from 2-23-2021**

   Attachment: *Att_2 CWAC 2-23-21 Minutes*

3. **Enrollment Management and Student Affairs Assessment Reports**

   a) Center for Student Involvement & Leadership (CSIL)

   b) Community Outreach & Service Learning (COSL)

   c) Health Services

   Reports are located in Dropbox:

   CWAC/2020-2021 Assessment/2019-2020 EMSA Assessment Reports

4. **Effectiveness of Our Assessment Processes**

   Attachment: *Att_4 MSCHE WG 5 Lines of Inquiry*
Meeting from 11:00 am – 12:15 pm
Minutes by DP

Present: Dyanna Pooley (Director of Outcomes Assessment)

Elected members: Peter Mameli (PA); Demy Spadideas (John Jay Online); David Shapiro (PA); Tim McCormack (English); Sandra Swenson (Science); Gulen Zubizarreta (Finance & Administration); Jon Salamak (CSIL); Allison Pease (Associate Provost for Institutional Effectiveness)

Absent: Mechthild (Mecki) Prinz (Science); Karen Okamoto (Library); Kim Lao (English)

AGENDA –
1. Updates and Announcements – Pooley
   - An Equity in assessment event is planned for April 14, 2021. If anyone is working on this and has examples to share, please reach out.
   - EMSA VP Kerr, Dean of Students Sachs, and Pooley had a meeting to talk about AES Assessment.

2. Approval of minutes from 02-23-2021
   Minutes approved, no objections, no abstentions

3. Enrollment Management and Student Affairs Assessment Reports

   The following AES assessment reports were presented:
   a) Center for Student Involvement & Leadership (CSIL)

   b) Community Outreach & Service Learning (COSL)

   c) Health Services

   The committee would like to see more explanation. For example, why was this particular program/activity chosen for assessment? Has it been assessed before? How were targets set? Pooley will relay questions to Sachs.

4. Effectiveness of Our Assessment Processes

   Things we do well:
   - Equity in assessment
Areas for improvement:

- College-wide assessment participation
- Finding ways to highlight programs that have done good assessment
- Recruiting diverse faculty for the assessment committee
College Wide Assessment Committee (CWAC)

AGENDA

April 28, 2021
1:40 – 2:55 p.m.
Zoom
Meeting ID: 819 4417 1754
Passcode: 854795

Zoom: https://jay-cuny.zoom.us/j/81944171754?pwd=L1ZDVmdBVXFaN0w1amJhanUvSUozZz09

1. Updates and Announcements - Pooley

2. Approval of minutes from 3-24-2021

   Attachment: Att_2 CWAC 3-24-21 Minutes (still need to send)

3. General Education Assessment - Ferdinand

4. Continued Conversation - Effectiveness of Our Assessment Processes

   a. CWAC Membership

      i. How do we increase diversity across departments and groups represented?

   b. Effectiveness of CWAC

      i. Is the committee effective as currently constructed?
1. Approval of minutes from 4-28-2021

   Attachment: Att_1 CWAC 4-28-21 Minutes

2. 2020-2021 Wrap-up

   Attachment: Att_2 Assessment Wrap-up 2020-2021

3. Fall 2021 Faculty Development Day

4. Continued Conversation - CWAC Membership

5. Setting Targets/Benchmarks for Student Success

6. Equity vs Equality in Assessment
Committee on Faculty Elections
Hi, Alena-

The Faculty Elections Committee did not have any meetings last year due to the remote mode of operation. All college-wide elections were held electronically with no participation of the committee.

Regards,
Maria Kiriakova, Chair of the Faculty Elections Committee