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*Exempt from submitting minutes.
College Council
### John Jay College of Criminal Justice
**The City University of New York**

**College Council Calendar 2021-2022**

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<td>Monday, February 7, 2022</td>
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<td>Wednesday, February 23, 2022</td>
<td>Tuesday, March 8, 2022</td>
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<td>Monday, March 21, 2022</td>
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<td>Wednesday, April 13, 2022</td>
<td>Monday, April 25, 2022</td>
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All meetings begin at 1:40 p.m. and are open to the College Community. Note: some or all meetings may be conducted remotely via Zoom. When on-campus, the Executive Committee of the College Council meets in Room 610 Haaren Hall, and College Council meetings take place in Room 9.64 New Building.

### Additional meetings if needed:

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<th>Items Due</th>
<th>Executive Committee</th>
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<tr>
<td>Wednesday, November 24, 2021</td>
<td>Wednesday, December 8, 2021</td>
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I. Adoption of the Agenda

II. Approval of Members of the College Council Committees (Attachment A), Pg. 2

III. Election of the Secretary to the College Council

IV. Election of the 2021-2022 Executive Committee Members

V. Approval of the Minutes of the May 11, 2021 College Council (Attachment B), Pg. 19

VI. College Council Orientation – Legal Counsel Tony Balkissoon, Pg. 22

VII. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C7) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
C1. Proposal to Revise the Minor in Counseling, Pg. 31

New Courses
C2. LIT 2XX Outlaws (CO: Justice Core I [200-level]), Pg. 35

Course Revisions
C3. LIT 265 Foundations of Latinx Literature (moving fr Flex Core: US Exp to CO: Justice Core I [200-level]), Pg. 54
C4. LLS/AFR/HIS 263 Blacks in Latin America (appd for World Cultures), Pg. 69
C5. SEC 323 Private Security & Homeland Defense, Pg. 72
C6. SEC 327 Risk & Vulnerability Analysis, Pg. 74
C7. SEC 329 Security, Risk & Technology ANT 315 Systems of Law (CO: JCII – Justice in Global Perspective), Pg. 76

VIII. 2020-2021 College Council Committee Activity Report (Attachment D), Pg. 78

IX. 2021-2022 College Council Calendar (Attachment E), Pg. 79

X. New Business

XI. Administrative Announcements – President Karol Mason

XII. Announcements from the Student Council – President Andrew Berezhansky

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

XIV. 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, Sachevalletta; 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; *Balis, 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 3:05 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the September 23, 2021 College Council (Attachment A), Pg. 2

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

Effective September 23, 2021, the Student Council Treasurer position is vacant on the following committees until further notice:

- College Council
- Budget and Planning Committee

Graduate Studies Committee
Perry Callhan and Fatumata Tunkhara will serve as two graduate students.

IV. Report from the Committee on Graduate Studies (Attachments C1-C9) – Dean of Graduate Studies Elsa-Sofia Morote

**New Courses**

C1. PMT 780: Public Health Emergency Management, Pg. 22
C2. HR 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial, Pg. 39
C3. Advanced Certificate in Social Entrepreneurship and Innovation, Pg. 63

**Course Revisions**

C4. ECO 740 Economic Development, Pg. 73

**Degree Program Revisions**

C5. Emergency Management M.S., Pg. 75
C6. Human Rights M.A., Pg. 79
C7. Economics M.A., Pg. 82
C8. Advance Certificate in Transnational Organized Crime Studies, Pg. 84
C9. International Crime and Justice M.A., Pg. 87

V. New Business

VI. Administrative Announcements – President Karol Mason

VII. Announcements from the Student Council – President Andrew Berezhansky

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

IX. Announcements from the HEO Council – President Brian Cortijo
The College Council held its first meeting of the 2021-2022 academic year on Thursday, September 23, 2021. The meeting was called to order at 1:44 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Catherine Kemp, Chevy Alford, Christopher Herrmann, David Brotherton, Erica King-Toler, Francis Sheehan, Fritz Umbach, Gerald Markowitz, Gregory Sheppard, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Lissette Delgado-Cruzata, Maureen Richards, Mickey Melendez, Mohamed Ben-Zid, Ned Benton, Samantha Majic, Sung-Suk Violet Yu, Veronica Johnson, Vicente Lecuna, Aiisha J. Quodus, Andrew Berezhansky, Katelynn Seodarsan, Brian Cortijo, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Karol Mason, Mark Flower, Yi Li, Anthony Carpi*, Jennifer Lorenzo*, Anru Lee*, Heath Grant*, Maria (Maki) Haberfeld*, Patrick Raftery*.


* 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 of the College Council Committees. 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. 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, 2021 College Council

A motion was made to approve 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-C7) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Programs**
A motion was made to adopt the Proposal to Revise the Minor in Counseling (C1). The motion was seconded and approved unanimously.

**New Courses**
A motion was made to adopt a new course marked LIT 2XX Outlaws (CO: Justice Core I [200-level]) (C2). The motion was seconded and approved unanimously.

**Course Revisions**
A motion was made to vote on the course revisions marked C3-C7 as a slate. The motion was seconded and approved unanimously.

- C3. LIT 265 Foundations of Latinx Literature (moving fr Flex Core: US Exp to CO: Justice Core I [200-level])
- C4. LLS/AFR/HIS 263 Blacks in Latin America (appd for World Cultures)
- C5. SEC 323 Private Security & Homeland Defense
- C6. SEC 327 Risk & Vulnerability Analysis

A motion was made to adopt the course revisions marked C3-C7. The motion was seconded and approved unanimously.

VIII. 2020-2021 College Council Committee Activity Report

The committee reviewed the activity report and recognized the work of the College Council committees.

IX. 2021-2022 College Council Calendar

The committee was asked to mark the College Council dates on their calendars.

X. New Business

No new business was presented.
XI. **Announcements from the Student Council – President Andrew Berezhansky**

Student Government President Andrew Berezhansky announced that the Student Council issued a statement calling on CUNY’s divestment from fossil fuels.

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

Faculty Senate President Ned Benton announced that the Faculty Senate passed a resolution endorsing environmental, social and governance standards for investing. He also reminded the Council of the CUNY’s mandate for student vaccinations for in-person class attendance, and encouraged the Council to remind students of the vaccination deadline and consequences of not following the CUNY’s mandate.

XIII. **Announcements from the HEO Council – President Brian Cortijo**

HEO Council President Brian Cortijo thanked President Karol Mason, VP Tony Balkissoon, and AVP Oswald Fraser for reshaping the HEO and Classified Staff Screening Committees and praised the college’s commitment to hold them on a more regular basis.

XIV. **Administrative Announcements – President Karol Mason**

President Karol Mason also thanked VP Tony Balkissoon and AVP Oswald Fraser for their work on the HEO and Classified Staff Screening Committees, and emphasized the importance of vaccination for students to attend in-person classes, and for the college community in general.

The meeting was adjourned at 2:20 p.m.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
The College Council  
AGENDA  
November 11, 2021 – 1:40 pm  
(Remote Conferencing via Zoom) 

I. Adoption of the Agenda  

II. Approval of the Minutes of the October 19, 2021 College Council (Attachment A), Pg. 3  

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

College Council  
The following students have been elected to serve on the College Council:  
- Treasurer of the Student Council: Cristina Goeller  
- At-Large Representative: Shaniece Ellison-Yong  
- Graduate student representative: Fatumata Tunkara  
- Senior class representative: Adam Ramirez  
- Junior class representative: Poonam Latchman  
- Sophomore class representative: Yong Hao Zheng  
- Freshman representative: Tisha Brahmbhatt  
- Alternative-At-Large: Yousof Abdelreheem  
- Alternative-At-Large: Hashaam Shahzad  
- Alternative-At-Large: Yolanda Jeanty  

Executive Committee of the College Council  
Shaniece Ellison-Yong will serve as the third student representative.  

Undergraduate Curriculum and Academic Standards Committee  
Jamie Crowther and Hashaam Shahzad will serve as the second and third student representatives.  

Committee on Student Interests  
Yong Hao Zhen, Fatumata Tunkara and Leanna Feliciano will serve as the fourth, fifth, and sixth student representatives.  

Faculty-Student Disciplinary Committee  
Adam Ramirez will serve as the second student representative.  

Committee on Faculty Personnel  
Jayvon Thomas will serve as the second student representative.  

Budget and Planning Committee  
Ketura Parker will serve as the Vice President for Institutional Advancement. Yousof Abdelreheem and Aiisha Qudusi will serve as two additional student representatives. Cristina Goeller will serve as the Treasurer of the Student Council.  

Strategic Planning Subcommittee  
Tisha Brahmbhatt will serve as the second student representative.
Graduate Studies Committee
Fatumata Tunkara will serve as the second graduate representative.

Committee on Honors, Prizes and Awards
Lyniah Mungin and Yolanda Jeanty will serve as the second and third student representatives.

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

Programs
C1. Dual Admission Program for AA in Liberal Arts from Guttman CC to JJC BA in Humanities Majors (English, Global History, Humanities and Justice, and Philosophy), Pg. 22
C2. Proposal to Revise the Minor in Environmental Justice, Pg. 43
C3. Proposal to Revise the Minor in Interdisciplinary Studies, Pg. 48

Course Revisions
C4. LIT 357 Violence of Language: U.S. Latinx Street Literature, Pg. 53

V. New Business

VI. Administrative Announcements – President Karol Mason

VII. Announcements from the Student Council – President Andrew Berezhansky

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 2021-2022 academic year on Tuesday, October 19, 2021. The meeting was called to order at 1:44 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Catherine Kemp, Charles Stone, Chevy Alford, Christopher Herrmann, Elton Beckett, Erica King-Toler, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Lissette Delgado-Cruzata, Maureen Richards, Mickey Melendez, Mohamed Ben-Zid, Ned Benton, Samantha Majic, Sung-Suk Violet Yu, Veronica Johnson, Vicente Lecuna, Aiisha J. Qudusi, Andrew Berezansky, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Karol Mason, Mark Flower, Yi Li, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Jonathan Epstein*, Anru Lee*, Heath Grant*, Maria (Maki) Haberfeld*, Patrick Raftery*.


Guests: Alexander Bolesta, Anna Austenfeld, Hera Javaid, Jill Maxwell, Maggie Arismendi, Maria D'Agostino, Terecia Martin, Tony Balkissoon, Wynne Ferdinand.

* 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 23, 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 with the following addition:

College Council
- Tisha Brahmbhatt will serve as Freshman Student Representative
- Yong Hao Zheng will serve as Sophomore Student Representative
- Poonam Latchman will serve as Junior Student Representative
- Adam Ramirez will serve as Senior Student Representative
- Fatumata Tunkara will serve as Graduate Student Representative
- Shaniece Ellison-Yong will serve as At-Large Student Representative
IV. Report from the Committee on Graduate Studies (Attachments C1-C9) – Dean of Graduate Studies Elsa-Sofia Morote

**New Courses**
A motion was made to adopt a new course marked C1. PMT 780: Public Health Emergency Management. The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked C2. HR 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial. The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked C3. Advanced Certificate in Social Entrepreneurship and Innovation. The motion was seconded and approved unanimously.

**Course Revisions**
A motion was made to adopt the revisions to the course marked C4. ECO 740 Economic Development. The motion was seconded and approved unanimously.

**Degree Program Revisions**
A motion was made to adopt the revisions to the degree program marked C5. Emergency Management M.S. The motion was seconded and approved unanimously.

A motion was made to vote on the degree program revisions marked C6-C9 as a slate. The motion was seconded and approved unanimously.

- C6. Human Rights M.A.
- C7. Economics M.A.

A motion was made to adopt the degree program revisions marked C6-C9. The motion was seconded and approved unanimously.

V. New Business

No new business was presented.

The meeting was adjourned at 2:05 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the November 11, 2021 College Council (Attachment A), Pg. 3

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

   College Council
   Samelia James will serve as the Treasurer of the Student Council
   Yolanda Jeanty has resigned as Alternative-At-Large student member

   Committee on Student Interests
   Tisha Brahmbhatt has replaced Julia Jacobellis as the sixth student member of the committee

   Budget and Planning Committee
   Samelia James will serve as the Treasurer of the Student Council

   Financial Planning Subcommittee
   Samelia James will serve as the second student representative

   Committee on Honors, Prizes and Awards
   Yolanda Jeanty has resigned as the third student representatives

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

   Programs
   C1. Revision of the Health and Physical Education Minor, Pg. 22
   C2. Revision of Latinx Literature Minor, Pg. 28
   C3. Revision of the John Jay Honors Program, Pg. 38

   Academic Standards
   C4. Proposal to Adjust Residency Requirement for CJA Programs, Pg. 45

   New Courses
   C5. SOC 2XX (220) Health, Equity and Social Justice (CO: JCI – 200-level), Pg. 47
   C6. LLS 1YY Introduction to Latinx Literature (US Exp), Pg. 78
   C7. LLS 1ZZ Criminal Justice in Latinx Literature (Ind & Soc), Pg. 100
   C8. LLS 2YY Afro-Latinx Literature (Ind & Soc), Pg. 117
**Course Revisions**

C9. CSL 227 Families: Stress, Resiliency and Support Systems, **Pg. 135**
C10. HON 201 Intellectual Foundations I: What is the Common Good? **Pg. 137**
C11. HON 202 Intellectual Foundations II: Leadership and the Common Good, **Pg. 140**
C12. MHC Seminars Bulk Revision – MHC 125, MHC 126, MHC 225, MHC 226, **Pg. 142**

V. New Business

VI. Administrative Announcements – President Karol Mason

VII. Announcements from the Student Council – President Andrew Berezhansky

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

IX. Announcements from the HEO Council – President Brian Cortijo
The College Council held its third meeting of the 2021-2022 academic year on Thursday, November 11, 2021. The meeting was called to order at 1:46 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Alexander Long, David Brotherton, Fritz Umbach, Catherine Kemp, Chevy Alford, Christopher Herrmann, Elton Beckett, Erica King-Toler, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Lissette Delgado-Cruzata, Maureen Richards, Mickey Melendez, Mohamed Ben-Zid, Ned Benton, Samantha Majic, Sung-Suk Violet Yu, Veronica Johnson, Aiisha J. Qudusi, Andrew Berezhansky, Fatumata Tunkara, Adam Ramirez, Yong Hao Zheng, Tisha Brahmbhatt, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Karol Mason, Mark Flower, Yi Li, Marta-Laura Suska, Katelynn Seodarsan, Brian Cortijo, Daniel Matos*, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Jonathan Epstein*, Anru Lee*, Heath Grant*, Patrick Raftery*, Hashaam Shahzad*.

Absent: Charles Stone, Gregory Sheppard, Vicente Lecuna, Shaniece Ellison-Yong, Poonam Latchman, Marta Concheiro-Guisan*, Maria (Maki) Haberfeld*, Yousof Abdelrehem*.

Guests: Alexander Bolesta, Jonathan Hanon, Yolanda Jeanty, Katherine Killoran, Shavonne McKiefer, Anna Austenfeld, Jill Maxwell, Maria D'Agostino, Terecia Martin, Tony Balkissoon, Kinya Chandler.

* 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 19, 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 with the following changes:
- Cristina Goeller has resigned from the position of the Treasurer.
- Yolanda Jeanty will not serve on the College Council.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C4) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
A motion was made to adopt the Dual Admission Program for AA in Liberal Arts from Guttman CC to JJC BA in Humanities Majors (English, Global History, Humanities and Justice, and Philosophy) (C1). The motion was seconded and approved unanimously.

A motion was made to adopt the Proposal to Revise the Minor in Environmental Justice (C2). The motion was seconded and approved unanimously.

A motion was made to adopt the Proposal to Revise the Minor in Interdisciplinary Studies (C3). The motion was seconded and approved unanimously.

Course Revisions
A motion was made to approve a course revision marked C4. LIT 357 Violence of Language: U.S. Latinx Street Literature. The motion was seconded and approved unanimously.

V. New Business

No new business was presented.

The meeting was adjourned at 2:06p.m.
The City University of New York  The College Council  AGENDA  
February 24, 2022 – 1:40 pm

I. Adoption of the Agenda

II. Approval of the Minutes of the December 7, 2021 College Council (Attachment A), Pg. 4

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

College Council  
- Silvia Dapia has replaced Vicente Lecuna for the Department of Modern Languages and Literatures.

- Lutful Mamun Shudin will serve as the fourth alternate student representative.

CORRECTION to December 7, 2021 agenda: The agenda from December 7, 2021 stated that Yolanda Jeanty “resigned as Alternative-At-Large student member.” That was in error. Yolanda Jeanty was never an Alternative-At-Large member.

Undergraduate Curriculum and Academic Standards Committee  
- Maat Lewis will replace Michele Tollinchi for the Department of Counseling and Human Services.

Committee on Student Interests  
- Vernetta Parkinson and Lutful Mamun Shudin will serve as fourth and fifth student representatives.

Faculty-Student Disciplinary Committee  
- Jordan Taylor Smith, Tisha Brahmbhatt, and Hashaam Shahzad will serve as additional student representatives.

Committee on Faculty Personnel  
- Gregory Kirsopp and Jayvon Thomas will not serve as student representatives.

Strategic Planning Subcommittee  
- Tisha Brahmbhatt will not serve as a student representative.

Committee on Student Evaluation of the Faculty  
- Nicole Melanie Franco Calderon will replace Gregory Kirsopp as a student representative.

Committee on Honors, Prizes, and Awards  
CORRECTION to December 7, 2021 agenda: The agenda from December 7, 2021 stated that Yolanda Jeanty “resigned as the third student representative.” That was in error. Yolanda Jeanty was never elected as the third student representative.
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 for a New Accelerated Dual Admission Program in BS-MS in Forensic Science (this proposal was also approved by UCASC on Nov 12th & the Committee on Graduate Studies at its Dec 2021 meeting), Pg. 23
C2. Revision of the BS in Human Services and Community Justice, Pg. 37
C3. Revision of BS in Applied Mathematics, Pg. 44

New Courses
C4. CSCI 172 Introduction to Data Analysis, Pg. 51
C5. ECO 3XX Economic Inequality in the USA (CO: JCII), Pg. 64
C6. ICJ 2XX UN Sustainable Development Goals & Global Justice (CO: JCI 200-lev), Pg. 86
C7. LIT 1YY Science Fiction & Science Fact (FC: Sci Wld), Pg. 111
C8. LIT 2YY Latinx Horror & Gothic in Literature & Film (FC: Ind & Soc), Pg. 130
C9. LLS 1XX Race, Criminal Justice and Latinx Communities (FC: Ind & Soc), Pg. 154
C10. LLS 2XX Latinx Film and Media (FC: US Exp), Pg. 175
C11. SOC 2YY Social Movements, Equity & Activism (CO: JCI 200-lev), Pg. 197
C12. SOC 3YY Abolition: From Slavery to Supermax (CO: JCII), Pg. 227

Courses Being Mapped to Gen Ed Learning Outcomes
C13. SOC 213 Sociology of Race and Ethnic Relations (FC: U.S. Exp), Pg. 245

Course Revisions
C14. AFR 377 Field Education in Community Organizing & Practice, Pg. 264
C15. AFR 378 Field Education in Community Organizing & Practice II, Pg. 267
C16. ANT 330 Cultural Pluralism and Law (JCII), Pg. 270
C17. ANT 332 Class, Race, Ethnicity & Gender in Anthropological Perspective, Pg. 281
C18. LLS 245 Dominican Identity & Society (WC), Pg. 293
C19. PSY 242 Abnormal Psychology, Pg. 309
C20. SPA 215 Spanish Conversation and Composition, Pg. 311
C21. SPA 250 Spanish for Criminal Justice, Pg. 313
C22. SPA 255 Professional Spanish, Pg. 315

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

New Courses
D1. ICJ735 Gender Justice for Conflict-Related Sexual and Gender-Based Violence (SGBV) and Crimes, Pg. 317

Course Revisions
D2. FOS 795, 796, 797 Thesis Prospectus Course Series (MS Forensic Science), Pg. 345

VI.  New Business
VII. Announcements from the Student Council – President Andrew Berezhansky

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

IX. Announcements from the HEO Council – President Brian Cortijo

X. Administrative Announcements – President Karol Mason
The College Council held its fourth meeting of the 2021-2022 academic year on Tuesday, December 7, 2021. The meeting was called to order at 1:48 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Alexander Long, Charles Stone, Gregory Sheppard, David Brotherton, Catherine Kemp, Chevy Alford, Christopher Herrmann, Elton Beckett, Erica King-Toler, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplanowitz, Lissette Delgado-Cruzata, Maureen Richards, Mickey Melendez, Mohamed Ben-Zid, Ned Benton, Samantha Majic, Sung-Suk Violet Yu, Veronica Johnson, Vicente Lecuna, Aisha J. Quudusi, Andrew Berezansky, Fatumata Tunkara, Yong Hao Zheng, Tisha Brahmthatt, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Karol Mason, Mark Flower, Yi Li, Marta-Laura Suska, Brian Cortijo, Daniel Matos*, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Heath Grant*, Maria (Maki) Haberfeld*, Patrick Raftery*, Hashaam Shahzad*.


* 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 11, 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 with the following changes:

College Council
- Heath Grant will replace Lissette Delgado-Cruzata in Spring semester.
- Mohammed Islam will serve as Alternate-at-Large Faculty Representative.
- Nicole Franco will serve as Alternate-at-Large Student Representative.

Executive Committee of the College Council
- Fritz Umbach will replace Lissette Delgado-Cruzata in Spring semester.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Programs**
A motion was made to adopt the program revision marked C1. Revision of the Health and Physical Education Minor. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked C2. Revision of Latinx Literature Minor. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked C3. Revision of the John Jay Honors Program. The motion was seconded and approved unanimously.

**Academic Standards**
A motion was made to approve the Proposal to Adjust Residency Requirement for CJA Programs (C4). The motion was seconded and approved unanimously.

**New Courses**
A motion was made to vote on the new courses marked C5-C8 as a slate:
- C5. SOC 2XX (220) Health, Equity and Social Justice (CO: JCI – 200-level)
- C6. LLS 1YY Introduction to Latinx Literature (US Exp)
- C7. LLS 1ZZ Criminal Justice in Latinx Literature (Ind & Soc)
- C8. LLS 2YY Afro-Latinx Literature (Ind & Soc)
The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C5-C8. The motion was seconded and approved unanimously.

**Course Revisions**
A motion was made to vote on the new courses marked C9-C12 as a slate:
- C9. CSL 227 Families: Stress, Resiliency and Support Systems
- C10. HON 201 Intellectual Foundations I: What is the Common Good?
- C11. HON 202 Intellectual Foundations II: Leadership and the Common Good
- C12. MHC Seminars Bulk Revision – MHC 125, MHC 126, MHC 225, MHC 226
The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C9-C12. The motion was seconded and approved unanimously.

V. New Business
The committee decided that the College Council (If Needed) meeting scheduled for December 9 will not be necessary and should be canceled.

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

II. Approval of the Minutes of the February 24, 2022 College Council (Attachment A), Pg. 2

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

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C6) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Programs**
- C1. Proposal to Revise the BA in International Criminal Justice, Pg. 22
- C2. Proposal to Revise the BA in Political Science, Pg. 28
- C3. Proposal to Revise the BA in Sociology, Pg. 35

**Course Revisions**
- C4. ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past, Pg. 41
- C5. ISP 134 Alternate Worlds, Pg. 44
- C6. SOC 282 Selected Topics in Sociology, Pg. 47

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

**Policy Revision**
- D1. Graduate Dismissal Policy, Pg. 49
- D2. Graduate Failing Grade Repeat Policy, Pg. 50
- D3. Graduate Grade of F Policy, Pg. 51

VI. New Business

VII. Announcements from the Student Council – President Andrew Berezhansky

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

IX. Announcements from the HEO Council – President Brian Cortijo

X. Administrative Announcements – President Karol Mason
The College Council held its fifth meeting of the 2021-2022 academic year on Thursday, February 24, 2022. The meeting was called to order at 1:47 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Alexander Long, Charles Stone, Gregory Sheppard, David Brotherton, Catherine Kemp, Christopher Herrmann, Elton Beckett, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Heath Grant, Marta-Laura Haynes, Mickey Melendez, Mohamed Ben-Zid, Ned Benton, Samantha Majic, Sung-Suk (Violet) Yu, Veronica Johnson, Silvia Dapia, Aiisha J. Qudusi, Andrew Berezansky, Samelia James, Fatumata Tunkara, Yong Hao Zheng, Poonam Latchman, Tisha Brahmbhatt, Brian Cortijo, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Mark Flower, Yi Li, Daniel Matos*, Anthony Carpi*, Helen Keier*, Maria (Maki) Haberfeld*, Patrick Raftery*, Hashaam Shahzad*.


Guests: Al Coppola, Anna Austenfeld, Carla Barrett, Jill Maxwell, Jonathan Hanon, José Luis Morín, Katherine Killoran, Kelly McWilliams, Rosemary Barberet, Shu-Yuan Cheng, Tony Balkissoon, Yong Hao Zheng.

* 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, 2021 College Council**

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

- Add Samelia James to the list of attendees.

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 with one change:

- Marta Bladek will be replacing Maria Kiriakova as the Library representative for Spring semester on the Undergraduate Curriculum and Academic Standards Committee.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee
(Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of
Undergraduate Studies Dara Byrne

Programs
A motion was made to adopt the proposal marked C1. Proposal for a New Accelerated
Dual Admission Program in BS-MS in Forensic Science. The motion was seconded and
approved unanimously.

A motion was made to adopt the program revision marked C2. Revision of the BS in
Human Services and Community Justice. The motion was seconded and approved
unanimously.

A motion was made to adopt the program revision marked C3. Revision of BS in Applied
Mathematics. The motion was seconded and approved unanimously.

New Courses
A motion was made to vote on the new courses marked C4-C12 as a slate:
C4. CSCI 172 Introduction to Data Analysis
C5. ECO 3XX Economic Inequality in the USA (CO: JCII)
C6. ICJ 2XX UN Sustainable Development Goals & Global Justice (CO: JCI 200-lev)
C7. LIT 1YY Science Fiction & Science Fact (FC: Sci Wld)
C8. LIT 2YY Latinx Horror & Gothic in Literature & Film (FC: Ind & Soc)
C9. LLS 1XX Race, Criminal Justice and Latinx Communities (FC: Ind & Soc)
C10. LLS 2XX Latinx Film and Media (FC: US Exp)
C11. SOC 2YY Social Movements, Equity & Activism (CO: JCI 200-lev)
C12. SOC 3YY Abolition: From Slavery to Supermax (CO: JCII)
The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C4-C12. The motion was seconded
and approved unanimously.

Courses Being Mapped to Gen Ed Learning Outcomes
A motion was made to adopt the new course marked C13. SOC 213 Sociology of Race and
Ethnic Relations (FC: U.S. Exp). The motion was seconded and approved unanimously.

Course Revisions
A motion was made to vote on the new courses marked C14-C22 as a slate:
C14. AFR 377 Field Education in Community Organizing & Practice
C15. AFR 378 Field Education in Community Organizing & Practice II
C16. ANT 330 Cultural Pluralism and Law (JCII)
C17. ANT 332 Class, Race, Ethnicity & Gender in Anthropological Perspective
C18. LLS 245 Dominican Identity & Society (WC)
C19. PSY 242 Abnormal Psychology
C20. SPA 215 Spanish Conversation and Composition
C21. SPA 250 Spanish for Criminal Justice
C22. SPA 255 Professional Spanish
The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C14-C22. The motion was
seconded and approved unanimously.
V. Report from the Committee on Graduate Studies (Attachments D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

A motion was made to adopt a new course marked D1. ICJ735 Gender Justice for Conflict-Related Sexual and Gender-Based Violence (SGBV) and Crimes. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked D2. FOS 795, 796, 797 Thesis Prospectus Course Series (MS Forensic Science). The motion was seconded and approved unanimously.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:19 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the March 23, 2022 College Council (Attachment A), Pg. 3

III. Members of the College Council Committees (Attachment B), Pg. 5
- Shaniece Ellison Yong has resigned from the College Council and Executive Committee of the College Council.
- Jamie Crowther has resigned from the Undergraduate Curriculum and Academic Standards Committee

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
C1. Proposal for Dual Admission/Joint Degrees with LaGuardia Community College AA in Liberal Arts to John Jay College BA in Humanities (English, Global History, Humanities and Justice, and Philosophy), Pg. 22
C2. Proposal to Revise the BS in Emergency Services Administration, Pg. 45
C3. Proposal to Revise the Minor in Middle East Studies, Pg. 50
C4. Proposal to Revise the Minor in Math, Pg. 54

New Courses
C5. ISP 2CC (225) Re-envisioning the USA (US Exp), Pg. 58
C6. LIT 2ZZ Latinx Graphic Novel (US Exp), Pg. 78

Mapping to Gen Ed Learning Outcomes
C7. ISP 147 Life Stories (moving from Ind & Soc to Creative Exp), Pg. 97

Course Revisions
C8. CSCI 360 Cryptography and Cryptanalysis, Pg. 110
C9. HIS 201 American Civilization – From Colonialism through the Civil War, Pg. 113
C10. HIS 202 American Civilization – From 1865 to the Present, Pg. 116
C11. FIS 330 Building Construction and Life Safety Systems II, Pg. 119

Academic Standards
C12. Policy on Accredited Institutions for Transfer Credit, Pg. 121

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

New Course
D1. PMT 770 Climate Change Impacts and Emergency Management, Pg. 123


**Degree Program Change**

D2. Addition of PMT 770 Climate Change Impacts and Emergency Management as an elective, **Pg. 139**
D3. Increasing credit requirement to 36 credited from 33 credits for two courses in the capstone program, **Pg. 142**

VI. Commencement Awards Recommendations from the Honors, Prizes and Awards Committee (Attachment E) – Vice President for Enrollment Management and Student Affairs Brian Kerr, **Pg. 144**

VII. New Business

VIII. Announcements from the Student Council – President Andrew Berezhansky

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

X. Announcements from the HEO Council – President Brian Cortijo

XI. Administrative Announcements – President Karol Mason
The College Council held its sixth meeting of the 2021-2022 academic year on Wednesday, March 23, 2022. The meeting was called to order at 1:44 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Alexander Long, Catherine Kemp, Charles Stone, Chevy Alford, Christopher Herrmann, David Brotherton, Erica King-Toler, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Heath Grant, Marta-Laura Haynes, Maureen Richards, Mickey Melendez, Ned Benton, Samantha Majic, Sung-Suk (Violet) Yu, Veronica Johnson, Silvia Dapia, Aiisha J. Qudusi, Andrew Berezhansky, Katelynn Seodarsan, Samelia James, Fatumata Tunkara, Adam Ramirez, Yong Hao Zheng, Poonam Latchman, Tisha Brahmbhatt, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Karol Mason, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Mark Flower, Yi Li, Daniel Matos*, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Mohammed Islam*, Jonathan Epstein*, Maria (Maki) Haberfeld*, Hashaam Shahzad*, Nicole Calderon*, Lutful Mamun Shudin*.


Guests: Carla Barrett, Jill Maxwell, Katherine Killoran, Tony Balkissoon, Alexander Bolesta, Robert Till, Malleidulid (Maggie) Arismendi, Parkinson Vernetta, Peter Romaniuk, Shania Roseborough.

* 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 24, 2022 College Council

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

- In Favor: 42
- Opposed: 0
- Abstention: 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-C6) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
Programs

A motion was made to adopt the proposal marked C1. Proposal to Revise the BA in International Criminal Justice. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked C2. Proposal to Revise the BA in Political Science. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked C3. Proposal to Revise the BA in Sociology. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C4-C6 as a slate:
   C4. ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past
   C5. ISP 134 Alternate Worlds
   C6. SOC 282 Selected Topics in Sociology
The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C4-C6. The motion was seconded and approved unanimously.

Policy Revisions

A motion was made to vote on the policy revisions marked D1-D3 as a slate:
   D1. Graduate Dismissal Policy
   D2. Graduate Failing Grade Repeat Policy
   D3. Graduate Grade of F Policy
The motion was seconded and approved unanimously.

A motion was made to adopt policy revisions marked D1-D3. The motion was seconded and approved unanimously.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:10 p.m.
I. Adoption of the Agenda

II. Approval of the Minutes of the April 12, 2022 College Council (Attachment A), Pg. 3

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

IV. Resolution Authorizing College Council and its Committees to Conduct Meetings Using Video-Conference in Accordance with the NYS Open Meetings Law (Attachment C), Pg. 23

V. Approval of the 2021-2022 Graduates (Attachment D) (Only Faculty Vote) – Interim Assistant Vice President for Enrollment Management and Senior Registrar Daniel Matos, Pg. 25

VI. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments E1-E3) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
E1. Proposal for a New Dual Admission/Joint Degree with Queensborough Community College for the AS in Liberal Arts: Math and Science to BS in Applied Mathematics (CUNY Justice Academy), Pg. 26
E2. Proposal for a New Dual Admission/Joint Degree with Borough of Manhattan Community College AS in Mathematics to BS in Applied Mathematics (CUNY Justice Academy), Pg. 32

Course Revisions
E3. ENG 216 Fiction Writing, Pg. 38

VII. Report from the Committee on Graduate Studies (Attachments F1-F4) – Dean of Graduate Studies Elsa-Sofia Morote

New Course
F1. CRJ 718 Action Research for Crime Analysis, Pg. 40
F2. PMT 785 Special Topic in Emergency Management, Pg. 71

Course Revisions
F3. PMT 748 Project Management for Emergency Management and Public Safety, Pg. 82

Certificate Change
F4. Advanced Certificate in Crime Prevention and Analysis, Pg. 84

VIII. Proposed College Council Calendar for AY 2022-2023 (Attachment G), Pg. 86

IX. New Business
Announcements from the Student Council – President Andrew Berezhansky
Announcements from the Faculty Senate – President Warren (Ned) Benton
Announcements from the HEO Council – President Brian Cortijo
Administrative Announcements – President Karol Mason
The College Council held its sixth meeting of the 2021-2022 academic year on Tuesday, April 12, 2022. The meeting was called to order at 1:45 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Alexander Long, Andrea Balis, Catherine Kemp, Charles Stone, Chevy Alford, Christopher Herrmann, David Brotherton, Erica King-Toler, Elton Beckett, Fritz Umbach, Gregory Sheppard, Mohamed Ben-Zid, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Heath Grant, Maureen Richards, Mickey Melendez, Ned Benton, Samantha Majic, Veronica Johnson, Silvia Dapia, Andrew Berezhansky, Katelynn Seodarsan, Samelia James, Fatumata Tunkara, Adam Ramirez, Yong Hao Zheng, Poonam Latchman, Tisha Brahmbhatt, Brian Cortijo, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Karol Mason, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Yi Li, Anru Lee*, Helen Keier*, Jennifer Lorenzo*, Mohammed Islam*, Jonathan Epstein*, Maria (Maki) Haberfeld*, Patrick Raftery*, Hashaam Shahzad*, Nicole Calderon*.

Absent: Marta-Laura Haynes, Sung-Suk (Violet) Yu, Aiisha J. Qudusi, Mark Flower, Daniel Matos*, Anthony Carpi*, Marta Concheiro-Guisan*, Yousof Abdelreheem*, Lutful Mamun Shudin*.


* 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 March 23, 2022 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-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne**
Programs

A motion was made to adopt the item marked C1. Proposal for Dual Admission/Joint Degrees with LaGuardia Community College AA in Liberal Arts to John Jay College BA in Humanities (English, Global History, Humanities and Justice, and Philosophy). The motion was seconded and approved unanimously.

A motion was made to adopt the item marked C2. Proposal to Revise the BS in Emergency Services Administration. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked C3. Proposal to Revise the Minor in Middle East Studies. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked C4. Proposal to Revise the Minor in Math. The motion was seconded and approved unanimously.

New Courses

A motion was made to vote on the new courses marked C5-C6 as a slate:
C5. ISP 2CC (225) Re-envisioning the USA (US Exp)
C6. LIT 2ZZ Latinx Graphic Novel (US Exp)
The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C5-C6. The motion was seconded and approved unanimously.

Mapping to Gen Ed Learning Outcomes

A motion was made to adopt the item marked C7. ISP 147 Life Stories (moving from Ind & Soc to Creative Exp). The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C8-C11 as a slate:
C8. CSCI 360 Cryptography and Cryptanalysis
C9. HIS 201 American Civilization – From Colonialism through the Civil War
C10. HIS 202 American Civilization – From 1865 to the Present
C11. FIS 330 Building Construction and Life Safety Systems II
The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C8-C11. The motion was seconded and approved unanimously.

Academic Standards

A motion was made to adopt the item marked C12. Policy on Accredited Institutions for Transfer Credit. The motion was seconded and approved unanimously.
V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

**New Course**

A motion was made to adopt the new course marked D1. PMT 770 Climate Change Impacts and Emergency Management. The motion was seconded and approved unanimously.

**Degree Program Change**

A motion was made to adopt the item marked D2. Addition of PMT 770 Climate Change Impacts and Emergency Management as an elective. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked D3. Increasing credit requirement to 36 credited from 33 credits for two courses in the capstone program. The motion was seconded and approved unanimously.

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

A motion was made to approve the commencement awards recommendations from the Honors, Prizes and Awards committee. The motion was seconded and approved unanimously.

VII. New Business

No new business was presented.

The meeting was adjourned at 2:26 p.m.
Interim Executive Committee of the College Council
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
The Interim Executive Committee of the College Council  
AGENDA

Thursday, September 9, 2021  
1:40 p.m.

I. Adoption of the Agenda for the Interim Executive Committee

II. Minutes of the April 26, 2021 Executive Committee of the College Council, Pg. 2

III. Review of Proposals Approved by the College Council on May 11, 2021, Pg. 3

IV. Review of Orientation for College Council, Pg. 5

V. Adoption of the Agenda for the September 23, 2021 College Council Meeting, Pg. 14

VI. Proposed Change to the Bylaws of the Department of Public Management, Pg. 89

VII. Review of College Council Attendance Percentage for 2020-2021, Pg. 94

VIII. 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.
Review of Proposals Approved by the College Council on May 11, 2021

Undergraduate Curriculum and Academic Standards Committee

Programs

- Proposal to Revise the BS in Criminal Justice (Instit. Theory & Practice (CJBS))
- Proposal to Revise the Minors in Africana Studies and Africana Studies Honors
- Proposal to Revise the BS in Fraud Examination
- Proposal to Revise the Minor in Fraud Examination
- Proposal to Revise the Certificate in Forensic Accounting
- Proposal to Revise the BS in Applied Math
- Proposal to Revise the BS in Computer Science and Info Security & Minor in Computer Science
- Proposal to Revise the Mathematics Minor

New Courses

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

Course Revisions

- ANT 315 Systems of Law (CO: JCII – Justice in Global Perspective)
- 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

Committee on Graduate Studies

New Courses

- Case Analysis in Forensic Toxicology (MS FOS)
- History of Genocide (MA ICJ)

Program

- Proposal to Revise the MS in Forensic Science
Other

- Approval of the 2020-2021 Graduates
- Proposal from the Committee on Student Evaluation of Faculty to Adopt a New Form for Student Evaluation of Faculty
- Approval of Members of the College Council Committees

Total Proposals: 28
Undergraduate— 22
Graduate – 3
Other – 3
Executive Committee
of the
College Council
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the September 9, 2021 Interim Executive Committee of the College Council Meeting, Pg. 2

III. Adoption of the Agenda for the October 19, 2021 College Council Meeting, Pg. 4

IV. Review of College Council Attendance, Pg. 93
   -College Council Meeting Attendance September 23, 2021
   -Revised College Council Attendance 2020-2021

V. New Business
The Interim Executive Committee of the College Council held its first meeting of the 2021-2022 academic year on Thursday, September 9, 2021. The meeting was called to order at 1:47 p.m. and the following members were present: Karol Mason, Francis Sheehan, Andrea Balis, Mark Flower, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Brian Kerr, Karen Kaplowitz, Yi Li, Hera Javaid, and Aiisha Qudusi.

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 April 26, 2021 Executive Committee of the College Council

A motion was made to approve the minutes of the April 26, 2021 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Review of Proposals Approved by the College Council on May 11, 2021

The Committee reviewed the proposals approved by the College Council on May 11, 2021.

IV. Review of Orientation for College Council

The Committee reviewed the Orientation for the College Council and suggested one correction:
- Change “Chancellor’s Report” to “Academic University Report”.

V. Adoption of the Agenda for the September 23, 2021 College Council Meeting

The Committee reviewed the agenda. A motion was made to remove from the agenda Item VIII “Request that College Council affirm the Statement on Fossil Fuel Divestment made by the Student Council”. The motion was seconded and was approved.

In Favor: 10                Opposed: 2                Abstention: 0

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

VI. Proposed Change to the Bylaws of the Department of Public Management

The Committee discussed the item. A motion was made to approve the proposed change. The motion was seconded and approved unanimously.
VII. College Council Attendance Percentage for 2020-2021

The Committee reviewed the College Council attendance for the academic year 2020-2021. Some areas of the report will need to be clarified and amended.

VIII. New Business

No new business was presented.

The meeting was adjourned at 2:20 pm.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The Executive Committee of the College Council
AGENDA

Monday, November 1, 2021
1:40 p.m.

I. Adoption of the Agenda for the Executive Committee

II. Minutes of the October 5, 2021 Executive Committee of the College Council Meeting, Pg. 2

III. Adoption of the Agenda for the November 11, 2021 College Council Meeting, Pg. 3

IV. Approval of the Bylaws of the Master of Arts Degree Program in International Crime and Justice of John Jay College of Criminal Justice, Pg. 41

V. Review of College Council Attendance, Pg. 51

VI. New Business
The Executive Committee of the College Council held its second meeting of the 2021-2022 academic year on Tuesday, October 5, 2021. The meeting was called to order at 1:45 p.m. and the following members were present: Karol Mason, Francis Sheehan, Andrea Balis, Mark Flower, Andrew Berezhansky, Warren (Ned) Benton, Brian Cortijo, Brian Kerr, Karen Kaplowitz, Yi Li, Aiisha Qudusi, Schevaletta (Chevy) Alford, Lissette Delgado-Cruzata, Catherine Alves.

Absent: Heath Grant

Guests: Tony Balkissoon

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 9, 2021 Interim Executive Committee of the College Council

A motion was made to approve the minutes of the September 9, 2021 Interim Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the October 19, 2021 College Council Meeting

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

IV. College Council Attendance Percentage

The Committee reviewed the College Council attendance for the September 23, 2021 meeting.

V. New Business

No new business was presented.

The meeting was adjourned at 1:50 pm.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
The Executive Committee of the College Council  
AGENDA  
Monday, November 22, 2021  
1:40 p.m.  

I. Adoption of the Agenda for the Executive Committee  

II. Minutes of the November 1, 2021 Executive Committee of the College Council Meeting, Pg. 2  

III. Adoption of the Agenda for the December 7, 2021 College Council Meeting, Pg. 3  

IV. Proposal to Approve the Amended Bylaws for the Master of Arts Degree Program in International Crime and Justice, Pg. 130  

V. Review of College Council Attendance, Pg. 146  

VI. New Business
The Executive Committee of the College Council held its third meeting of the 2021-2022 academic year on Monday, November 1, 2021. The meeting was called to order at 1:43 p.m. and the following members were present: Karol Mason, Francis Sheehan, Andrea Balis, Mark Flower, Warren (Ned) Benton, Heath Grant, Brian Cortijo, Brian Kerr, Karen Kaplowitz, Yi Li, Schevaletta (Chevy) Alford, Lissette Delgado-Cruzata, and Catherine Alves.

Absent: Andrew Berezhansky, Aiisha Qudusi.

Guests: Tony Balkissoon, 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 October 5, 2021 Executive Committee of the College Council
A motion was made to approve the minutes of the October 5, 2021 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the November 11, 2021 College Council Meeting
A motion was made to approve the agenda. The motion was seconded and approved unanimously with the following changes:
- Remove Item IV. Report from the Committee on Graduate Studies (Attachment C. Change of Graduate F Grade Policy).
- Add Approval of Members of the College Council Committees as Item III, Attachment B.

IV. Approval of the Bylaws of the Master of Arts Degree Program in International Crime and Justice of John Jay College of Criminal Justice
A motion was made to approve the ICJ Bylaws. The motion was seconded. After the discussion, the motion was withdrawn and the Committee decided to table the item until the next meeting in December.

V. College Council Attendance Percentage
The Committee reviewed the College Council attendance for the October 19, 2021 meeting and discussed two cases of two consecutive absences. The Committee decided not to take any actions at this time.

VI. New Business
No new business was presented.

The meeting was adjourned at 2:12 pm.
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the November 22, 2021 Executive Committee of the College Council Meeting, Pg. 2

III. Adoption of the Agenda for the February 24, 2022 College Council Meeting, Pg. 3

IV. Review of College Council Attendance, Pg. 352

V. New Business
The Executive Committee of the College Council held its fourth meeting of the 2021-2022 academic year on Monday, November 22, 2021. The meeting was called to order at 1:48 p.m. and the following members were present: Karol Mason, Francis Sheehan, Mark Flower, Warren (Ned) Benton, Heath Grant, Brian Cortijo, Brian Kerr, Karen Kaplowitz, Yi Li, Lissette Delgado-Cruzata, Aiisha Qudusi, Shaniece Ellison Young and Catherine Alves.

Absent: Andrew Berezhansky, Andrea Balis, and Schevaletta (Chevy) Alford

Guests: 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 1, 2021 Executive Committee of the College Council
    A motion was made to approve the minutes of the November 1, 2021 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the December 7, 2021 College Council Meeting
     A motion was made to approve the agenda. The motion was seconded and approved unanimously with the following changes:
     - Add Approval of Members of the College Council Committees as Item III, Attachment B.

IV. Approval of the Bylaws of the Master of Arts Degree Program in International Crime and Justice of John Jay College of Criminal Justice
     A motion was made to approve the ICJ Bylaws. The motion was seconded. After the discussion, the motion was approved unanimously. The committee decided that a larger discussion regarding departmental bylaws should take place at one of the future Executive Committee meetings.

V. College Council Attendance Percentage
    The committee reviewed the College Council attendance for the November 1, 2021 meeting and discussed one case of two consecutive absences. The committee decided not to take any actions at this time.

VI. New Business
    No new business was presented.

The meeting was adjourned at 2:26 pm.
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the February 7, 2022 Executive Committee of the College Council Meeting, Pg. 2

III. Adoption of the Agenda for the March 23, 2022 College Council Meeting, Pg. 3

IV. Review of College Council Attendance, Pg. 54

V. New Business
The Executive Committee of the College Council held its fifth meeting of the 2021-2022 academic year on Monday, February 7, 2022. The meeting was called to order at 1:50 p.m. and the following members were present: Yi Li, Francis Sheehan, Mark Flower, Warren (Ned) Benton, Heath Grant, Brian Cortijo, Brian Kerr, Karen Kaplowitz, Fritz Umbach, Shaniece Ellison Young, Catherine Alves, Andrew Berezhansky, Andrea Balis, and Schevaletta (Chevy) Alford.

Absent: Karol Mason, Aiisha Qudusi

Guests: Tony Balkissoon

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 22, 2021 Executive Committee of the College Council
A motion was made to approve the minutes of the November 22, 2021 Executive Committee meeting. The motion was seconded and approved:

In Favor: 13      Opposed: 0      Abstention: 1

III. Adoption of the Agenda for the February 24, 2022 College Council Meeting
A motion was made to approve the agenda. The motion was seconded and approved unanimously with the following changes:

- Table attachment D3. New Proposed Graduate Failing Grade Repeat Policy for further clarification.

IV. College Council Attendance Percentage
The committee reviewed the College Council attendance for the December 7, 2021 meeting and discussed two cases of two consecutive absences. A follow-up on one of the cases will be provided to the committee at the next meeting.

V. New Business
No new business was presented.

The meeting was adjourned at 2:30 pm.
I. Adoption of the Agenda for the Executive Committee

II. Minutes of the March 30, 2022 Executive Committee of the College Council Meeting, Pg. 2

III. Adoption of the Agenda for the May 10, 2022 College Council Meeting, Pg. 3

IV. Review of College Council Attendance, Pg. 87

V. New Business
The Executive Committee of the College Council held its seventh meeting of the 2021-2022 academic year on Wednesday, March 30, 2022. The meeting was called to order at 1:45 p.m. and the following members were present: Karol Mason, Aiisha Qudusi, Yi Li, Francis Sheehan, Mark Flower, Warren (Ned) Benton, Schevaletta (Chevy) Alford, Andrea Balis, Heath Grant, Brian Cortijo, Brian Kerr, Karen Kaplowitz, Fritz Umbach, Catherine Alves, and Andrew Berezhansky.

Absent: -

Guests: Tony Balkissoon, Jill Maxwell, Dionne Miller.

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 8, 2022 Executive Committee of the College Council
    A motion was made to approve the minutes of the March 8, 2022 Executive Committee meeting. The motion was seconded and approved unanimously.

III. Adoption of the Agenda for the April 12, 2022 College Council Meeting
     A motion was made to approve the agenda. The motion was seconded and approved unanimously.

IV. College Council Attendance Percentage
    The committee reviewed the College Council attendance for the March 23, 2022 meeting and discussed one cases of three consecutive absences. After discussing the circumstances for absences, the committee decided that the member will remain on the College Council.

V. New Business
    No new business was presented.

The meeting was adjourned at 2:02 pm.
Undergraduate Curriculum and Academic Standards Committee
1. **Dean’s Welcome and Introductions** – Dean Byrne

2. **Approval of the minutes of May 21st, 2021**

3. **Elections**
   - Vice Chairperson
   - Two Representatives to the Honors Program Advisory Committee

   Nominees: Professor Carlton Jama Adams, Africana Studies
   Professor Maria Julia Rossi, Modern Languages

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

5. **Old Business** – none

6. **New Business**
   a. Dean’s Initiatives for the Academic Year – Dean Byrne
   b. Middles States Update – Allison Pease
   c. Assessment Update – Dyanna Pooley
   d. General Education Plans and Initiatives – Wynne Ferdinand

**Attachments:**
Agenda for September 10th
Minutes of May 21st
Description of UCASC Subcommittees
3 Assessment documents
Gen Ed Assessment Calendar and Activities
1. **Dean’s Announcements** – Dean Byrne

2. **Approval of the minutes of September 10th, 2021**

3. **Old Business** – none

4. **New Business**

**Program Review / Programs Subcommittee**

1. BA in Philosophy Self Study

2. Dual Admission AA in Liberal Arts from Guttman CC to Humanities BA majors at JJ: (English, Global History, Humanities and Justice, Philosophy)

3. Revision of the Interdisciplinary Studies Minor

4. Revision of the Environmental Justice Minor

**General Education/Courses Subcommittee**

**Course Revision**

1. LIT 357 Violence of Language: U.S. Latinx Street Literature

**Attachments:**

- Agenda for October 15th
- Minutes of September 10th
- Self Study, BA in Philosophy
- Dual Admission AA in Lib Arts Guttman CC to JJ Humanities Programs
- Revision of Environmental Justice Minor
- Revision of the Interdisciplinary Studies Minor
- LIT 357 Violence of Language
John Jay College of Criminal Justice

UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS COMMITTEE

AGENDA
November 12th, 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 October 15th, 2021

3. Old Business – none

4. New Business

Program Review / Programs Subcommittee
1. Accelerated Dual Admission Program for BS to MS in Forensic Science
2. Revision of the Health and Physical Education Minor
3. Revision of Latinx Literature Minor
4. Revision of the John Jay Honors Program

Academic Standards Subcommittee
• Proposal to Adjust Residency Requirement for CJA Programs

General Education/Courses Subcommittee

New Courses
1. SOC 2XX(220) Health, Equity and Social Justice (CO: JCI – 200-level)
2. LLS 1YY Introduction to Latinx Literature (US Exp)
3. LLS 1ZZ Criminal Justice in Latinx Literature (Ind & Soc)
4. LLS 2YY Afro-Latinx Literature (Ind & Soc)

Course Revisions
1. CSL 227 Families: Stress, Resiliency and Support Systems
2. HON 201 Intellectual Foundations I: What is the Common Good?
3. HON 202 Intellectual Foundations II: Leadership and the Common Good
4. MHC Seminars Bulk Revisions – MHC 125, MHC 126, MHC 225, MHC 226

Online Course Quality Review Rubric Discussion – Allison Pease and Judith Cahn

Attachments:
Agenda for Nov 12th
Minutes of October 15th
Proposal for New Accelerated BS-MS Program in Forensic Science
Revision of Health and Physical Education Minor
Revision of Latinx Lit Minor
Revision of the JJ Honors Program
Proposal to Adjust Residency Requirement for CJA Programs
SOC 220 Health, Equity and Social Justice
LLS 1YY Intro to Latinx Literature
LLS 1ZZ Criminal Justice in Latinx Literature
LLS 2YY Afro-Latinx Literature
CSL 227 Families
HON 201 Intell Found I
HON 202 Intell Found II
Macaulay Honors Seminars
Online Course Quality Review Rubric Document
John Jay College of Criminal Justice

UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS COMMITTEE

AGENDA
December 17th, 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 November 12th, 2021**

3. **Old Business** – none

4. **New Business**

Program Review / Programs Subcommittee

1. Self-Study for BA in Spanish
2. Proposal to Revise the BS in Human Services & Community Justice
3. Proposal to Revise the BS in Applied Mathematics

General Education/Courses Subcommittee

New Courses

1. LLS 2XX Latinx Film and Media (US Exp)
2. LIT 2YY Latinx Horror & Gothic in Literature & Film (Ind & Soc)
3. ICJ 2XX UN Sustainable Development Goals & Global Justice (JCI 200-lev)
4. SOC 2YY Social Movements, Equity & Activism (JCI 200-lev)
5. SOC 3XX Abolition: From Slavery to Supermax (JCII)
6. ECO 3XX Economic Inequality in the USA (CO: JCII)
7. LIT 1YY Science Fiction & Science Fact (Sci Wld)
8. LLS 1XX Race, Criminal Justice and Latinx Communities (Ind & Soc)
9. CSCI 172 Introduction to Data Analysis

Mapping to Gen Ed Learning Outcomes

- SOC 213 The Sociology of Race and Ethnic Relations (U.S. Exp)

Course Revisions

1. LLS 245 Dominican Identity & Society (WC)
2. ANT 330 Cultural Pluralism and Law (JCII)
3. ANT 332 Class, Race, Ethnicity & Gender in Anthropological Perspective
4. PSY 242 Abnormal Psychology
5. SPA 215 Spanish Conversation and Composition
6. SPA 250 Spanish for Criminal Justice
7. SPA 255 Professional Spanish
8. AFR 377 Field Education in Community Organizing & Practice
9. AFR 378 Field Education in Community Organizing & Practice

**Academic Standards Subcommittee**

- **Discussion of Online Excellence Project** – Dara Byrne, Allison Pease, Ned Benton, Ellen Sexton

**Attachments:**
- Agenda for Dec 17th
- Minutes of Nov 12th
- Self-Study for BA in Spanish
- Revision of Human Services BS
- Revision of Applied Math BS
- LLS 2XX Latinx Film and Media
- LIT 2YY Latinx Horror & Gothic Film and Lit
- CSCI 172 Introduction to Data Analysis
- SOC 2XX Abolition: From Slavery to Supermax
- LLS 1XX Race, Criminal Justice and Latinx Communities
- ECO 3XX Economic Inequality in the USA
- SOC 2YY Social Movements, Equity & Activism
- ICJ 2XX UN Sustainable Development Goals & Global Justice
- LIT 1YY Science Fiction & Science Fact
- SOC 213 Sociology of Race & Ethnic Relations
- LLS 245 Dominican Identity & Society
- ANT 330 Cultural Pluralism and Law
- ANT 332 Class, Race, Ethnicity & Gender in Anthropological Perspective
- PSY 242 Abnormal Psychology
- SPA 215 Spanish Conversation and Composition
- SPA 250 Spanish for Criminal Justice
- SPA 255 Professional Spanish
- AFR 377 Field Education in Community Organizing & Practice
- AFR 378 Field Education in Community Organizing & Practice II
- Online Excellence Project Resolution from Faculty Senate
- Memo from Faculty Senate Technology Subcom on Online Excellence Project
AGENDA
February 18th, 2022
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 17th, 2021**

3. **Old Business** – none

4. **New Business**

**Program Review / Programs Subcommittee**

1. Proposal to Revise the BA in International Criminal Justice
2. Proposal to Revise the BA in Political Science
3. Proposal to Revise the BA in Sociology

**General Education/Courses Subcommittee**

**Course Revisions**

1. ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past (appd for Learn from Past)
2. ISP 134 Alternate Worlds (appd for Creative Exp)
3. SOC 282 Selected Topics in Sociology

**General Education Mid-Year Check In** – Wynne Ferdinand

**CUNY Academic Momentum (AcMo) Initiative 2.0 Focusing on Transfer Students** – Dean Byrne

**Attachments:**
Agenda for Feb 18th
Minutes of Dec 17th
Proposal to Revise the BA in ICJ
Proposal to Revise the BA in Political Science
Proposal to Revise the BA in Sociology
ISP 101 Ways of Knowing
ISP 134 Alternate Worlds
SOC 282 Selected Topics in Sociology
1. **Dean’s Announcements** – Dean Byrne
   a. Fall 2022 schedule

2. **Approval of the minutes of February 18th, 2022**

3. **Old Business** – none

4. **New Business**

   **Program Review / Programs Subcommittee**
   1. Self-Study for BS in Fraud Examination and Certificate in Forensic Accounting
   2. Proposal for Dual Admission/Joint Degrees with LaGuardia Community College AA in Liberal Arts to John Jay College BA in Humanities (English, Global History, Humanities and Justice, and Philosophy)
   3. Proposal to Revise the BS in Emergency Services Administration
   4. Proposal to Revise the Minor in Middle East Studies
   5. Proposal to Revise the Minor in Math

   **General Education/Courses Subcommittee**

   **New Courses**
   1. ISP 2CC (225) Re-envisioning the USA (US Exp)
   2. LIT 2ZZ Latinx Graphic Novel (US Exp)

   **Mapping to Gen Ed Learning Outcomes**
   1. ISP 147 Life Stories (moving from Ind & Soc to Creative Exp)

   **Course Revisions**
   1. CSCI 360 Cryptography and Cryptanalysis
   2. HIS 201 American Civilization – From Colonialism through the Civil War
   3. HIS 202 American Civilization – From 1865 to the Present

   **Academic Standards**
   1. Policy on Accredited Institutions for Transfer Credit

**Attachments:**
- Agenda for March 18th
- Minutes of Feb 18th
- Self-Study for BS in Fraud Examination and Financial Forensics

[OVER]
Revision of BS in Emergency Services Administration
Revision of Minor in Math
Revision of Minor in Middle East Studies
ISP 2CC (225) Re-envisioning the USA (US Exp)
LIT 2ZZ Latinx Graphic Novel (US Exp)
ISP 147 Life Stories (moving from I&S to CE)
CSCI 360 Cryptography and Cryptanalysis
HIS 201 American Civilization – From Colonialism through the Civil War
HIS 202 American Civilization – From 1865 to the Present
1. **Dean’s Announcements** – Dean Byrne

2. **Approval of the minutes of March 18th, 2022**

3. **Old Business** – none

4. **New Business**

   **Program Review / Programs Subcommittee**
   
   1. Proposal for a New Dual Admission/Joint Degree with Queensborough Community College for the AS in Liberal Arts: Math and Science to BS in Applied Mathematics (CUNY Justice Academy)
   2. Proposal for a New Dual Admission/ Joint Degree with Borough of Manhattan Community College AS in Mathematics to BS in Applied Mathematics (CUNY Justice Academy).

   **General Education/Courses Subcommittee**

   **Course Revisions**
   
   1. ENG 216 Fiction Writing

   **General Education Update** – Wynne Ferdinand

   **Seven Principles for a Culturally Responsive, Inclusive & Anti-Racist Curriculum: Next steps** – Dean Byrne

   **Attachments:**
   
   - Agenda for April 8th
   - Minutes of March 18th
   - Proposal for New Dual Admissions Degree with QBCC for Liberal Arts to BS in Applied Math
   - Proposal for New Dual Admissions Degree with BMCC for AS Mathematics to BS in Applied Math
   - ENG 216 Fiction Writing
   - 7 Principles for Culturally Responsive, Inclusive & Anti-Racist Curriculum
John Jay College of Criminal Justice

UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS
COMMITTEE

AGENDA
May 20th, 2022
9:45 A.M. – 12:00 P.M.
via Zoom (https://jjay-cuny.zoom.us/j/2020637330)

1. Dean’s Announcements – Dean Byrne
   1. College Council Resolution Authorizing College Council and Its
      Committees to Conduct Meetings Using Videoconferencing in Accordance
      with the NYS Open Meetings Law.

2. Approval of the minutes of April 8th, 2022

3. Old Business
   1. Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist
      Curriculum Implementation Follow up – Dean Byrne

4. New Business

General Education/Courses Subcommittee

New Courses

1. ANT 2XX Global Asian Popular Culture (FC: WC)
2. ANT 3XX Asian American Identity & Struggles for Justice (CO: JCII)
3. SOC 3XX Drugs in U.S. Society (CO: JCII)
4. HUM 2XX (277) Humanities in Action
5. HUM 3XX (300) Landmark U.S. Supreme Court Cases: Criminal Justice &
   Humanistic Perspectives

Academic Standards

1. Revision of the Freshman Forgiveness Policy – Dean Byrne

Attachments:
Agenda for May 20th
Minutes of April 8th
College Council Resolution on Video-Conferencing
ANT 2XX Global Asian Popular Culture (FC: WC)
ANT 3XX Asian American Identity & Struggles for Justice (CO: JCII)
SOC 3XX Drugs in U.S. Society (CO: JCII)
HUM 2XX (277) Humanities in Action
HUM 3XX (300) Landmark U.S. Supreme Court Cases: CJ & Humanistic Perspectives
Revision of the Freshman Forgiveness Policy
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, September 10, 2021, via Zoom. Dean Dara Byrne called the meeting to order.


Absent: Daniel Matos, Michell Tollinchi

Non-Voting Members and Guests: Maggie Arismendi, Nelson Bermudez, Alexander Bolesta, Alvin Estrada, Wynne Ferdinand, Louise Freyman, Maria Haberfeld, Jeffrey Kroessler, Allison Pease, Dyanna Pooley, Michael Rohdin, Kate Szur

Dean’s Welcome and Introductions – Dean Byrne

Dean Byrne introduced herself and welcomed everyone to the year’s first UCASC meeting. After reviewing the essential functions of UCASC—implementation and revision of policies and curricula, as well as review of programs—Dean Byrne prompted each participant in today’s meeting to introduce themselves.

Approval of the minutes of May 21, 2021

Dean Killoran clarified that anyone who was not present at the meeting in May should abstain from voting.

A motion was made and seconded to approve the minutes of May 21, 2021. The minutes were adopted with 10 votes in favor and 14 abstentions.

Elections
Vice Chairperson

Dean Byrne shifted the focus of the meeting to the election of roles, beginning with Vice Chairperson, who takes on the Chairperson’s duties in the case of an absence. Professor Judy-Lynne Peters was commended for taking on the role of Vice Chairperson in past years.

Dean Killoran nominated Professor Peters, who accepts. No other nominations were made.

The nomination of Judy-Lynne Peters to the role of Vice Chairperson was unanimously approved with 28 votes in favor.

Two Representatives to the Honors Program Advisory Committee

Nominees:  Professor Carlton Jama Adams, Africana Studies  
            Professor Maria Julia Rossi, Modern Languages

Dean Byrne named the nominees and highlighted lingering applause for the approval of Professor Peters. A motion to approve the two nominations was initiated by Professor Peters and seconded by Professor Fischer.

Professor Patton offered further explanation for the roles. This would be Professor Adams’ second year and Professor Rossi’s first year in this role. Both have been active in curriculum revision and are looking forward to making additional changes to the honors program based on student feedback. Their work is very much appreciated.

The nomination of Carlton Jama Adams and Maria Julia Rossi to the Honors Program Advisory Committee was unanimously approved with 28 votes in favor.

UCASC Subcommittees – Description and Sign Up – Dean Byrne

Academic Standards Subcommittee

Dean Byrne outlined the Academic Standards Subcommittee, which discusses implementation of new policies and the revision of old policies. Last year the focus was on the academic forgiveness policy and the credit/no credit policy and practices. Meeting frequency is once in the fall semester, with most of the development of policies happening via email. Volunteers for this committee were prompted to comment in the Zoom chat box, or to email Dean Killoran.
Program Review / Programs Subcommittee

Dean Killoran explained that this committee generally deals with revisions to majors, minors, and certificate programs. The committee also oversees the academic review process whereby a self-study is developed for each major every five years. This is paired with a site visit conducted by outside evaluators. Finally, an action plan is put into place for the implementation of any needed improvements that are highlighted during the academic review process.

Dean Killoran anticipates two or three meetings in the fall, and three or four meetings in the spring. On the table so far are the revisions to the Latinx Literature and ISP minors, as well as the consideration of new accelerated / dual admission programs for existing John Jay bachelor’s and master’s degrees. One proposal submitted so far is for the BS/MS in forensic science, which would save students 18 or 19 credits compared to attaining the degrees separately. Five or six self-studies will also be reviewed, along with a revision to the Honors Program.

Questions may be asked of UCASC members by their department chairs or other faculty about various deadlines for proposals, the answer to which is always “as soon as possible”, as the curriculum process takes a long time winding through various stages of approval.

Dean Byrne thanked Dean Killoran and asked anyone wishing to join this committee to comment in the chat box or to email Dean Killoran.

General Education/Courses Subcommittee

Director Ferdinand noted that despite all the challenges of last year, this committee remained very busy and productive. Many interesting courses were considered, and a new gen ed assessment plan was put into action.

This year there are a few curriculum initiatives connected to the strategic plan already on the table, along with other items that are sure to be brewing in various departments. New volunteers to this committee would be joining several long-standing members in bi-weekly meetings.

Old Business – none!

We get things done!
New Business

Dean’s Initiatives for the Academic Year – Dean Byrne

Dean Byrne struggled with how to present her initiatives for the year as it relates to UCASC, as the inspiration for trying new things and thinking of new ways of adapting during the pandemic has waned and a lull has set in. Even with the motivation there, other obstacles, such as childcare, present additional challenges. Despite all of this, we have risen to the challenge and made things work, even as a new spring semester looms with even more changes coming.

Our graduation rates are rising; however, this positive rate of change is carried by students who began their John Jay careers on campus before the pandemic hit. Use of support services are down, and failure rates are high in areas that have not had high failure rates before. We are having to try things out in this new paradigm without knowing what is going to happen; we are making things up as we encounter new challenges.

The academic recovery plan over the summer did not go the way that Dean Byrne wanted, however, signs of resilience are still there in the fact that retention moved from 70% to 78% for freshmen over two months. Numbers are similarly optimistic for transfer students. At 67-68%, John Jay remains the only CUNY school to have a 4-year graduation rate for transfer students above 60%, and a goal set by President Mason would see that number surpass 70% by 2025. Despite all that has happened, we continue to be on track for these lofty pre-pandemic goals.

So, how do we prepare for changes that are coming, and how do we preserve the things that have been working well? One big triumph was the work done on moving the needle on racial justice in our curriculum, as well as keeping relevant conversations moving, though more work needs to be done.

One thing that students, faculty, and staff alike can improve on in this community is quantitative literacy and engagement with data. The curriculum needs more of this, and faculty and staff need easier access to better data that they can use and understand. Furthermore, the pandemic has shown us that John Jay as a whole is on the wrong side of the digital divide.

Students have expressed a desire to dive into critical justice issues, and students should be able to, upon graduation, be able to discuss current justice issues. There is a great opportunity here as the only school in the country with an interdisciplinary justice focus.
Vice President Kerr thanked Dean Byrne and expressed his appreciation for the genuineness of her words.

Professor Peters noted that she teaches an introductory graduate course typically consisting of many John Jay graduates, and these students speak so highly of their experiences as John Jay undergraduates. It is clear that we all mean a lot to the students, and there is a great sense of pride for the school.

Professor Velotti also thanked Dean Byrne for her leadership and realness and comments that it is not so easy to express oneself in that way under tough circumstances. There is a sense of fear, as much is still unknown. But much like after 9/11, whose anniversary is the day after this meeting, we all need to come together and be flexible for everything to work out as it should.

Professor West also expressed her appreciation for Dean Byrne for putting things in perspective. However, even though it’s true that we have all come together in remarkable ways, we need to recognize that we are all tired and in danger of burning out. Information retention to the degree we are used to for students and faculty alike is not possible during this time of trauma. Faculty are sacrificing to make this work, and we need to recognize that this is not a sustainable model. We all need more support; the lesson cannot be: “look at what we can do with nothing, therefore we won’t have anything.”

Dean Byrne responded that this is correct: the methods that we used to get to this point are not sustainable. What we don’t yet know is what is actually working, and for whom, so it is hard to begin to pare things down. So, we are left with trying many different things in the hopes of hitting upon something that works and thus doing well by our community and our students. The bottom line is that we cannot outmanage a pandemic; we should continue to try our best, but we should not think of ourselves as failures for admitting that.

Furthermore, the pandemic is unfolding on top of historically marginalized and under-resourced communities and John Jay, a college within an under-resourced university, is doing its best to serve them. John Jay cannot make all the difference, let alone an individual professor or department. But there are things that are within our power—improving teaching practices, more training and support, etc.—and we should drill down on that.

Professor Ahmad added another dimension to this discussion by bringing up his talks with recent graduates, who relayed to him their experience with the job market during the pandemic. Career Services is doing a good job by these students, and Professor Ahmad wondered if a push for more support to that department is warranted. Dean Byrne mentioned
that three years ago, the Career Center was transferred to her area. There was concern on her part that the scope of what she was overseeing was becoming quite large, especially with the small number of staff in the Career Center, so this was gratifying to hear.

Professor Garot shared his concerns that 80% of his department’s courses are taught by part-timers. These are great teachers teaching great courses, and there is the constant worry that they don’t have opportunities to thrive and therefore their motivation won’t be properly nurtured. Dean Byrne agreed, and says that these faculty members are supporting us, and that we need to support them in turn.

Middles States Update – Allison Pease

Professor Pease offered an overview of Middle States, our regional accreditation body. Around 80 faculty are currently drafting a self-study, which will be ready to share with the college community in the spring. A group of external evaluators will visit the college for three days in 2023 and make a recommendation to Middle States on whether to renew our accreditation. Students can only receive federal loans if we remain accredited.

Three goals relevant to the strategic plan and the duties of UCASC were expounded upon by Professor Pease. Goal 1: educate and support undergraduate and graduate students at every step of their journey; goal 2: create and advance knowledge in support of justice education, public awareness, and civic engagement; goal 3: embody and promote our values of equity, diversity, and inclusion.

Director Ferdinand touched on active learning, a focus of gen ed this year.

Assessment Update – Dyanna Pooley

Director Pooley said that we are on par for assessment reports received for academic majors and standalone minors compared to last year. In addition, the quality of the reports are much improved, though additional improvements could be made. A commitment is being made to pass on feedback for assessment reports more quickly. Director Pooley also discussed how we can make these assessments work better for us.

Finally, Director Pooley touched on DFWI rates among assessed courses, along with designing equitable assessment practices.

General Education Plans and Initiatives – Wynne Ferdinand
Director Ferdinand began by highlighting the Gen Ed program goals. The focus then turned to the new Gen Ed assessment plan, with more outcomes assessment expected this year. Focus will also be on cumulative program assessment and development. This year will also feature student-focus groups.

Director Ferdinand invited everyone to a discussion about the active learning checklist that is in development.

The meeting concluded at 11:44 AM.

Submitted by,
Alexander Bolesta, scribe
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, October 15, 2021, via Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Sara Bernardo, Michael Brownstein, Bettina Carbonell, Marsha Clowers, Virginia Diaz-Mendoza, Crystal Endsley, Nina R. Fischer, Beverly Frazier, Robert Garot, Kathy Killoran, Maria Kiriakova, Cristina Lozano Argüelles, Kimberley McKinson, Kelly McWilliams, Raymond Patton, Lisandro Perez, Judy-Lynne Peters, Michael Puls, Peter Romaniuk, Katelynn Seodarsan, Erin Thompson, Michell Tollinchi, Valerie West, Daniel Yaverbaum

Absent: Brian Kerr, Daniel Matos, Lucia Velotti

Non-Voting Members and Guests: Maggie Arismendi, Alexander Bolesta, Wynne Ferdinand, Jonathan Jacobs, Dyanna Pooley, Michael Rohdin, Kate Szur, Sumaya Villanueva, Janet Winter

Dean’s Announcements – Dean Byrne

Dean Byrne began the meeting by relating a story from her childhood. She received a sweater from a beloved aunt, but did not want to wear it, as it was not her style. Dean Byrne’s mother asked her to consider the time and effort that it took for the sweater to have come to her. From then on, the sweater became a cherished item that traveled with Dean Byrne throughout her life, and she was able to show her aunt over Zoom that she still held on to the sweater after all these years.

Approval of the minutes of September 10th, 2021

It was noted that Professor Lozano was missing from the list of attendees on the minutes from the September 10th, 2021 meeting. This error has been corrected.

A motion was made and seconded to approve the minutes of September 10th, 2021. The minutes were approved with 23 votes in favor and 1 abstention.

Old Business – none!
We get things done!

New Business

Program Review / Programs Subcommittee

1. BA in Philosophy Self Study

Professor Jacobs began with an overview of the Philosophy department, and of the discipline as a whole. Philosophy as a discipline is at an interesting place presently, as there is no one approach that is currently taking precedence, and so philosophers are engaging with other disciplines in a way that wouldn’t happen if there were a more laser focus in the field. The Philosophy department at John Jay, though small, is representing and benefitting from this exploratory phase in the discipline.

The drawback to being a small department is, of course, that it is more difficult to cover the breadth of fundamental areas in the discipline over the course of an undergraduate’s time in the program, however the department has attracted a number of enthusiastic students who appear to be quite pleased with the course offerings. “We’re managing to get this soufflé to rise, but we wish we had more ingredients”, Professor Jacobs said.

Professor Carbonell recommended that the section on outcomes assessment be strengthened by tying it together a bit more with other areas of the self-study. Dean Killoran followed up by suggesting that the department take a closer look at capstone performance in the assessment plan over a several-year period in order to obtain a solid summative assessment of the overall quality of learning in the program.

Dean Byrne brought up the issue of the retention of information from lower-level courses by students who are taking upper level courses, especially those who may not have started out as philosophy majors. Some departments have been experimenting with key concept synopses targeted at juniors to get a sense of where they are in terms of benchmarks. Professor Jacobs agreed that this is a good idea, as talks with colleagues have revealed that there is indeed often a gap between expected and actual fluency of skills at the 300- and 400-level.

Professor Brownstein moved to endorse the self-study for the BA in Philosophy program, with Professor Kiriakova seconding. The motion was unanimously approved with 24 votes in favor.
1. Dual Admission AA in Liberal Arts from Guttman CC to Humanities BA majors at JJ:
   (English, Global History, Humanities and Justice, Philosophy)

   Director Wynne Ferdinand presented the latest set of programs developed over the past year or so for our Humanities pipeline. Guttman Community College’s AA in Liberal Arts and Sciences is their largest program, and, due as well to their close physical proximity to John Jay, it would make for a great partnership to help students who are interested in pursuing a bachelor’s degree in humanities. Presented here are four agreements from four departments, with hopes of engaging other departments as well.

   Deans Byrne and Killoran emphasized the importance of these kinds of agreements in terms of facilitating a smooth transfer process, and it is mechanisms like these that have helped John Jay’s transfer graduation rate rise from 40% up near 70%.

   Professor Carbonell moved to endorse the dual admission agreement with Guttman Community College with Professor Patton seconding. The motion was unanimously approved with 24 votes in favor.

2. Revision of the Environmental Justice Minor

   Dean Killoran explained that this small change to the minor would add one existing course, SCI 210: Toxin or Not, to the list of electives. The course is a natural fit for the minor, being about toxins in everyday products that affect the human body and the environment.

   Professor Yaverbaum moved to endorse the revision to the Environmental Justice Minor with professor Kiriakova seconding. The motion was unanimously approved with 24 votes in favor.

3. Revision of the Interdisciplinary Studies Minor

   Dean Killoran presented this other small adjustment, this time to the minor in interdisciplinary studies. If a student has completed one semester in the Interdisciplinary Studies Freshman Program, they are able to apply a 100-level ISP class to the minor. This change would allow any student to apply a 100-level ISP course to the minor, making it fairer. This will also reduce the amount of administrative intervention required; DegreeWorks cannot recognize when a student completes a semester of the ISP Freshman Program, so a course substitution is required each time a 100-level ISP course is used for the minor.
Professor Fischer moved to endorse the revision to the Interdisciplinary Studies Minor with Professor Perez seconding. The motion was unanimously approved with 24 votes in favor.

General Education / Courses Subcommittee

Before moving on, Dean Byrne welcomed student representative Katelynn Seodarsan back to UCASC.

Course Revisions

1. LIT 357 Violence of Language: U.S. Latinx Street Literature

Director Ferdinand introduced the revision of the title and description of LIT 357 to better reflect the scope and content of the course. The learning outcomes are also being adjusted. Professor Perez explained that the most important change is to remove the word “language” from the course title, as it was misleading students as to the content of the course. Professor Carbonell added that she worked closely with the proposers for this change and is completely behind this revision.

Professor Perez moved to endorse the revision to the LIT 357 course and it was seconded. The motion was unanimously approved with 24 votes in favor.

The meeting concluded at 10:35am.

Submitted by,
Alexander Bolesta, scribe
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting
Friday, November 12, 2021, via Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Sara Bernardo, Michael Brownstein, Bettina Carbonell, Marsha Clowers,
Virginia Diaz-Mendoza, Crystal Endsley, Nina R. Fischer, Beverly Frazier, Robert Garot, Brian
Kerr, Kathy Killoran, Maria Kiriakova, Cristina Lozano Argüelles, Kimberley McKinson, Raymond
Patton, Lisandro Perez, Judy-Lynne Peters, Michael Puls, Peter Romaniuk, Erin Thompson,
Michell Tollinchi, Lucia Velotti, Valerie West, Daniel Yaverbaum

Absent: Jamie Crowther, Daniel Matos, Kelly McWilliams, Katelynn Seodarsan, Hashaam
Shahzad

Non-Voting Members and Guests: Judith Cahn, Shu-Yuan (Demi) Cheng, Wynne Ferdinand,
Allison Pease, Richard Perez, Dyanna Pooley, Mechthild Prinz, Belinda Rincon, Michael Rohdin,
Cary Sanchez, Kate Szur, Sumaya Villanueva, Janet Winter

Dean’s Announcements – Dean Byrne

Dean Byrne welcomed everyone to the meeting and reminded us that we are still in a
pandemic, and that how we’re living and working is not normal, and to continue to express that
in our own ways. We are figuring out what is working and what is not, and we can use this
experience to expand upon online education at John Jay in the future.

Approval of the minutes of October 15, 2021

There was no discussion.

A motion was made and seconded to approve the minutes of October 15, 2021. The motion
was approved unanimously.

Old Business
None!

New Business

Program Review / Programs Subcommittee

1. Accelerated Dual Admission Program for BS to MS in Forensic Science

Dean Killoran introduced four programs items, beginning with a dual admission program for BS to MS in forensic science. Saving students nineteen credits overall compared with earning these two degrees separately, this BS/MS course of study would generally take five years complete.

Professor Prinz, director of the master’s in forensic science program, added that this idea naturally came about due to a good number of undergraduates who decide to continue with forensic science at John Jay and who are performing at a high level.

Professor Cheng further endorsed this new dual admission program and noted the high level of support that we would be able to offer students – from high school through the graduate-level.

Professor Peters asked how much time this program would save students. In addition to the 19 credits saved, Dean Killoran notes that weaving in instrumental analysis and the specialization courses at the graduate level would save the students at least a year overall.

Dean Killoran shared that after UCASC approves this new program, it goes to the Committee on Graduate Studies before it goes onto the College Council agenda.

A motion was made and seconded to approve the Accelerated Dual Admission Program for BS to MS in Forensic Science. The motion was approved unanimously.

2. Revision of the Health and Physical Education Minor

After being dormant for a time and having admissions halted, this minor is active again after the Counselling and Human Services Department took over management of the Physical Education curriculum. Dean Killoran noted strong enrollment overall in physical education courses, so it is a nice opportunity to re-open the minor for student enrollment. During this challenging time, it is also timely to allow students to focus on health and wellness issues.
Killoran said the proposed revisions offer students more flexibility in completing the minor requirements. Additional changes include a change in title of the minor to reflect the expanded scope of courses and departments that can fulfill the demands of the minor.

Professor Carrie Sanchez stressed the general importance of health and wellness, and so the prospect of revamping this minor is quite exciting. Course enrollment remains high, and students had been inquiring about reinstating the minor. Implementing these changes will be integral in the success of the program. Professor Sanchez thanked Vice President Kerr for his assistance in securing space for the department’s classes. Vice President Kerr offered his thanks in return and looks forward to working with the program.

A motion was made and seconded to approve the Revision of the Health and Physical Education Minor. The motion was approved unanimously.

3. Revision of Latinx Literature Minor

Dean Killoran said these changes will allow students more flexibility at the earlier stages of the minor through the addition of new courses at the 100- and 200- levels along with reorganization of the minor requirements. The minor coordinators are positioning courses in Gen Ed so incoming freshmen and transfer students have the opportunity to be exposed to the minor early in their years at the College. Six new courses are coming through the pipeline.

There were no questions.

A motion was made and seconded to approve the Revision of the Latinx Literature Minor. The motion was approved unanimously.

4. Revision of the John Jay Honors Program

Dean Killoran explained that one reason for this revision proposal was to refresh the curricular requirements and description of the Honors Program in the bulletin and DegreeWorks so students have transparent requirements and do not experience financial aid barriers. Professor Patton specified that an update to the bulletin would more explicitly lay out the options that students have for fulfilling requirements. Additionally, the project-based capstone (HON 484, HON 485) will be added to the bulletin.

Another big change aims to ensure that the honors program represents the John Jay community and keeps in line with the conversations that we have been having over the past
year or so regarding a more inclusive curriculum in which our students can see themselves represented. There is a particular tension among honors programs nationwide due to the elite and exclusive connotations associated with them, and the goal here is to signal to students that ours is more inclusive. A values statement comprised of elements that strongly resonated with the John Jay community is front and center under this proposal.

There was no discussion.

A motion was made and seconded to approve the Revision of the John Jay Honors Program. The motion was approved unanimously.

Academic Standards Subcommittee

1. Proposal to Adjust Residency Requirement for CJA Programs

An unnecessary barrier to graduation has been the 50% program residency requirement for a small number of students transferring to John Jay from a Justice Academy program with an associate's degree who have otherwise done everything by the book. Under this policy adjustment, students would no longer need to take extra courses or petition the registrar for an exception on their own just to ensure that the residency requirement is fulfilled. Wynne Ferdinand explained that this proposal establishes a 40% residency threshold for the Justice Academy majors.

There were no questions or discussion.

A motion was made and seconded to approve the Proposal to Adjust Residency Requirement for CJA Programs. The motion was approved unanimously.

General Education / Courses Subcommittee

New Courses

1. SOC 2XX (220) Health, Equity and Social Justice (CO: JCI – 200-level)

Wynne Ferdinand presented the course which is on a very timely issue. SOC 220 will join the new and expanding 200-level justice core courses as part of the College Option of the Gen Ed program for students who transfer in at the sophomore level. Professor Garot thanked
Professors Patricia Johnson Coxx and Andrew Karmen for development of this and upcoming projects.

There were no questions.

A motion was made and seconded to approve the new course SOC 2XX (220) Health, Equity and Social Justice (CO: JCI – 200-level). The motion was approved unanimously.

2. LLS 1YY Introduction to Latinx Literature (US Exp)
3. LLS 1ZZ Criminal Justice in Latinx Literature (Ind & Soc)
4. LLS 2YY Afro-Latinx Literature (Ind & Soc)

Director Ferdinand and Professor Rincon introduced three new LLS courses. These courses are part of the refresh of the Latinx Literature minor discussed above. Dean Byrne suggested taking these three related items as a slate, which was moved and voted on without discussion. The slate was then voted on without questions or discussion.

A motion was made and seconded to consider the approval of new courses LLS 1YY, LLS 1ZZ, and LLS 2YY as a slate. The motion was approved unanimously.

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

Course Revisions

1. CSL 227 Families: Stress, Resiliency and Support Systems

Dean Killoran explained that Prof. Stavrianopoulos was removing an unnecessary prerequisite for this course in order for more students to be able to take it unimpeded. This is especially important as this course was recently added to an additional program which does not require said prerequisite.

There were no questions.

A motion was made and seconded to approve the Revision of CSL 227 Families: Stress, Resiliency and Support Systems. The motion was approved unanimously.

2. HON 201 Intellectual Foundations I: What is the Common Good?
3. HON 202 Intellectual Foundations II: Leadership and the Common Good

4. MHC Seminars Bulk Revisions – MHC 125, MHC 126, MHC 225, MHC 226

Professor Patton introduced these changes, which dovetail with the changes to the Honors Program described earlier. HON 201 underwent a student review process which resulted in two recommendations: first, the overall purpose of the course should be made clearer, and second, it should be emphasized that the lens through which the "common good" theme of the course is explored is not simply a hegemonic, Eurocentric one, as many students assumed, but a thoroughly diverse one. In response to these concerns, Professor Gallegos from the Philosophy Department spearheaded the rewriting of the title and course description along with other instructors of the course. HON 202 is having its title amended accordingly.

Also the Macaulay Honors College courses are being updated to conform to their uniform titles and descriptions across the CUNY schools.

A motion to take these three changes as a slate was raised and approved. Professor Perez noted that it would have been useful to see a syllabus for HON 201, even though the course title and description were the only things being changed. Professor Patton said that in fact the syllabus had been updated in spectacular fashion, and thanked Professor Perez for bringing it up. He offered to share the syllabus and Dean Killoran will share it for everyone to see.

A motion was made and seconded to consider the approval of revisions to HON 201, HON 202, MHC 125, MHC 126, MHC 225, and MHC 226 as a slate. The motion was approved unanimously.

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

Online Course Quality Review Rubric Discussion – Allison Pease and Judith Cahn

Professor Pease introduced the Online Excellence Project, which aims to achieve equitable student success across all learning modalities at John Jay. Online courses are more likely to be taken by some of our most at-risk students—men of color—and so there is an urgency to make sure that these are quality learning experiences. There is a great opportunity for us to produce well-designed online courses, as we have secured funding to do so.

Professor Peters offered her perspective, as Public Management has been running two fully online graduate programs for many years. The key to a successful online course is having both
the students and the professors of the course be prepared and motivated for managing the realities of the modality. Professor Pease agreed and noted that the effort here will go into supporting those professors who choose to offer online courses in a more robust way.

Dean Byrne began a discussion with excitement about having, for the first time, the resources to really work on the implementation of undergraduate online courses at John Jay. Several speakers gave their thoughts not only on the push for improved online education outcomes for undergraduates, but on the state and availability of online options at John Jay in general. Dean Byrne expressed her commitment to putting forth some sort of framework or proposal by the end of the year that would work toward increased and improved online undergraduate education.

Professor Pease proposed an ad-hoc committee to further the discussion of online education.

The meeting concluded at 12:08 PM.

Submitted by,
Alexander Bolesta, scribe
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting Friday, December 17th, 2021, at 9:45 AM, via Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Sara Bernardo, Michael Brownstein, Bettina Carbonell, Marsha Clowers, Virginia Diaz-Mendoza, Crystal Endsley, Nina R. Fischer, Beverly Frazier, Robert Garot, Brian Kerr, Kathy Killoran, Maria Kiriakova, Cristina Lozano Argüelles, Daniel Matos, Kimberley McKinson, Kelly McWilliams, Raymond Patton, Lisandro Perez, Judy-Lynne Peters, Michael Puls, Peter Romaniuk, Erin Thompson, Michell Tollinchi, Lucia Velotti, Valerie West, Daniel Yaverbaum

Absent: Jamie Crowther, Katelynn Seodarsan, Hashaam Shahzad

Non-Voting Members and Guests: Maggie Arismendi, Rosemary Barberet, Carla Barrett, Ned Benton, Alexander Bolesta, Al Coppola, Alvin Estrada, Wynne Ferdinand, Jay Hamilton, Hunter Johnson, Vicente Lecuna, José Luis Morín, Allison Pease, Dyanna Pooley, Belinda Rincon, Michael Rohdin, Ellen Sexton, Kate Szur, Sumaya Villanueva, Janet Winter

Dean’s Announcements – Dean Byrne

Dean Byrne brought the meeting to order with acknowledgment that we have made it to the end of the semester!!

Approval of the minutes of November 12, 2021

There was no discussion.

A motion was made and seconded to approve the minutes of November 12, 2021. The minutes were approved with twenty-four votes in favor and one abstention.

Old Business
Continuing discussion about the Online Excellence Project took place at the end of this meeting.

New Business

Program Review / Programs Subcommittee

1. Self-Study for BA in Spanish

Professor Lecuna was pleased to report very positive results from the department’s self-study of the Spanish BA program. Student success throughout the program and after graduation met or exceeded expectations a large majority of the time. This was attributed to individualized advising and planning, as well as active monitoring of student performance throughout the course sequence.

Issues raised during the evaluation of the program, such as unclear course descriptions, inaccurate placement of students in language courses after initial skills-testing, and disproportionately low recruitment of males of color into the program, have either been rectified or are being worked on. An effort to attain the resources required to hire more faculty to properly cover courses in translation and interpreting is also underway.

Deans Killoran and Byrne praised the self-study. Dean Byrne expressed her wishes that the Spanish BA program soon be integrated into the Justice Academy—especially as the college is an Hispanic-Serving Institution (HSI)—so that the major can fully benefit from the clear pathway from community college to senior college that the Justice Academy offers.

A short discussion ensued concerning the placement of heritage Spanish speakers into higher-level courses upon entry into the program. Professors Lecuna and Lozano Argüelles reemphasized that an overhaul of the entry exam process will help smooth out some of the issues that have occurred with students not being placed appropriately for their skill level. Dean Killoran hopes that additional advanced courses will be developed that will offer more variety to students who are entering the program already at a high level of skill with the Spanish language.

A motion was made and seconded to adopt the Self-Study for the Bachelor of Arts in Spanish program. The self-study was adopted unanimously.

2. Proposal to Revise the BS in Human Services & Community Justice
Dean Killoran explained that this small adjustment to the program adds AFR 237 Institutional Racism to the list of electives. There was no further discussion.

A motion was made and seconded to approve the revisions to the BS in Human Services & Community Justice program. The revisions were approved unanimously.

3. Proposal to Revise the BS in Applied Mathematics

Dean Killoran explained that the main revision here is to replace the introduction to computer programming courses (CSCI 271-272), which teach the C++ programming language, with courses that would instead teach Python programming. Additional changes include removal of an additional C++ course from the core requirements, a reduction in credit requirements in the program concentrations, and a refresher of elective choices. Dean Killoran also praised the department for responding swiftly to changing winds in the field and adjusting the program accordingly.

A motion was made and seconded to approve the revisions to the BS in Applied Mathematics program. The revisions were approved unanimously.

General Education / Courses Subcommittee

I. New Courses

1. LLS 2XX Latinx Film and Media (US Exp)
2. LIT 2YY Latinx Horror & Gothic in Literature & Film (Ind & Soc)

Director Ferdinand suggested considering these two courses as a slate, to which there were no objections. Professor Rincon briefly described the courses and their appeal for students and mentioned that the subject matter lends itself well to their respective Gen Ed buckets.

A motion was made and seconded to take the proposals for new courses LLS 2XX and LIT 2YY as a slate. The motion was approved unanimously.

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

3. ICJ 2XX UN Sustainable Development Goals & Global Justice (JCI 200-lev)
Professor Rosemary Barberet introduced this course which is currently being taught experimentally. The goal of the course is to introduce students to concepts related to being a global citizen as well as the inner workings of the United Nations.

A motion was made and seconded to approve the new course proposal for ICJ 2XX. The proposal was approved unanimously.

A motion was made and seconded to take the proposals for new courses SOC 2YY and SOC 3XX as a slate. The motion was approved unanimously.

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

6. ECO 3XX Economic Inequality in the USA (CO: JCII)

Director Ferdinand introduced this next course, which is being added to the 300-level Justice Core. Professors Hamilton and Bernardo expressed their thanks to the subcommittee for their feedback and noted that the department had been wanting to do a course like this for a while.

A motion was made and seconded to approve the new course proposal for ECO 3XX. The proposal was approved unanimously.

7. LIT 1YY Science Fiction & Science Fact (Sci Wld)

Professor Al Coppola introduced this course, which aims to reach students early in their college careers and give them a grounding in the promises of scientific technology through the lens of science fiction, not only in terms of what is possible versus what is not, but also in terms of cautionary tales about the use and abuse of that technology.

A motion was made and seconded to approve the new course proposal for LIT 1YY. The proposal was approved unanimously.
8. LLS 1XX Race, Criminal Justice and Latinx Communities (Ind & Soc)

Professor José Luis Morín expressed his excitement for this course, as it fills a curricular gap at the 100-level that had been identified a long time ago. Deans Byrne and Killoran thanked the department for their hard work in addressing these issues and bringing courses like this forward.

A motion was made and seconded to approve the new course proposal for LLS 1XX. The proposal was approved unanimously.

9. CSCI 172 Introduction to Data Analysis

Professor Johnson explained that this course is the course in Python programming alluded to in the revision to the Applied Math program presented earlier in this meeting. Python is not only a useful general purpose programming language, but it is a powerful tool in data analysis, and the job market is such that data science students would very much benefit from having skills in the language.

A motion was made and seconded to approve the new course proposal for CSCI 172. The proposal was approved unanimously.

II. Mapping to Gen Ed Learning Outcomes

1. SOC 213 The Sociology of Race and Ethnic Relations (U.S. Exp)

Professor Garot explained that this course has really been a cornerstone of the department for a long time, and that it was past due for it to be included in the general education slate of courses. The course has been prepared for the Pathways committee by way of mapping the learning outcomes to those prescribed by the general education guidelines.

A motion was made and seconded to approve the mapping of SOC 213 to Gen Ed learning outcomes. The proposal was approved unanimously.

III. Course Revisions

1. LLS 245 Dominican Identity & Society (WC)
Dean Killoran expressed her delight that this course, which hasn’t been offered in a while, is getting a refresher. Professor Morín said that it is now being offered regularly but echoed her sentiment.

A motion was made and seconded to approve the revisions to LLS 245. The revisions were approved unanimously.

2. ANT 330 Cultural Pluralism and Law (JCII)

Director Ferdinand explained that the changes being proposed here to the title and course description are meant to bring the language more in line with contemporary anthropological practices. Professor McKinson also conveyed excitement that this course will soon be part of the general education fold, which will increase the number of students that will take the course and thus offer more students the opportunity to see what the anthropology department is all about. Dean Killoran noted that this will be the first 300-level justice core course for the department, which is a great milestone.

A motion was made and seconded to approve the revisions to ANT 330. The revisions were approved unanimously.

3. ANT 332 Class, Race, Ethnicity & Gender in Anthropological Perspective

Dean Killoran noted that this is a minor change to the learning outcomes and course title to better fit in with our race, equity, and inclusion initiative. Professor McKinson added that the course description now makes clear that students will, as part of the coursework, participate in auto-ethnographic writing.

A motion was made and seconded to approve the revisions to ANT 332. The revisions were approved unanimously.

4. PSY 242 Abnormal Psychology

Dean Killoran explained that the title of this course has come under recent criticism in the academic world due to the stigmatization associated with the word “abnormal”. However, care must be taken when renaming this course, as it is an integral part of an undergraduate psychology curriculum, and we don’t want students to appear not to have taken this course.
Professor McWilliams echoed these sentiments. Programs that are changing the name of this course are not yet doing so in a uniform way, but we want to set a good example early instead of waiting for a standard to emerge. The solution here is to change the course title to one agreed upon by the department, but for now keep “abnormal” in parentheses on the short title that would appear on students’ transcripts, so that evaluating entities will see that the student has completed this coursework.

Dean Byrne expressed her appreciation to the department for being forward-thinking on this topic and recalled similar course name changes of the recent past.

A motion was made and seconded to approve the revisions to PSY 242. The revisions were approved unanimously.

5. SPA 215 Spanish Conversation and Composition
6. SPA 250 Spanish for Criminal Justice
7. SPA 255 Professional Spanish

Dean Killoran introduced these three proposals for prerequisite changes within the Spanish curriculum and recommended they be taken as a slate. These changes would help Spanish heritage speakers complete their coursework at a more appropriate pace.

A motion was made and seconded to take the revisions of SPA 215, SPA 250, and SPA 255 as a slate. The motion was approved unanimously.

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

8. AFR 377 Field Education in Community Organizing & Practice
9. AFR 378 Field Education in Community Organizing & Practice

The changes in this proposal aim to streamline the registration process for students. There are several programs whose students would benefit from taking these courses, and the revised text of the course descriptions and notes make clear who students from each program should seek permissions from, and what other prerequisites the students would need.

A motion was made and seconded to take the revisions of AFR 377 and AFR 378 as a slate. The motion was approved unanimously.
A motion was made and seconded to approve the above slate. The slate was approved unanimously.

Academic Standards Subcommittee

1. Discussion of Online Excellence Project – Dara Byrne, Allison Pease, Ned Benton, Ellen Sexton

Resuming the discussion from last month, Dean Byrne reflected on the fact that the conversation quickly expanded to include not only aspects of the item on the agenda—the Online Excellence Project—but of online education during the pandemic, and indeed, online education in general. This speaks to the need to have a full discussion about all these things in the coming days.

Returning the focus to the task at hand, Professor Pease reminded everyone that this essentially came up when deciding how to utilize pandemic recovery funds. Unlike the graduate programs at John Jay, which have received millions of dollars in funds to bolster online learning, the undergraduate programs at John Jay have had no such support. John Jay is not, and will never be, an online college, as that is not the mission. However, we have a responsibility to make the online learning facet of the university the best it can be, so the use of these pandemic funds presents a unique opportunity to do just that.

Professor Sexton brought up a point that we are somewhat constrained by having to pipe our online education through Blackboard, which is primarily a grading platform with curricular management added on in recent years. We should endeavor to choose tools and technologies that will meet our online learning management needs, rather than try to fit our goals into the tools that we are given. Other issues raised by Professor Sexton concern intellectual property rights of professors who upload their own materials to a college system, and how to handle the hiring of program developers to produce course templates.

Professor Romaniuk acknowledges that committees had been discussing the trajectory of online learning before the Covid-19 pandemic forced our hand. We have learned a lot from the experience, which is going to help those same committees continue to thing about the short-, medium-, and long-term goals of online learning.

Professor Peters brought up the point that even if we developed perfect online courses, the issue of student access to the technology required to successfully complete these courses must receive some attention. Professor West added on by saying that there is a presumption that
students are inherently adept at technology since this generation was brought up in an
environment inundated with it, but that is not necessarily the case, so student access to
technology isn’t enough for online learning to be successful.

Professor Garot and Dean Byrne talked about the need for any online learning framework that
we develop to be able to shift between modalities at a moment’s notice, as we’ve had to do
during the pandemic and maybe in the future as well.

Professor Patton shared his hope that faculty will be thoroughly involved in creating the course
shells that they’ll be using as foundations for their online courses. Having a great course shell is
well and good, but the impact will be so much greater when the instructors have a hand in their
creation.

Student survey answers from the Spanish major self-study were summarized by Professor
Lozano and revealed a strong preference for more flexibility in registering for online classes.
Students cited the freedom to pursue work opportunities while in school, which eases the
financial burden of completing a program.

Dean Byrne reiterated what a large undertaking this is, and along with Professor Benton in his
capacity as Faculty Senate President, outlined the steps that would need to be taken, and the
support from all involved that would be needed, to see this initiative through.

Director Wynne Ferdinand commented on the usability issues of our online portals, and that
students of all modalities could benefit greatly from a system that streamlines the access of
coursework, academic support, registration, etc., in a way that makes the experience less
frustrating. Dean Byrne likens this idea to the experience of entering the front door of the
library and having clear paths to accessing the services that one needs.

The conversation returned to Professor Pease, who addressed the points made in the
discussion and reiterated that she wants this to be a fully collaborative effort between the
professors who would design the courses and the committee who has secured funding for this
effort.

Professor Brownstein noted his skepticism not about the motivations of this endeavor, but
about online learning in general. While students may excel in the courses, there is a lot to be
said about the loss in utility of not being physically within a college community. Dean Byrne
agrees with the worry that outcomes may suffer due to a lack of an on-campus student
community, but that online courses have been a boon to adult learners, in particular, who
would not likely have the opportunity to complete a program otherwise and are indeed thriving in this era of increased access to online learning.

Professor Yaverbaum shared his sentiments about the experience of teaching being so personal, and how the introduction of something as game changing as online learning can elicit a resistive response. Professor Yaverbaum expressed his appreciation for Professor Pease’s dedication to this initiative, and added that despite initial worries, he has had some very meaningful moments in his online courses throughout the pandemic.

Dean Byrne thanked everyone for the discussion and looks forward to moving this project along after break.

The meeting concluded at 12:36 PM.

Submitted by,

Alexander Bolesta, scribe
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting on February 18, 2022, via Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Marta Bladek, Bettina Carbonell, Marsha Clowers, Virginia Diaz-Mendoza, Crystal Endsley, Nina R. Fischer, Beverly Frazier, Brian Kerr, Kathy Killoran, Vicente Lecuna, Kimberley McKinson, Jayne Mooney, Raymond Patton, Lisandro Perez, Judy-Lynne Peters, Michael Puls, Peter Romaniuk, Erin Thompson, Lucia Velotti, Valerie West, Daniel Yaverbaum

Absent: Sara Bernardo, Michael Brownstein, Jamie Crowther, Ma’at Lewis, Daniel Matos, Kelly McWilliams, Katelyn Seodarsan, Hashaam Shahzad

Non-Voting Members and Guests: Maggie Arismendi, Rosemary Barberet, Carla Barrett, Alexander Bolesta, Alvin Estrada, Wynne Ferdinand, Dyanna Pooley, Michael Rohdin, Kate Szur, Sumaya Villanueva, Janet Winter

Dean’s Announcements – Dean Byrne

Dean Byrne began the meeting with a brief comment noting the accomplishments of the Fall 2021 UCASC season, which resulted in a light agenda and has put us in a good position to tackle the busier months that are sure to come later this spring.

Approval of the minutes of December 17, 2021

There was no discussion.

A motion was made and seconded to approve the minutes of December 17, 2021. The minutes were approved with 18 votes in favor and 1 abstention.

Old Business – None!

New Business
Program Review / Programs Subcommittee

1. Proposal to Revise the BA in Political Science

Dean Killoran explained that the department wishes to add a course to the supervised research experience portion of the program. This faculty-mentored experience course was successfully offered last semester, and going forward the department would like it to count toward the degree requirements.

There was no further discussion.

A motion was made and seconded to approve the revision to the BA in Political Science. The proposal was approved unanimously with 19 votes in favor.

2. Proposal to Revise the BA in Sociology

Moving on, Dean Killoran introduced this proposal, which responds to points raised in last year’s departmental self-study. The program’s learning outcomes will be changed, and the two specializations will be removed in favor of having a single pool of electives.

This latter change is being instituted because the current specializations are more akin to areas-of-focus, and proved to be a barrier to students who found the division to be a hindrance to their schedule-building, rather than a useful tool for getting something more out of the program.

Professor Barrett spoke about the modification of the learning outcomes. One statement was found to be unwieldy and was removed entirely. In its place will be a learning outcome about understanding how inequality is created, maintained, and challenged over time. Another outcome replaces having students “test” hypotheses with “be able to test” hypotheses.

There was no further discussion.

A motion was made and seconded to approve the revision to the BA in Sociology. The proposal was approved unanimously with 19 votes in favor.

3. Proposal to Revise the BA in International Criminal Justice
Dean Killoran noted that this revision adds new courses to the list of possible electives for the program. Professor Romaniuk explained that these changes were also a response to points raised during the self-study process. Finally, Professor Barberet emphasized that these courses have been reviewed by the curriculum committee and are fully ready to become official electives for the program.

There was no further discussion.

A motion was made and seconded to approve the revision to the BA in International Criminal Justice. The proposal was approved unanimously with 19 votes in favor.

General Education / Courses Subcommittee

Course Revisions

1. ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past

Dean Killoran relayed that the changes here are to the course title and description so that they more accurately describe the course material as being centered on New York City.

There was no discussion.

A motion was made and seconded to approve the revisions to ISP 101. The revisions were approved unanimously with 19 votes in favor.

2. ISP 134 Alternate Worlds

Again, Dean Killoran explained that the title and course description here are to be changed for clarity purposes.

Professor Yaverbaum commented that he was very drawn in by the course description and thinks it is an excellent course. Professor Fischer thanked Professor Yaverbaum and confirmed that it is indeed a fun course to experience from the teaching side of things as well.

A motion was made and seconded to approve the revisions to ISP 134. The revisions were approved unanimously with 19 votes in favor.
3. SOC 282 Selected Topics in Sociology

As a special topics course, the subject matter of this class changes each time that it is taught. Dean Killoran explained that the department requested raising the level of this designated special topics course from the 200-level to the 300-level so it is on par with the Criminology selected topics course.

Professor Barrett said that the level of depth that instances of this course are going to see necessitates the 300-level designation. Requiring ENG 201 as a prerequisite would further enable deeper dives into relevant subject material.

There was no further discussion.

A motion was made and seconded to approve the revisions to SOC 282. The revisions were approved unanimously with 19 votes in favor.

General Education Mid-Year Check In – Wynne Ferdinand

Director Ferdinand welcomed everyone back for the spring and summarized the submission process for syllabi and assignments for Gen Ed outcomes assessment. She said the amount of submissions received last year was decent. This year, additional Gen Ed categories are being added back in to the requested samples, and efforts are being redoubled in order to increase the number of submissions. Furthermore, discussions are being held within departments with the goal being to come up with ways to make the Gen Ed assessment process more fruitful.

Other current Gen Ed projects were highlighted. The first was the active learning checklist development project started last year, for which a data norming process is in the works. Next, a writing checklist is in development, which is being created in conjunction with Writing Across the Curriculum members as well as writing fellows from the college. This project has the goal of standardizing our language and developing our community with regard to active learning practices as well as the teaching of writing skills generally within our Gen Ed curriculum. She said a follow-up to last year’s development of the Seven Principles for A Culturally Responsive, Inclusive and Anti-Racist Curriculum checklist is also on the radar for this spring to update our description of Gen Ed.

Current curriculum projects include a quantitative literacy working group dedicated to the development of curricula that contextualize math within science, a slate of courses coming to
the 300-level Justice Core, and a revamping of the Justice eReader, along with the usual fulfillment of data requests that are received from departments across the college.

**CUNY Academic Momentum (AcMo) Initiative 2.0 Focusing on Transfer Students**

– Dean Byrne

This campaign is a follow-up to CUNY’s first academic momentum campaign that was launched a few years ago. Dean Byrne noted her struggle with the juxtaposition of discussing momentum at a time when the community is still in the midst of the Covid-19 pandemic and all of the impacts associated with it. That being said, we can look at the data and discuss the things that are possible in this context.

Director Szur shared that student retention figures are rebounding after the initial drop at the outset of the pandemic. On the other hand, credit accumulation slowed down across the board. As a result, the percentage of students with a full-time course load has dropped, along with the percentage of students on track for 4-year graduation. Additionally, DFWI rates increased among all student groups.

Dean Byrne expressed her worry about the students whom these statistics are describing, especially those first-term freshmen who are beginning their journeys at John Jay on a difficult note, and encouraged departments to start having conversations about how to respond to this loss of momentum. Vice President Kerr noted that many students are having to make difficult choices in response to the burdens brought by the pandemic, which may result in switching to a part-time course load or not registering at all. The question is raised of whether we can adapt to these changes in a way that can provide a path forward for those students so that they can see to their new responsibilities in their personal lives while at the same time keep pace with their educational goals at John Jay.

A conversation ensued that was focused on forming stronger interpersonal bonds with students in order to better understand their needs, as well as how to manage expectations when strategies employed during the pandemic haven’t gone according to plan. Professor West spoke to the frustration of past strategies no longer being sufficient due to the current circumstances affecting everyone; the situation is both bizarre and bonkers: “bizonkers”, if you will. One initiative that is appearing to have a positive impact in this realm is the Freshman Forgiveness Policy, which can shield students who have a rough transition to the college environment from negative impacts on GPA and financial aid. Currently, around 2/3 of incoming freshmen qualify for this initiative, and efforts are underway to expand eligibility.
Dean Byrne brought up that we have been getting additional support from unexpected places, such as funding to help transfer students participate in experiential opportunities. Vice President Kerr added that John Jay is actively supporting students via emergency funding for rent and other expenses.

Dean Byrne returned us to center and reiterated that the launching of an academic momentum campaign at this point in time must mean something different in this reality, and that UCASC, while it doesn’t usually handle things like this, is a great stage on which to hold a discussion about what exactly that means. Professors Yaverbaum and Endsley discussed the reframing of success in the unprecedented circumstances in which we find ourselves. Things that seem like failures under an old standard need not be, and short-term troubles can turn into long-term successes. Dean Byrne encouraged all in attendance to go back to their departments and to continue having these sorts of conversations.

The meeting concluded at 11:23 AM.

Submitted by,

Alexander Bolesta, scribe
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting March 18, 2022, via Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Marta Bladek, Michael Brownstein, Bettina Carbonell, Marsha Clowers, Virginia Diaz-Mendoza, Crystal Endsley, Nina R. Fischer, Beverly Frazier, Kathy Killoran, Vicente Lecuna, Ma’at Lewis, Kimberley McKinson, Jayne Mooney, Raymond Patton, Lisandro Perez, Judy-Lynne Peters, Michael Puls, Peter Romaniuk, Hashaam Shahzad, Erin Thompson, Lucia Velotti, Valerie West, Daniel Yaverbaum

Absent: Sara Bernardo, Jamie Crowther, Brian Kerr, Daniel Matos, Kelly McWilliams, Katelynn Seodarsan

Non-Voting Members and Guests: Maggie Arismendi, Alexander Bolesta, Alvin Estrada, Wynne Ferdinand, Richard Perez, Dyanna Pooley, Patrice Schiano, David Shapiro, Kate Szur, Robert Till, Janet Winter

Dean’s Announcements – Dean Byrne

Dean Byrne opened the meeting with a reminder that the building of the Fall 2022 schedule is underway. She explained, with no mandates from the university concerning modality ratios, we have more flexibility to consider the lessons of the past two years in crafting a schedule that best serves the student body. Students have adjusted their lives in many ways and are still in need of the flexibility that has been the defining characteristic of the schedule during the pandemic. At the same time, we have Freshmen who enjoy being on campus, as well as other students who have been missing peer-to-peer collaboration. And so, as we are finalizing the schedule, we need to take many things into account.

Additions to the Agenda

Dean Killoran requested that proposed revision to FIS 330 be added to today’s agenda.
A motion was made and seconded to add the revision of FIS 330 to this meeting’s agenda under Course Revision section. The motion was approved unanimously with 20 votes in favor.

Approval of the minutes of February 18, 2022

There was no discussion.

A motion was made and seconded to approve the minutes of February 18, 2022. The minutes were approved with 18 votes in favor and 2 abstentions.

Old Business

None!

New Business

Program Review / Programs Subcommittee

1. Self-Study for BS in Fraud Examination and Certificate in Forensic Accounting

Dean Killoran introduced Professors Shapiro and Schiano, who presented the first ever self-study for the BS in Fraud Examination and Financial Forensics. Professor Shapiro gave an overview of the self-study and reviewed its strengths and challenges. A discussion centered around decrypting the emerging performance issues in certain courses especially ACC 250 which is a high DFWI course and how to respond to these issues in a productive way. Dean Byrne spoke to the possible need to do some sort of interim check-in with students to help ensure that skills mastered during one course are successfully transferred to subsequent courses. Professor Schiano brought up the coaching that happens in the MPA program that helps to bring students up to speed with writing and Excel skills and suggested that a similar model could be employed here. Prof. Ma’at Lewis suggested the program incorporate some professional organizations that align with our student diversity such as the National Association of Black Accountants and the Association of Latino Professionals For America (ALPFA).

A motion was made and seconded to endorse the self-study for the BS in Fraud Examination and Certificate in Forensic Accounting. The motion was approved unanimously with 21 votes in favor.
2. Proposal for Dual Admission/Joint Degrees with LaGuardia Community College AA in Liberal Arts to John Jay College BA in Humanities (English, Global History, Humanities and Justice, and Philosophy)

Director Ferdinand introduced the partnership with LaGuardia Community College and let everyone know to expect similar partnerships with Kingsborough and Queensborough Community Colleges, hopefully by the end of the year. The BS in Applied Math is joining the CUNY Justice Academy. Professor Patton expressed his excitement for these kinds of proposals and hailed them as a reinvigoration of the Humanities.

A motion was made and seconded to approve the dual admission/joint degrees with LaGuardia Community College. The motion was approved unanimously with 21 votes in favor.

3. Proposal to Revise the BS in Emergency Services Administration

Dean Killoran introduced the revisions to the BS in Emergency Services Administration, which adds elective courses to the Fire Service specialization area and the Emergency Management specialization, offering students some much-needed flexibility. Chairperson Robert Till and Professor Velotti expressed their support for these additions. Dean Byrne also conveyed her support, specifically toward the emergency management elective, citing her personal experience with the usefulness of being well-versed in the language of building codes in the professional sphere.

A motion was made and seconded to approve the revision to the BS in Emergency Services Administration. The motion was approved unanimously with 21 votes in favor.

4. Proposal to Revise the Minor in Middle East Studies

Next, Dean Killoran explained the addition of one course on Arabic literature and film, and the removal of one course on the history of terrorism. Professor Patton said that the issue with the history of terrorism course was primarily about the framing in the course, and the request for its removal was prompted by a group of students approaching the curriculum committee. A revamped course on the subject matter would be a good option, but, in the meantime, the intention is to remove the course. Dean Killoran added that this should not effect the enrollment in this History of Terrorism course since it is part of several other majors and minors.
A motion was made and seconded to approve the revision to the Minor in Middle East Studies. The motion was approved unanimously with 21 votes in favor.

5. Proposal to Revise the Minor in Math

Lastly, Dean Killoran explained the revisions to the minor in mathematics which includes re-writing some of the notes regarding the calculus sequence and changing the requirements for Part Two. Electives so students only have to take one course at or above the 300-level. The rationale points out that some of our advanced math courses are at the 200-level so this change makes sense. A short discussion ensued extolling the virtues of the math minor.

A motion was made and seconded to approve the revision to the Minor in Mathematics. The motion was approved unanimously with 21 votes in favor.

General Education / Courses Subcommittee

1. ISP 2CC (225) Re-envisioning the USA (US Exp)

Director Ferdinand introduced this new course and passed it on to Professor Fischer, who reiterated what was said. Professor Lisandro Perez had some suggestions about tightening up the course description. A short discussion ensued about the learning outcomes and the course description as it pertains to the Pathways approval process.

A motion was made and seconded to approve the new course ISP 2CC. The motion was approved unanimously with 21 votes in favor.

2. LIT 2ZZ Latinx Graphic Novel (US Exp)

After Director Ferdinand introduced the course, Professor Richard Perez added that John Jay already has a very successful general survey course on graphic novels, and that this is a great opportunity to have a more specialized course focusing on the medium.

A motion was made and seconded to approve the new course LIT 2ZZ. The motion was approved unanimously with 21 votes in favor.

Mapping to Gen Ed Learning Outcomes

1. ISP 147 Life Stories (moving from Ind & Soc to Creative Exp)
Director Ferdinand explained that moving this course to Creative Expression makes sense because of the way that the course has evolved since its inception.

A motion was made and seconded to approve the mapping of ISP 147 from the Individual & Society category to the Creative Expression category in Gen Ed. The motion was approved unanimously with 21 votes in favor.

Course Revisions

1. CSCI 360 Cryptography and Cryptanalysis

Recent changes to the Applied Math major required an expansion of options to fulfill the prerequisites for this course, Dean Killoran explained. The department acted quickly to resolve this issue once is was discovered by academic advisors.

A motion was made and seconded to approve the revision to CSCI 360. The motion was approved unanimously.

2. HIS 201 American Civilization – From Colonialism through the Civil War

3. HIS 202 American Civilization – From 1865 to the Present

Dean Killoran introduced the next revision and noted that these changes to the course title and description are in response to the college’s Seven Principles for A Culturally Responsive, Inclusive and Anti-Racist Curriculum. Professor Perez wondered whether it would be useful to see the syllabus, as these changes hint at a broader refocusing of the course.

A discussion took place regarding the great amount of work that goes on behind the scenes for course revisions such as this one, where the end result—in this case changing the title and description—can obscure the fact that greater changes have occurred. Administrative points were brought up as well, such as whether the proposer should be present in order for a vote of approval to take place.

A motion was made and seconded to take the revisions of HIS 201 and HIS 202 as a slate. The motion was approved unanimously with 20 votes in favor.

A motion was made and seconded to approve the revisions to the slate. The motion was approved with 19 votes in favor and 1 abstention.
4. FIS 330 – Building Construction and Life Safety Systems II

Dean Killoran explained that this revision removes a prerequisite to allow the Emergency Services Administration students to take this course as an elective.

A motion was made and seconded to approve the revision to FIS 330. The motion was approved unanimously with 20 votes in favor.

Academic Standards

1. Policy on Accredited Institutions for Transfer Credit

Dean Byrne noted that this policy change is in response to a guidance from several professional organizations and accrediting bodies (AACRAO – American Association of Collegiate Registrars, CHEA – Council on Higher Ed Accreditation, ACE – American Council on Education) that institutions should not be denying transfer credit based solely on the type of accreditation of the sending college. Credits should be accepted from any accredited institution at the time that the students took the courses. In addition, recommendations should be made to transfer students to visit with an advisor to discuss their incoming credits. All of this should be spelled out in the Undergraduate Bulletin.

Dean Killoran thanked the group for tackling this issue, as it has long been an issue that we refuse transfer credits where other institutions accept them, and students choose to go elsewhere in response. This policy will be codified in the UG Bulletin for 2022-23.

A motion was made and seconded to approve the revision to the policy on accredited institutions for transfer credit. The motion was approved unanimously with 16 votes in favor.

The meeting concluded at 12:01 PM.

Submitted by,

Alexander Bolesta, scribe
The Undergraduate Curriculum and Academic Standards Committee held a remote meeting April 8th, 2022, via Zoom. Dean Dara Byrne called the meeting to order.

Present: Dara Byrne, Marta Bladek, Michael Brownstein, Bettina Carbonell, Marsha Clowers, Virginia Diaz-Mendoza, Crystal Endsley, Beverly Frazier, Brian Kerr, Kathy Killoran, Ma’at Lewis, Cristina Lozano Argüelles, Kimberley McKinson, Kelly McWilliams, Jayne Mooney, Raymond Patton, Lisandro Perez, Judy-Lynne Peters, Michael Puls, Peter Romaniuk, Lucia Velotti, Valerie West, Daniel Yaverbaum

Absent: Sara Bernardo, Jamie Crowther, Nina R. Fischer, Daniel Matos, Katelynn Seodarsan, Hashaam Shahzad, Erin Thompson

Non-Voting Members and Guests: Maggie Arismendi, Alexander Bolesta, Alvin Estrada, Wynne Ferdinand, Dyanna Pooley, Sumaya Villanueva, Janet Winter

Dean’s Announcements – Dean Byrne

Dean Byrne brought the meeting to order and praised the committee for not only continuing to move this year’s agendas through with efficiency, but also for the fact that College Council has enthusiastically approved all items that we have passed along to them.

Approval of the minutes of March 18th, 2022

There was no discussion.

A motion was made and seconded to approve the minutes of March 18th, 2022. The minutes were approved unanimously.

Old Business

None!
New Business

Program Review / Programs Subcommittee

1. Proposal for a New Dual Admission/ Joint Degree with Queensborough Community College for the AS in Liberal Arts: Math and Science to BS in Applied Mathematics (CUNY Justice Academy)

2. Proposal for a New Dual Admission/ Joint Degree with Borough of Manhattan Community College AS in Mathematics to BS in Applied Mathematics (CUNY Justice Academy).

Dean Killoran introduced these proposals for additions to the CUNY Justice Academy group of articulation agreements and recommended that they be taken as a slate. There was no further discussion. These are the first two for our BS in Applied Math.

A motion was made and seconded to approve taking the two articulation agreements as a slate. The motion was approved unanimously.

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

General Education / Courses Subcommittee

Course Revisions

1. ENG 216 Fiction Writing

Dean Killoran introduced this small revision which updates the course description to more accurately reflect the course as it is today. There was no further discussion.

A motion was made and seconded to approve the revision to ENG 216. The motion was approved unanimously.

General Education Update – Wynne Ferdinand
Director Ferdinand outlined the new process for Gen Ed Assessment activities. This will be a collaboration between Institutional Effectiveness and Undergraduate Studies that works with the academic departments to help support faculty during the Gen Ed assessment process. A new assessment committee will be formed to monitor and evaluate our Gen Ed assessments. This new committee is to begin in the fall, and anyone wanting to participate would be welcomed.

Discussion: Seven Principles for a Culturally Responsive, Inclusive & Anti-Racist Curriculum: Next steps – Dean Byrne

Dean Byrne returned us to the topic of culturally responsive curriculum and pedagogy. Adopting the Seven Principles was a good first step, but we need to have a discussion about what comes next to ensure that we integrate those principles into our curricular work in a holistic and systemic way.

A discussion ensued describing ways that these principles are already being emphasized in the classroom. There was agreement among speakers that efforts should be made to integrate these things in a coherent way at the college level.

Dean Byrne mentioned the example of students wanting training in this area to be incorporated into the graduation requirements for students, as well as in faculty and staff contracts. The reality is that this would need to be a CUNY-wide decision, which is a much taller order than getting just the college to sign off on it. Dean Killoran added that in cases in the past where we’ve tried to add to graduation requirements, CUNY responded that adding a program requirement, such as via the Gen Ed, would be the preferred path. Integrating these principles into the scaffolding of new courses and course revisions is also a viable strategy.

Professor Peters suggested working within departments to develop competency standards within this area in collaboration with experts. Student involvement will also be key in bringing forth a successful set of principles to follow. Director Ferdinand mentioned discussions within the Courses and Gen Ed Subcommittee regarding potentially adding a question on proposal forms about how the Seven Principles would be incorporated into courses. Professor Lewis spoke to the effectiveness of current mandated trainings on topics such as workplace violence and sexual harassment at John Jay and wondered whether we could develop something that would make us a model for getting CUNY as a whole up to speed in this area. The biggest step is for us to identify what is within our power to do, choose to do it, and then to allocate resources toward that goal.
Professor Patton said, and Dean Byrne agreed that, what we are really looking for here is a shift of the culture of the community. Dean Byrne discussed having a shared language and discourse to make it easier to develop these things. UCASC can continue to become a vehicle for best practices to be elevated to an institutional level. Director Ferdinand added that there is a need for materials to provide guidance for those who want to incorporate these principles into their courses. Professor West aimed to differentiate between changing the culture and changing the bureaucracy that manages the culture. Changing the culture will change the layers of bureaucracy, and we shouldn’t try to do it the other way around.

A new discussion centered around the process of approving courses, specifically the roles of, and relationship between, the subcommittees and the broader UCASC body.

As the meeting neared its end Dean Byrne asked everyone to think about what the next steps could be from both a process and style standpoint. The next and final UCASC meeting of the academic year will pick up where we left off here.

A final discussion centered on UCASC accountability to our students and how to involve them beyond continuing to have student representatives among the members of the committee. In addition, current and possible future mechanisms for compensating student leaders and the greater student body for this and other work were touched on.

The meeting concluded at 11:36 AM.

Submitted by,
Alexander Bolesta, scribe
Committee on Student Interests
Committee on Student Interests

Meeting schedule 2021-2022

Tues 9/21, 1:40PM (Canceled)
Wed 10/20, 1:40PM
Thu 11/18, 1:40PM (Re-scheduled for 12/1)
Mon 2/15, 1:40PM
Tue 3/15, 1:40PM
Wed 4/20, 1:40PM (Canceled)
Tue 5/17, 1:40PM (Canceled)

Members: Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Catherine Alves, Director of Athletics
Danielle Officer, Senior Director for Student Affairs
Fatumata Tunkara, student
Denisse Batista, student
Tisha Brahmbhatt, student
Vernetta Parkinson, student
Ellen Belcher, Faculty
Nicole Elias, Faculty
Committee on Student Interests Meeting (COSI)
Wednesday, October 20, 2021
1:40PM, Zoom

Agenda

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Catherine Alves, Associate Director of Athletics
Danielle Officer, Senior Director for Student Affairs
Denisse Batista, Student
Janice Johnson, Student
Julia Jacobellis, Student
Ellen Belcher, Faculty
Nicole Elias, Faculty

1. Introduction of new members
2. Minutes from March 1, 2021 meeting
3. Committee Overview
4. New business

Next meeting: Thursday, November 18, 1:40PM

Link to Zoom meeting: https://jjay-cuny.zoom.us/j/88358939554?pwd=SERIQlZvRTB5SGlDK000REJOYm5wQT09
Committee on Student Interests Meeting (COSI)
Wednesday, October 20, 2021, 1:40PM, Zoom

Minutes

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Catherine Alves, Deputy Director of Athletics
Danielle Officer, Senior Director for Student Affairs and Conduct Officer
Janice Johnson, student
Fatumata Tunkara, student (guest)
Rachel Brown, Student Relations Manager (recorder)

Approval of minutes from April 29th minutes: Danielle Officer
Second: Catherine Alves
Vote: 3 Yes, 0 No, 0 Abstain

Chairperson gives an overview of the Committee for new members.

Athletics Update: Catherine Alves will be the new Director of Athletics. She explained the requirements to participate on the student athletics teams (students need to have a physical and blood test from doctor; meet certain education requirements; have health insurance; provide an emergency contact; and fill out NCAA forms if they make the team).

Athletics renovations update: Fitness center renovations and locker room renovations should be done by summer, anticipating Fall 2022 official opening. The Fitness Cetner will need some additional time for some other DSNY installations (TVs and mounts) that were not part of the original renovation plans.

Athletics activities update: Pool is currently open but having some issues. The heating is down and needs repair. The department is hoping to begin open swim on 10/25. People will need to make a reservation for open swim and a Mayoral rule states users of the pool must be vaccinated.

Athletics activities update: Hope to have other recreation activities up in November. People must be vaccinated to participate. Students will need to present vaccine cards even if they have uploaded them to CUNYFirst.

Athletics activities update: There are gender neutral spaces currently open for the Pool and on the fifth floor balcony. After the renovation, the locker rooms will have 2 gender neutral spaces

New Business
Danielle Officer explained the process for student clubs/organizations to give out swag to students. Student Council takes those requests. In order to do giveaways, the organizations needs to book tabling time/space and have a CSIL staff member present.

Next Meeting: Thursday, November 18, 2021, 1:40PM via Zoom
Committee on Student Interests Meeting (COSI)
Wednesday, December 1, 2021
2PM, Zoom

Agenda

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Catherine Alves, Associate Director of Athletics
Danielle Officer, Senior Director for Student Affairs
Yong Hao Zheng, student
Janice Johnson, student
Fatumata Tunkara, student
Leanna Feliciano, student
Denisse Batista, student
Julia Jacobellis, student
Ellen Belcher, Faculty
Nicole Elias, Faculty

1. Introduction of new members
2. Minutes from October 20, 2021 meeting
3. Update from Athletics Department
4. New business

Next meeting: Monday February 2, 2022, 1:40PM

Link to Zoom Meeting

https://jjay-cuny.zoom.us/j/83964837489?pwd=Rnk3ak9WNHNpNHhpZ3dNTnFUSmhtZz09
Committee on Student Interests Meeting (COSI)
Wednesday, December 1, 2021
2PM, Zoom

Agenda

ATTENDEES
Catherine Alves, Associate Director of Athletics
Danielle Officer, Senior Director for Student Affairs
Ellen Belcher, Faculty

Committee failed to make quorum.

Next meeting: Tuesday February 15, 2022, 1:40PM
Committee on Student Interests Meeting (COSI)
Tuesday, February 15, 2022
1:40PM, Zoom

Agenda

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Catherine Alves, Associate Director of Athletics
Danielle Officer, Senior Director for Student Affairs
Fatumata Tunkara, student
Denisse Batista, student
Tisha Brahmbhatt, student
Vernetta Parkinson, student
Ellen Belcher, Faculty
Nicole Elias, Faculty

1. Introduction of new members
2. Minutes from December 1, 2021 meeting
3. New business

Next meeting: Tuesday March 15, 2022, 1:40PM

Link to Zoom Meeting

https://jjay-cuny.zoom.us/j/81739682465?pwd=V1FzQkJvZHlGd29ERTJyVEVMYVlFQTo9
Committee on Student Interests Meeting (COSI)
Tuesday, February 15, 2022
1:40PM, Zoom

Minutes

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Danielle Officer, Senior Director for Student Affairs
Fatumata Tunkara, student
Ellen Belcher, Faculty
Nicole Elias, Faculty
Rachel Brown, recorder

1. Motion to approve agenda -- Nicole Elias
   Second: Fatumata Tunkara
   Vote: 4 yes, 0 no, 0 abstain
   Action: Motion Passed

2. Motion to approve December 1, 2021 minutes
   Action: None, quorum was not achieved

3. Introduction of new members

4. New business: Many issues relevant to students were brought up at the latest Town Hall. The Committee discussed ways to address issues raised at Town Halls through the Committee on Student Interests. The Dean of Students will discuss the matter with the VP of Student Council, who oversees student participation on College Council committees.

Next meeting: Tuesday March 15, 2022, 1:40PM
Committee on Student Interests Meeting (COSI)
Tuesday, March 15, 2022
2PM, Zoom

Agenda

ATTENDEES
Michael Martinez Sachs, Assistant Vice President and Dean of Students (Chairperson)
Brandon Fieland, Athletics
Danielle Officer, Senior Director for Student Affairs
Fatumata Tunkara, student
Denisse Batista, student
Tisha Brahmbhatt, student
Vernetta Parkinson, student
Ellen Belcher, Faculty
Nicole Elias, Faculty

1. Minutes from February 15, 2022 meeting

2. New business

Next meeting: Wednesday, April 27, 2022, 1:40PM

Link to Zoom Meeting:
https://jjay-cuny.zoom.us/j/82927100813?pwd=dUl2U3hIOTJndWsvay83YmdWSGN3dz09
Fatumata Tunkara, Michael Sachs, Brandon Fieland, Ellen Belcher

- Athletics: Opening fitness Center and locker rooms in FA’21
- Commencement should be finalized by the end of the week, once contracts are signed
- Food restrictions eliminated by central, can order pizza again
- Class of 2020 and 2021 invited to 2022 ceremony. 2020 will be in the morning, 2021 will be in the afternoon; 2022 will be in usual configuration
- COVID safety requirements for commencement will be determined by the venue; we can additional measures.
Faculty-Student Disciplinary Committee
Faculty Student Disciplinary Committee meetings were scheduled, but all of them were cancelled because there were no student conduct cases for the committee to hear.

Sincerely,

--

Rachel Brown
Student Relations Manager

Office of the Dean of Students
524 West 59th Street, Suite L.65
New York City, NY 10019
Main: 212-621-4143
Committee on Faculty Personnel
FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, September 17, 2021 ~ 10:00 am – 2:00 pm*, via ZOOM

Meeting Open to the Public 10:00 am – 11:15 am*

I. Welcome
II. Approval of Minutes, 05/07/21 meeting
III. Fall 2021 Personnel Process (Pres. Mason/ Prov. Li/Faculty Services)
   - Overview of Fall 2021 personnel process
   - File review and voting protocols (FIDO, Quorum, Simply Voting, etc.)
   - Role and responsibilities of Committee members
   - Final Review of May 2021 approved changes to Personnel Guidelines
IV. New Business and Announcements

Executive Session – Full Faculty Personnel Committee 11:15 am* – 11:30 am*

Initial Appointment without Tenure (Fall 2021)

The Faculty Personnel Committee uses Simply Voting for personnel actions. Please visit http://johnjay.simplyvoting.com before Friday to ensure your access is enabled. The FPC ballot will appear during Friday’s meeting.

Login Credentials
Username: JJC email
Password: Password associated with your JJC email account

Upcoming FPC/FPAC Meetings

Fall 2021
Full FPC
Friday, December 10, 2021

Spring 2022
Full FPC
Friday, February 18, 2022
Faculty Personnel Appeals Committee
Friday, February 18, 2022**
Faculty Personnel Appeals Committee
Friday, February 25, 2022**
Faculty Personnel Appeals Committee
Friday, March 11, 2022**
Faculty Personnel Appeals Committee
Friday, March 18, 2022**
Full FPC
Friday, April 1, 2022
Full FPC
Friday, May 13, 2022

Meeting ID: 868 5597 9511
Meeting Password: 490781

*All times are approximate
**Appeals meetings are as needed.
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**Motion:** ATTENDANCE (Start up)

**Minutes:** Initial AGM Slate

9/17/2021

Notations:
- Q#1 = Question #1
- Q#2 = Question #2
- ✅ = Present
- ✗ = Absent
- O = On Time
- A = Arrived Late
- L = Late 10:30
- M = Missed Question

9/15/21 - Has to depart by 12/12:30 pm (KMB)

Note: Open - Augment Curr. - Tony Backus
FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, September 17, 2021 ~ 10:00 am – 2:00 pm*, via ZOOM

Meeting commenced 10:07 am

Meeting Open to the Public 10:00 am – 11:15 am*

I. Welcome

President Mason greeted all and suggested that committee members log in to Simply Voting at the start of the meeting, to get ahead of technical difficulties.

II. Approval of Minutes, 05/07/21 meeting

Seth B. set the Motion for approval of the 5/7/21 minutes (with corrections). Warren E. Seconded this motion. Approval moved forward with four abstentions.

III. Fall 2021 Personnel Process (Pres. Mason/ Prov. Li/Faculty Services)

- Overview of Fall 2021 personnel process
  President Mason took this opportunity to charge the committee on their responsibilities and roles for the FPC file review process (that is now primarily virtual). She requested verbal confirmation of the commitment to the role, to which members all corroborated.
- File review and voting protocols (FIDO, Quorum, Simply Voting, etc.)
  -Director Bailey explained the timeline for files and the process for committee reviews on all levels. She reminded committees of a few items such as: P& Bs are the first to vote, thus review committees cannot vote until P&Bs are finished. Simply Voting is the recognized form of voting. Dropbox will include only the voting packets for all committees. Faculty file materials will only be found on FIDO (including confidential items such as external evaluations). Jennifer D. also encouraged committee members to gain VPN access from the JJ Help Desk, to be able to review files off campus.
- Role and responsibilities of Committee members
  -Director Bailey reviewed the new format of the appeals committee. Explaining that review committees are now charged with picking two members to join the appeals committee; one as a standard/regular member and one as an alternate member.
- Final Review of May 2021 approved changes to Personnel Guidelines
  Director Bailey shared the following:
  -Fellowship leaves (previously referred to as sabbatical leaves) will no longer need to be voted on through the Full FPC, rather they will follow the same voting timeline as the rest of the personnel actions.
  -Appeals committee format has changed in size and composition. It will now consist of only 7 individuals in total: President & Provost, 4 standard/regular members, and 1 alternate member.
  -Adjunct Promotions will now be included in FPC process. They will be implemented during the Spring actions (similar timing to 1st reappointments & Leaves). Note: Adjunct lecturers who obtain a PhD will
not go through the review process. They can submit their paperwork to HR (and our office) to obtain an updated title.

-Department Discipline Specific Standards for Scholarship & Service: While CUNY approved JJ to proceed with creating these standards, Departments have not had the opportunity to develop them (or a timeline) as of yet.

IV. New Business and Announcements

-President Mason opened the floor for discussion of discipline standards for scholarship and service. Committee members expressed both favor and apprehension towards creating and implementing these standards. President Mason then proposed that chairs meet and discuss how to best operationalize the process.

Meeting adjourned 12:28pm
FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, December 10, 2021 ~ 10:00 am – 12:00 pm*
(Scheduled time, actual time may be adjusted),
via ZOOM

Meeting Open to the Public 10:00 am – 11:45 am*

I. Welcome
II. Approval of Minutes, 09/17/21 meeting
III. Departmental Updates - Standards for Scholarship (Department Chairs)
   • Departmental progress, feedback and questions
IV. Personnel Process Updates (Faculty Services)
   • Fall 2021 Recommendations
   • Spring 2022 Prep (Appeals, 1st Reappointments, Leaves and Adj. Promotions)
V. New Business and Announcements

Upcoming FPC/FPAC Meetings

Spring 2022
Full FPC (as needed) Friday, February 18, 2022
Faculty Personnel Appeals Committee Friday, February 18, 2022**
Faculty Personnel Appeals Committee Friday, February 25, 2022**
Faculty Personnel Appeals Committee Friday, March 11, 2022**
Faculty Personnel Appeals Committee Friday, March 18, 2022**
Full FPC Friday, April 1, 2022
Full FPC Friday, May 13, 2022

Meeting ID: 817 0939 7134  Meeting Password: 611984

*All times are approximate
**Appeals meetings are as needed.
## FACULTY PERSONNEL COMMITTEE
### Virtual Attendance/Q-check

**Date:** 12/10/2021  
**Motion:**

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<td><a href="mailto:jkrostler@jay.cuny.edu">jkrostler@jay.cuny.edu</a></td>
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**Guests Expected:**
- Tony B
- Andrew C
- Ned B

**EXCUSED 12/9/21:**
- Byrne, Dana [UGRAD]
- Woot, Daryl [PSE]

**Notes:**
- Minutes OK
- EXCUSED 12/9/21
FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, December 10, 2021 ~ 10:00 am – 12:00 pm*
(Scheduled time, actual time may be adjusted),
via ZOOM

Meeting Open to the Public 10:00 am – 11:45 am*

I. Welcome
The committee was reminded to share their thoughts verbally in discussion, rather than using the ZOOM chat forum.

II. Approval of Minutes, 09/17/21 meeting
Motion: Seth B. Second: Schevaletta A. Status: Approved unanimously

III. Departmental Updates - Standards for Scholarship (Department Chairs)
Chairs that shared their status and/or inputs:

- Sociology decided current CUNY/JJ models are sufficient enough to continue use
- Library will continue to use their own internal guidance (established in 2011)
- Criminal Justice recommended adding journal specific guidance
- Political Science recommended we consider the intended audience (reviewers, departmental colleagues, etc…)

President Mason tasked:

- Faculty Services to now add the changes adopted in May, regarding Proposals of Discipline, to the personnel guidelines and summary sheets.
- Chairs with operationalizing the standards and reporting in subsequent meetings.

IV. Personnel Process Updates (Faculty Services)
Kyeanna B. presented the following:

- Fall 2021 Recommendations – all approved by President
- Spring 2022 Prep:
  - Appeals: two (2) will be scheduled, both on promotions
  - 1st Reappointments and Leaves: to be conducted as planned, she asked that Chairs adhere to the March 1 deadline in order to complete votes by schedule
  - Adj. Promotions – FIDO will not yet be used in this process, as more time is required to figure out how to implement Adjuncts into the system
V. New Business and Announcements

Upcoming FPC/FPAC Meetings

Spring 2022
Full FPC (as needed)              Friday, February 18, 2022
Faculty Personnel Appeals Committee  Friday, February 18, 2022**
Faculty Personnel Appeals Committee  Friday, February 25, 2022**
Faculty Personnel Appeals Committee  Friday, March 11, 2022**
Faculty Personnel Appeals Committee  Friday, March 18, 2022**
Full FPC                               Friday, April 1, 2022
Full FPC                               Friday, May 13, 2022

Meeting ID: 817 0939 7134         Meeting Password: 611984
FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, April 1, 2022 ~ 10:00 am – 12:00 pm*
(Scheduled time, actual time may be adjusted),
via ZOOM

Meeting Open to the Public 10:00 am – 12:00 pm*

I. Welcome
II. Approval of Minutes, 12/10/21 meeting
III. Departmental Updates - Standards for Scholarship (Department Chairs)
   - Departmental progress
IV. Working Group Report (Gail Garfield & Working Group Members)
   - Languages Other Than English Scholarship
V. New Business and Announcements

Upcoming FPC Meetings

Spring 2022
Full FPC

Meeting ID: 813 7307 0623
Meeting Password: 235089

*All times are approximate
**Appeals meetings are as needed.
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FACULTY PERSONNEL COMMITTEE
MINUTES

Friday, April 1, 2022 ~ 10:00 am – 12:00 pm*

Meeting Convened: 10:16 am
Meeting Adjourned 11:31am

Meeting Open to the Public 10:00 am – 12:00 pm*

I. Welcome

II. Approval of Minutes, 12/10/21 meeting
• Motion to approve – Andrew Sidman
• Second - Jon Jacobs
• No discussion or comments
• Minutes approved with one (1) abstention

III. Departmental Updates - Standards for Scholarship (Department Chairs)

AAS – Yes, TB will email to KB
ANT – In Progress; primarily follows the guidelines from the American Anthropological Association
AMU – In Progress
CTA – Communication – In progress; Theater Arts – follows Association guidelines
CHS- Department is divided. They will pause and revisit.
CRJ – no formalized discussion/decision as yet; Chair has a sense that guideline discussion will proceed
ECO – Undecided
ENG – In progress, more information by later 2022/early 2023
HIS – In progress; informal discussions but will likely decide against
DIS – In discussion
LLS – Not now, but will continue discussions
LIB – revisiting guidelines established years ago
MAT – Tabled until the Department Chair returns (no member present)
MLL – Undecided
PHI – In progress; mixed sentiment
POL – In progress; Updates in Fall 2022
PSY – Decided no with the support and input from the junior faculty
PAD – Revisiting old guidelines; Updates in Fall 2022
SCI – Undecided, discussion still occurring
STEM – new chair for Spring 2022; proposal will be sent. Chair will review and discuss with department
SEEK - In progress
SOC – Decided no after a cycle of drafts, comments and discussion.

BB Questioned about timeline to complete
KM responded that it is based on the progress of each department and what they decide to do
Much of the feedback from departments that were “in progress” or “declined” was that their departments are multi and inter disciplinary. Creating guidelines did not seem optimal or to their benefit or that it would take time to come to an agreement or draft guidelines for each discipline.

Lastly, the FPC was reminded while the guidelines are helpful for the faculty; the guidance is for the FPC when reviewing personnel actions.

IV. Working Group Report (Gail Garfield & Working Group Members)

- Languages Other Than English Scholarship

TB suggested that the 4th bullet point be reframed as: should be accompanied by full references in English

Anthony C suggested that the 3rd bullet point should have the following clause added: “candidate to provide the committee with some measure of the skill of the translation”. He also suggested that the 4th bullet point be clearly noted for reappointment status.

Angela C suggested that the 1st bullet point should have the following clause added: “as available”. She also suggested having a clear-cut point for when candidates should be evaluated earlier in the personnel process (during reappointments).

KM asked the Working Group Members to factor in the committee comments and come back with a resolution that the FPC could adopt.

KB asked, if this is adopted, how would this information be disseminated annually. Ned and Angela suggested that it should be incorporated into the FPP guidelines.

GG requested for the committee to e-mail her directly, regarding all their comments/suggestions.

V. New Business and Announcements

KB

- requested that departments copy academicaffairs@jjay.cuny.edu on their P&B election e-mails to Maribel P. and Kimberly C.

- reminded the committee of the new adjunct promotion process, which now includes the review committee. She also mentioned her intention to circulate a document at the next FPC meeting, to help gather committee feedback on how best to implement the new adjunct promo process.

NB

- would like the FPC to think about a plan on how to address the middle states assessment of administrative and support services

- would like the FPC to think about how many at large members the committee would like to have in the next coming years

KM

- regarding the at large members: asked TB to e-mail KB any plans that may affect the composition of the FPC

AC

- announced that the blackboard page for the council of chairs, now has samples for evaluator emails. She also reminded chairs that only 6 evaluators (max) are needed.
FACULTY PERSONNEL COMMITTEE
AGENDA

Friday, May 13, 2022 – 12:00 pm – 2:00 pm*
(Scheduled time, actual time may be adjusted),
via ZOOM

Meeting Open to the Public 12:00 pm – 2:00 pm*

I. Welcome

II. Approval of Minutes, 04/01/22 meeting

III. Working Group Report - Update (Gail Garfield & Working Group Members)
   • Languages Other Than English Scholarship

IV. Adjunct Promotion Process
   • Review of 2021-2022 process

V. FPC 2022-2023 (Kyeanna Bailey & Natalie Plaza)
   • Review of Meeting Schedule & Due Dates
   • Meeting Format
   • Upcoming logistical project(s)

VI. New Business and Announcements

Upcoming FPC Meetings

Fall 2022
Full FPC

Friday, September 16, 2022

Meeting ID: 863 5798 9121  Meeting Password: 525303

*All times are approximate
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Motion:
Q1: 4:10/13 2 minutes
Q2: ESL School

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Date: 05/13/22

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FACULTY PERSONNEL COMMITTEE
AGENDA
PENDING APPROVAL
Friday, May 13, 2022 – 12:00 pm – 2:00 pm*
(Scheduled time, actual time may be adjusted),
via ZOOM

Convened: 12:08pm

Meeting Open to the Public 12:00 pm – 2:00 pm*

I. Welcome

President discussed the state’s New Hire budget: provided clarification of how hiring would be split between new lecturer and tenure track lines and how this is in addition to what our college had already budgeted for faculty hires. Provost will be work with chairs on the allocation of these lines, based on departmental needs.

II. Approval of Minutes, 04/01/22 meeting

Motion Moved: Warren
Motion Seconded: Geert
Motion accepted unanimously without discussion

III. Working Group Report - Update (Gail Garfield & Working Group Members)

• Languages Other Than English Scholarship
  Motion Moved: Gail
  Motion Seconded: Warren
  Motion accepted unanimously without discussion

IV. Adjunct Promotion Process

• Review of 2021-2022 process
  President asked the committee to review the document (presented by Kyeanna) and submit their responses to Kyeanna by June 15. The committee will then come back to discuss their thoughts in September.

V. FPC 2022-2023 (Kyeanna Bailey & Natalie Plaza)

• Review of Meeting Schedule & Due Dates
  -Kyeanna shared draft dates for the FPC meeting schedule, citing that finalized dates would be sent out in June. She asked everyone to save all appeal meeting dates to ensure availability if picked to be on appeals.
  -Kyeanna shared idea to create a new department e-mail address for Faculty Services, for the exclusive handling of personnel items.
• Meeting Format
  -Kyeanna briefly discussed that we are waiting to hear from CUNY/Tony if this committees can continue to meet virtually and how going back to in-person meetings could affect some on the progress we have made with attendance rates and voting procedures.
• Upcoming logistical project(s)
  -Kyeanna discussed the proposal to Don for FIDO to become the exclusive personnel filing system

*All times are approximate
- Natalie shared plans to develop and manage a new voting system for this Fall via her new role as Elections Manager, under the Simply Voting program. She also cautioned that her plans might shift as needed before the Fall, depending if we would need to go back to in-person sessions. Ultimately, regardless of our meeting format, a positive change will come for Fall voting practices. We ask for your patience and understanding during this new trial period.

VI. New Business and Announcements

Warren proposed an agenda item for September regarding post tenure review

Adjourned: 1:42pm

Upcoming FPC Meetings

Fall 2022
Full FPC Friday, September 16, 2022

Meeting ID: 863 5798 9121  Meeting Password: 525303
Budget and Planning Committee
Budget and Planning Committee Meeting Schedule
2021-2022

July 29, 2021

Joint Financial and Strategic Planning Subcommittees Meeting Schedule
2021-2022

September 1, 2021
December 1, 2021
May 4, 2022

Financial Planning Subcommittee Meeting Schedule
2021-2022

July 13, 2021
July 22, 2021
July 27, 2021
October 6, 2021
February 2, 2022
March 16, 2022

Strategic Planning Subcommittee Meeting Schedule
2021 – 2022

June 24, 2021
August 3, 2021
September 21, 2021
October 21, 2021
November 16, 2021
February 15, 2022
March 28, 2022
April 28, 2022
Budget and Planning Committee
Meeting Agenda
July 29, 2021
11:00-12:30pm – Zoom
(details are in the calendar invite)

1. Approval of minutes for April 1, 2021 meeting (attached)

2. Review and adoption of the proposed FY22 tax-levy budget and CRRSAA / Plan
   (attached)
Attendees: Karol Mason, Aftab Ahmad, Cat Alves, Ned Benton, Andrew Berezhansky, Franklyn Bernabe, Benjamin Bierman, Teresa Booker, Dara Byrne, Anthony Chambers, Anthony Carpi, Shu-Yuan (Demi) Cheng, Brian Cortijo, Warren Eller, Tyrrell Farrulla, Mark Flower, Jay Gates, Maki Haberfeld, Karen Kaplowitz, Brian Kerr, Jeffrey Kroessler, Brian Lawton, Yi Li, Vincente Lecuna, José Luis Morín, Allison Pease, Francis Sheehan, Ed Snajdr, Daryl Wout, and Alison Orlando (recorder)

Guests: Kinya Chandler, Ajisa Dervisevic, Rulisa Galloway-Perry, Alena Ryjov, and Roger Szajngarten

1. Approval of Minutes for April 1, 2021. The minutes were approved as proposed.
2. Review and adoption of the proposed FY 2022 tax-levy budget and CRRSAA plan. There was a short discussion on the CUNY Comeback Program where stimulus funds will be used to pay off student balances for the Spring, Summer, and Fall 2020 semesters and the Spring 2021 semester. The discussion then shifted to approving the budget for FY 2022. Karol M. gave some background. She explained that the college has been working on modeling where we will be financially in the out-years and looking to maximize the federal stimulus funds. She said she wanted to use the opportunity with the federal funds to put us on solid financial footing in perpetuity, but the reality is we are seeing a deficit after FY 2023. She added that CUNY has to prepare as a system for the out-years and they have committed to look at the funding and allocation model. In the interim, we are working with the current methodology, and we need to focus on the budget for FY 2022.

Mark F. moved on to present the FY 2022 budget to the committee. He explained that the budget is broken up into two parts: the tax levy, and the CRRSAA and ARPA funds. He explained that we will submit our financial plan to CUNY along with a plan on utilizing the stimulus funds. He first went over the tax levy side of the budget. He explained that the college has a total budget allocation of $115,313,973 with expenditures totaling $127,044,001. He added that this portrays how there is a systemic imbalance in our revenue and expenditures leading to a deficit before factoring in CRRSAA and ARPA. Mark F. then went over the plan for utilizing the CRRSAA and ARPA funds. He went over the allowable categories where the funds can be applied and explained how the college has planned to use the funds. He said that $19,311,457 of the CRRSAA and ARPA funds will be going back into the tax levy budget with $12,788,796 of that being used to close the gap. This will result in a year-end balance of $7,476,973 for the FY 2022 tax-levy budget.

Yi L. then spoke about faculty hiring. Yi L. explained that the college has the lowest full-time coverage among CUNY and with the stimulus funds we have an opportunity to substantially increase the number of full-time faculty. He went over the five-year plan for faculty hires that takes into consideration instructional need, the strategic plan, and supporting a culturally responsive, inclusive, and anti-racist curriculum. He went over the four main phases of the plan for faculty hiring. The first phase will be converting 34 substitute lines to regular full-time lines with 18 lines being converted this year. The second phase is to continue to support and maintain 10 existing substitute lines. The third phase is to add substitute lines. The last phase is to add full-time faculty to our programs.

The floor was then opened to questions about the budget. Ned. B. he will vote for the budget, but he has some concerns. He talked about a lack of clarity on how the faculty hiring plan relates to the budget, the static enrollment situation, the cost estimates of faculty hiring, the lack of an all-funds budget, and the funding of those hired under the student success initiatives after the stimulus funds run out. He also stated that we should see a copy of the financial plan and the faculty hiring plan.
Karol M. addressed his concerns. She explained that what we submit to CUNY is not static and projections will continue to be refined as we move forward. She also spoke about how the college is working on developing an all-funds budget as the tax levy budget alone cannot sustain the college. She talked about how the student success initiatives have always been supported by philanthropy and will do so going forward after the stimulus funds are used up. She added that we are using the stimulus funds to support the student success initiatives now to maximize earnings on the philanthropy money for later. She also spoke about how the faculty hiring process is iterative, and we are still speaking to chairs about it. She finished by explaining that we will share what we submit to CUNY with the committee. Cat. A. inquired about vacancies for staff in 2020 - 2021. Karol M. said that we are developing plans with the Vice Presidents on staffing, and we are still using the VRB process. She added that we are trying to be thoughtful on the administrative side and to be strategic in allocating resources. Francis S. voiced his concern about vacancies in essential staff positions and wanted to make sure the vote today would not keep those positions vacant. Karol M. said refilling vacancies is not tied to the budget approval today. There was a motion to approve the FY 2022 Financial Plan and to submit it to CUNY. The motion was seconded and approved unanimously. Brian C. asked to speak on staff hiring. He wanted to make the point that when staff depart their work does not disappear and the work is redistributed among their colleagues who most of the time are not compensated. He asked that while we have this opportunity to not only focus on replacing faculty but to look at the staff side as well. Karol M. thanked Brian C. for this characterization and said she will keep this in mind as we move forward. The meeting was called to a close.
Financial and Strategic Planning Subcommittees
Budget and Planning Subcommittees (FPS/SPS)
Meeting Agenda

September 1, 2021
4:00-5:00pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for the May 3, 2021 meeting
2. CUNY adjustments to the budget
3. HEERF plans and their alignment with the 2025 Strategic Plan
4. New Business
Present: Mark Flower (Co-Chair), Allison Pease (Co-Chair), Saaif Alam, Ric Anzaldua, Ned Benton, Andrew Berezansky, Teresa Booker, Kinya Chandler, Geert Dhondt, Tyrell Farrulla, Jay Gates, Heath Grant, Karen Kaplowitz, Erica King-Toler, Yi Li, Dyanna Pooley, Francis Sheehan, Andrew Sidman, and Alison Orlando (Recorder)

Guests: Ajisa Dervisevic, Rulisa Galloway-Perry, Jonathan Hanon, John Paul Narkunas, Alena Ryjov and Janet Winter

1. Approval of minutes from May 3, 2021. The minutes were approved unanimously.

2. CUNY adjustments to the budget. Mark F. gave an update on the CUNY adjustments to the budget. He spoke about the CRRSAA/ARPA plan that was approved by the CUNY Board of Trustees. He explained that adjustments have been made by the college to ensure that we allocate our CRRSAA/ARPA funds in alignment with the CUNY plan. He added that the total amount of funds the college will receive is $45,831,476, which will be allocated in FY 2021, FY 2022, and FY 2023. He gave details on how the money will be allocated and presented our three-year CRRSAA/ARPA plan. Mark F. moved on to talk about the Four-Year Financial Plan/Forecast for the college. He explained that it is forecasted that we will have a positive CUTRA balance until FY 2024 where we are projected to have a deficit. He feels that hiring is a critical issue to help minimize the potential deficit. He added that the President is talking with CUNY on addressing the allocation model and funding to the college. He then presented the multi-year hiring plan that was submitted to CUNY. He explained that the college is planning to hire 18 faculty in Spring 2022 and an additional 15 faculty in Spring 2023.

3. HEERF plans and their alignment with the 2025 Strategic Plan. Mark F. explained that the categories listed under “Student Success Support” in the CRRSAA/ARPA plan tie back to the strategic plan in terms of retention and academic performance. He then proceeded to go over each of the categories that will receive funding. The first category listed in the plan is “Online Program Development.” Allison P. talked about this item and explained that the Department of Online Education will use the funds to increase the quality of undergraduate online courses by creating model course shells. The funds will specifically be used to pay faculty to develop the course shells along with paying additional instructional designers and videographers. Mark F. spoke about the next category labeled “Undergraduate Summer Retention Initiative,” which refers to the summer retention program developed by Dara Byrne. The funds will cover courses for students to take over the summer to help bring up their GPA. The next category labeled “Undergraduate Academic Recovery,” refers to a program to help students who are dismissed from the college to have a soft landing by directing them back to the community colleges so they can work to improve their GPA. This program will use the funds to hire advisors to work with these students. The following category labeled “Graduate Student Recovery Program,” refers to a program to help students raise their GPA and the funds will be used to hire staff to help achieve this goal. The last category labeled “OAR Student Success” will use the funds for hiring to help write new grants and to buy software to help manage where the grant money is going. Mark F. said this is a high-level view and he could share more details with the committee. Ned B. felt that we should produce a table and attribute the money above our operation costs to the goals and objectives within the strategic plan. He felt this will allow us to show Middle States that we are allocating large amounts of discretionary funds towards the objectives in the strategic plan. Mark F. said he can produce that. Jonathan H. asked if we are keeping track of the outcomes for students who are online compared to in-person, and how this relates to the budget allocations. Allison P. explained that the above initiatives are specifically targeting those students who are struggling to help them recover.
4. **New Business.** Ned B. shared a chart from the University Faculty Senate Budget Advisory Committee that is a 17-year analysis of faculty per thousand students in SUNY and CUNY. The chart shows over this period that SUNY has improved their student/faculty ratio, while, it has decreased at CUNY. The third line on the chart shows that John Jay currently has a lower student/faculty ratio than in 2003. The second chart he shared showed the relationship between SUNY and CUNY senior colleges by faculty per FTE, and the percentage of Black and Hispanic students. The graphs show that in the state funded senior colleges that there is a negative relationship between the percentage of minority students and the availability of professors to teach them. Ned B. said that a report on this is going to be distributed to the CUNY Board of Trustees, the Chancellor, the Governor, and members of the legislature. Jonathon H. asked if Ned B. could send the data to the committee. Ned B. said that he would send the report to the committee that includes this data. The meeting was adjourned.
Budget and Planning Subcommittees (FPS/SPS)
Meeting Agenda

December 1, 2021
2:00-3:00pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for the September 1, 2021 meeting
2. All-Funds Budget
3. Budget QI Story
4. Online Excellence Project
Joint SPS-FPS
Minutes
December 1, 2021

Present: Mark Flower (Co-Chair), Allison Pease (Co-Chair), Saaif Alam, Ric Anzaldua, Ned Benton, Teresa Booker, Brian Cortijo, Geert Dhondt, Jay Gates, Heath Grant, Karen Kaplowitz, Erica King-Toler, Yi Li, Francis Sheehan, and Alison Orlando (Recorder)

Guests: Ajisa Dervisevic, Rulisa Galloway-Perry, John Paul Narkunas, Alena Ryjov, Ellen Sexton, and Roger Szajngarten

1. Approval of minutes from September 1, 2021. The minutes were approved unanimously.

2. All-Funds Budget. Mark F. presented the college’s year-end financial report for 2020-21. He explained that the college ended the year with a positive balance of $7,756,000, which was mainly due to the stimulus funds. Rodger S. asked about enrollment and its impact on the tax levy budget. Mark F. said that enrollment is a concern with a decline in the number of transfer students coming to John Jay from community colleges. He said that we are looking to see if there is a way to increase the freshmen class size and still successfully support students. Yi L. reiterated that we must be mindful to provide freshmen the support they need. Ned B. inquired about the CRRSAA funds and asked if they have been released by CUNY. Mark F. answered that the CRRSAA funds are currently set-up to be a reimbursement of OTPS. However, we have not been reimbursed for two quarters of our expenses and now a large portion of our OTPS is tied up. Mark F. then presented the all-funds budget for FY 2022 and explained that looking at the college budget from all funding sources that the college has a year-end balance of $21,162,927. Allison P. inquired if the all-funds budget will help us plan for the out-years so that we won’t have a deficit on the tax-levy side. Mark F. felt that it would as we can look to see how we can use the other funding sources to help address the deficit on the tax-levy side.

3. Budget QI Story. Mark F. moved on to speak about the Six Sigma methodology and said that a quality improvement story team has been formed. The team will be using the methodology to analyze data to understand the root causes of our structural deficit. He plans to have the team to come back is to the SPS-FPS committee to present their findings on a quarterly basis.

4. Online Excellence Project. Ned B. explained that last summer the committee voted on a budget that included funding for the first year of the Online Excellence Project that aimed to improve our online course delivery. However, the committee did not vote on a concept on how the project would be done, and that the project is focused on developing online course templates for asynchronous online instruction. He said that the Faculty Senate has brought a proposal to graduate and undergraduate studies for the project to include the development of templates for synchronous, asynchronous, and hybrid learning. He noted that Graduate Studies has already voted in favor of this proposal. Geert D. said that he sees the value in the Online Excellence Project to development modules for frequently taught classes. He added that the Faculty Senate Proposal steers money away from undergraduate studies to graduate studies where there already is funding for online programs and course modules. Paul N. asked about the funding for other college projects such as the anti-racist curriculum and if it is comparable to the funding the Online Excellence Project is receiving. Mark F. said he will share the CRRSAA and ARPA plan with the committee that shows where all the funds are being distributed. Allison P. said that the Faculty Senate Resolution speaks to treating neutrally synchronous, asynchronous and hybrid modalities. She believes the Online Excellence Project is treating the modalities neutrally and that the courses can be easily converted into hybrid or synchronous classes. Heath G. added that the course shells are neutral. He said that the course shell can be used across modalities including asynchronous, synchronous, and face-to-face. Allison P. felt that there may not be a disagreement on anything, but the language is getting in the way. Geert D. said the one disagreement he has is that the Faculty
Senate proposal takes funding away from undergraduate education. Allison P. agreed and said that there is an already dedicated funding source for graduate courses from differential tuition and online excellence fees. The meeting was adjourned.
Financial and Planning Subcommittees (FPS/SPS)
Meeting Agenda

May 4, 2022
3:00-4:00pm – Zoom (details are in the calendar invite)

1. Approval of Minutes for the December 1, 2021 meeting (attached)

2. Update on FY22 Tax Levy Financial Plan

3. Update on HEERF (Higher Education Emergency Relief Fund) Plan
Joint SPS-FPS
Minutes
May 4, 2022

Present: Mark Flower (Co-Chair), Allison Pease (Co-Chair), Ric Anzaldua, Ned Benton, Teresa Booker, Kinya Chandler, Brian Cortijo, Jay Gates, Heath Grant, Karen Kaplowitz, Erica King-Toler, Yi Li, Dyanna Pooley, Francis Sheehan, Andrew Sidman, and Alison Orlando (Recorder)

Guests: Ajisa Dervisevic, Rulisa Galloway-Perry, Brian Kerr, Alena Ryjov, and Janet Winter

1. Approval of minutes from December 1, 2021. The minutes were approved unanimously.

2. Update on FY22 Tax Levy Financial Plan. Mark F. started by speaking about the impact of the state budget on John Jay for FY 2023. He explained that additional funding from the state will result in the closure of the TAP gap, new full-time faculty hires, opportunities for strategic investments, and additional SEEK support. Mark F. moved on to present the all-funds budget for FY 2022 and gave an overview of each of the funds within this budget. He started by talking about the tax-levy budget that had a year-end balance of $15,168,133 but explained that this was largely due to the HEERF funds that the college received. He spoke about the IFR budget that ended the year with a balance of $3,489,731. He added that he believes that there is an opportunity within this fund to generate additional revenue for college. Another area he spoke about was the auxiliary budget that had a year-end balance of $2,066,374. He explained that this fund received a significant amount of lost revenue due to the CARES Act and the college was able to invest $3,725,000 of these funds into short term investments. Mark F. discussed the foundation budget and explained that the year-end balance of $779,661 does not include $1 million that the college intends to move to be invested with Ernest Partners. The last funds he spoke about included the student activities association budget with a year-end balance of $292,315, the children's center budget with a year-end balance of $30,549, and the research foundation budget with a year-end balance of $9,673,423. He explained that when you look at the summary of the funds together that the college has an all-funds year-end balance of $31,500,187.

Mark F. moved on speak about the projections for the all-funds budgets for FY 2023, FY 2024, and FY 2025. He started with FY 2023 where the tax-levy budget is projected to have a year-end balance of $14,751,277 but he explained that the positive balance is due to the HEERF funds. He added that the all-funds year-end balance for FY 2023 is projected to be $32,537,155. Mark F. moved onto speak about FY 2024. He explained that the year-end balance for the tax-levy fund is projected to be $7,184,895 and the all-funds year-end balance is projected to be $24,543,103. He then spoke about FY 2025 where the college is projected to have a negative year-end balance in the tax levy as we have used up our CUTRA funds. This will impact our all-funds budget where the year-end balance decreased to $16,544,525. Ned B. asked about the assumptions being made about the CUNY allocations in these projections. Mark F. said is assuming that the allocations remain constant except for the increases in the tax-levy budget. He added that we can redo the allocations when the FY 2023 budget for CUNY is adopted.

3. Update on HEERF. Mark F. provided an update on the HEERF Plan. One notable change is that there has been an increase in the allocation of funds for emergency financial aid grants to students from $10,983,344 to $12,992,218. These funds will go towards releasing collection holds on student records for those interested in coming back to the college in the fall. Other changes in allocations include an increase in campus safety funds due to COVID testing and the installation of ultraviolet filtration systems in the air handing equipment, an increase in faculty training funds, and a reduction in lost revenue funds. Mark F. also explained that the HEERF funds have been used towards strategic plan initiatives such as the academic student success programs. The funds were also used to increase funding to summer programs to help students recover academically from the pandemic. The meeting was adjourned.
Financial Planning Subcommittee
Meeting Agenda
July 13, 2021
4:00-5:00pm – Zoom
(details are in the calendar invite)

1. Approval of Minutes for March 31, 2021 meeting (attached)
2. Review of FY2022 Budget Allocations from CUNY
3. Initial OTPS Allocation Distribution
4. Draft FY2022 Budget including 2-year CRRSAA/ARPA Plan
Mark F. started the meeting by welcoming the new Student Government Treasurer Tyrell Farrulla and explaining the work of the FPS. He also thanked Ned for providing questions and presentation for the meeting.

Mark started the meeting by reviewing the year end budget for 2020-2021. He noted a major change which is an increased allocation (higher than projected) but also a change in revenue target. Total expenditures ended up being $1M less than projected ($121,249,999), with total year-end balance being $6,428,205 in Cutra funds. He added that the VRB process helped a lot and we should consider continuing with this practice. Mark then presented a 3-Year plan spreadsheet where he separated $20.5M in CRRSAA funds into a separate column to see if this would put us in a structural deficit. The breakdown showed that without the CRRSAA fund the college would indeed be in a structural deficit situation ($11M in the first year). With the CRRSAA funds, we end up with $12.8M in Cutra. Second and third year also showed deficit without the CRRSAA help. Mark noted that under this scenario, $2M in planned administrative hiring looks problematic and needs to be revised. Ned said that the fourth year would actually be the year that would tell us how we are doing when we use up the help money. Kim said she is concerned with TAP money affecting our target revenue. Allison asked to clarify why with TAP money we still show a deficit in 2024. Mark explained that 2% increase in collective bargaining each year affects this number. Karen asked if CUNY will allow us to have a large Cutra balance, when in the past they wouldn’t allow for a balance of over $2-3M out of concern it would be lost to the state. Ned said that the current political landscape doesn’t present it as concerning as in the past. Mark said that he has been concerned with the position replacement for some time. He encourages people, before hiring to replace a vacated position, to look at the strategic plan and see if there are areas of a more pressing need. He announced a formation of a new committee to review position replacements which will help with the strategic plan goals and position control. Brian C. suggested to review and understand the actual role and responsibilities of a vacated position rather than going by a paper job description. He said that often people do a lot of work outside of their job descriptions, and losing one person may result in the need to hire 2 people, which doesn’t translate in savings. Roger asked if there are any tech projects that can help with enrollment which be funded with a one-time infusion of funds. Mark asked Allison to describe her initiative. Allison talked about her office’s plan to use a one-time allocation to create a robust online learning presence. The initiative aims to provide 100-120 high-quality high-demand online courses which require instructional support, design, promotion, etc. to be in place. Brian C. asked if we should plan for sustainable online support on administrative side, ie blackboard, etc. Ned agreed.

Mark then talked about $24M student debt and how CRRSAA/ARPA funds allocated for student success will be applied to lift student holds. Mark said that the funds will be distributed directly to students, not to the college. Allison suggested that book vouchers and MTA cards may be a qualifying factor for the funds; they have been a proven entity to retain students. The committee agreed. Mark also said that approx. 30% of the JJ community is expected to be unvaccinated upon return to campus. The COVID testing responsibility falls on campus, and so does the funding of this effort. Mark said that $1M was allocated for the testing but he cannot predict if this will be sufficient or what the actual cost would be. Mark also said that $500K was allocated
for faculty development and should help the college to meet the goal of aligning strategic priorities and budget. The discussion will be continued at the 7/22 FPS meeting.
Financial Planning Subcommittee
Meeting Agenda
July 22, 2021
4:00-5:00pm – Zoom
(details are in the calendar invite)

1. Approval of Minutes for March 31, 2021 and July 13, 2021 meetings (attached)
2. Draft 4-Year Budget Plan (presentation attached)
3. All Funds Budget (Slide still in process)
1. **Approval of Minutes from March 31, 2021 and July 13, 2021 meetings:** the minutes were approved unanimously.

2. **Draft 4-Year Budget Plan:** Mark started the meeting by presenting the draft budget and explaining his assumptions. He said that the budget assumes that the revenue target will remain the same and so will the base allocation but he said he is not sure this is a good assumption. He said that he went back in time and did a historical analysis of revenue targets and allocations performance, and found that there was an increase every year, so he questioned why it would be different this time. He said the analysis shows it’s probably not a good assumption. He asked the group to provide their thoughts and comments. Yi said it is clear from the analysis on the chart that, historically, the revenue targets and allocations look correlated, and agreed with the assumption that they both will probably increase. Ned said that, usually, the money we spent last year is a good indicator of how much money CUNY will let us spend next year, but he is not sure if this approach would be helpful to us, that it doesn’t really matter unless we don’t hit the target. Mark proceeded to the next point and said that the new forecast shows impact of revenue target. This year we exceeded it and we got to keep the money, but next year if there is no tuition increase and the revenue target is raised, we will end up in red. Ned said he didn’t think the CUNY would raise our revenue target. Mark said they already raised revenue targets for colleges who had money above the target. Mark added that collection rates are a concern. Yi said that if we got the TAP support, it would increase our revenue, but the projected TAP support is not nearly close to what we need. Brian C. asked if the money for lifting student debt has been released. Mark said no. Brian asked if it will be used to cover the deficit once released. Mark said yes, but Yi added that this number ($8.7M) has already been included in our plan, it’s not additional money. Mark said that CUNY will erase the debt up to Spring 2021 (approx. $7.3M). Mark said that if we incorporate the new model, in 2024 the projections look fine, but in 2025 we are in deficit again. Ned said that we are better off developing the plan building the funds and showing how we will use them, and if CUNY takes the money, it would be extremely unfair. Brian C. said he completely agrees. He said the TAP gap starved us for years and was very detrimental to things and departments. Unfunded mandates from the state don’t allow us to operate at the level we need. We need to fight for what we deserve. Ned underscored the importance of hiring full-time faculty and restoration of TAP gap. Yi agreed on the hiring of faculty. He also said that a lot of enrollment growth is not expected so an increase in revenue target doesn’t make sense. Based on the discussion, Mark concluded that the plan is not ready to be presented to the BPC on Tuesday 7/27. He proposed to meet with Yi on faculty hiring, talk to CUNY on forecasting, meet on Tuesday
again as FPS and reschedule BPC for 7/29. The plan is due to CUNY on August 2. The committee agreed. Allison asked to figure out a way not to reduce the faculty hiring budget.

3. **All Funds Budget:** Mark presented the slide on the all-funds budget 2021-22 and talked about support for faculty, students and staff. He said that non-tax-levy funds roll over from year to year, so we need to figure out the budget format that presents the funds in a clear fashion. He opened the floor for feedback and comments. Ned thanked Mark for doing this, he said it’s the first attempt that the college is trying to do the all-funds. Mark said that he is excited about doing it from the strategic planning standpoint. The committee will reconvene next week.
Financial Planning Subcommittee
Meeting Agenda
July 27, 2021
12:00-1:00pm – Zoom
(details are in the calendar invite)

1. Approval of Minutes for July 22, 2021 meetings (attached)

2. Draft 4-Year Budget Plan
1. **Approval of Minutes from July 22, 2021 meetings:** the minutes were approved unanimously.

2. **Draft 4-Year Budget Plan:** Mark started the meeting by asking Ajisa to provide an update on the meeting with CUNY. Ajisa said that during the meeting two budget scenarios were discussed: one based on historical data and one without the increase. She said that CUNY wants us to use the plan without the increase, they don’t foresee any tuition increases. Mark said that the budget presented today won’t include any tuition increases. Mark said that the meeting with Yi on faculty hiring didn’t take place as previously planned, so he passed the word to Yi to share his perspective. Yi started off by asking if CUNY said anything about the target change. Ajisa said that CUNY promised the target and base allocations would stay the same. Yi said that as far as our enrollment, CUNY complimented the plan and how we calculated the enrollment and presented the numbers. He said he met with his staff to discuss faculty hiring. Currently the plan meets instructional and strategic needs. The immediate plan is to work with the chairs and departments to replace the sublines for instructional needs. He said that the instructional coverage and FT faculty to student ratio, especially for large majors, are benchmarks required for accreditation. He also said it is important to add FT faculty to support the recently adopted anti-racist curriculum and justice research and analytics initiatives as part of our strategic plan. We will be achieving this goal through a combination of $2M base budget and attrition salary savings. He said that communication asking for proposals will go out to the chairs soon. He said he hopes CUNY won’t increase the tuition target. Ned said that he would like to renew the proposal, the 1-2-3 plan, where the college gets $1M of Covid money in the first year, $2M of Covid money in the second, and $3M in the third year when the TAP gap money kicks in. Yi said he likes this plan, but hiring of FT faculty is a long-term ongoing commitment different from sublines and he is concerned about the budget projections. Mark shared the budget excel where he added the money Ned proposed, and he noted that the change is not significant to our base operating budget. Kim said that she loves the opportunity to discuss adding FT faculty but looking at the budget deficit in FY24, by adding $1M to this year, these hires only make sense as sublines. The CRRSSA and ARRPA money are only temporary and we can only hire substitutes. Covering the immediate instructional needs with subs is important but it will be disruptive; we need to be thinking about long-term planning in hiring FT faculty who should be hired with Tap gap money and attrition, not one-time funds. Ned said we have to see how many FT conversions we can do. He doesn’t see the financial resiliency risk in doing the 1-2-3 plan and explained his position. Kim reiterated that we have to hire with long-term strategy in mind; hire of FT tenure track faculty differs from substitute hiring. She also added that we need space for all
those people we plan to hire and it’s a lot of searches to pull off. We need to have a
conversation with chairs about their long-term needs and vision. We need to make sure the
TAP gap money comes through, and in year three, we need to ready to hire the right people
as quickly as possible. Yi said we need to be as aggressive and bold in our plan as possible so
that CUNY understands our need, and he will support Karol’s and Mark’s vision. Jay G. said
that he supports Kim on this as he is concerned about the situation when the TAP gap
money doesn’t come through. Ned said that he still advocates for 1-2-3 plan, and we can
talk about it and adjust it along the way. He said we can’t be planning faculty hiring based
on the number of rooms we have. We want the aggressive plan. Kim said that she would
appreciate a holistic approach to hiring faculty with temporary money. We really need to
think about what the entire college and college support looks like so we don’t find ourselves
in 2 years cutting ourselves out of $3M. Andrew S. said that he doesn’t think we should be
adding a large number of FT faculty until we have enrollment numbers to sustain this,
especially with projections we currently have. Mark said that the purpose of the upcoming
BPC is to approve the FY 2022 budget. We will still have an opportunity to look at 2023 and
2024 budget. For today he proposed that the committee focus on 2022 budget, include $1M
to hire subs for the spring semester, and continue the planning process using the FPS. Ned
said that he wants to look at the revenue in more detail to have a clear idea where we are
before proposing the plan to the BPC. Mark said that he will send the back-up data on the
revenue to the group. Karen asked Allison about the % of FT faculty teaching last semester;
she said that she supports Ned’s position. Every time we had an opportunity to invest in
faculty, we hesitated and tried to play it safe. This is a great opportunity. JJ ranks lowest in
CUNY in FT teaching sections. We should plan aggressively, and think along the way.
Andrew B. agreed with Ned and Karen. He said that we should be taking bold initiatives
and steps. Rulisa asked if internally we can get faculty teach more in the classrooms. Ned
responded that there are workload rules, and the faculty follows them, and we should be
more concerned with issues relating to CUNY or legislature. He said that he would support
an initiative where all savings stay on the side of staff and that he understands the issue
about staff workload that Brian C. always raises. Ned said that he is meeting with EVC
Batista to discuss this.
Mark asked if everyone is comfortable to make a recommendation to the BPC about the
FY2022 plan and inclusion of $1M. Ned said yes. Mark said that he’ll send the information
on the revenue and Kim and Yi will send their hiring assumptions. The motion was made to
advance the FY2022 plan to the BPC. The motion was seconded and approved
unanimously.
Financial Planning Subcommittee
Meeting Agenda
October 6, 2021
2:00-3:00pm – Zoom
(details are in the calendar invite)

1. Approval of Minutes for July 27, 2021 meeting (attached)

2. Presentation of All-Funds Budget
1. **Approval of Minutes from July 27, 2021 meeting:** the minutes were approved unanimously.

2. **Presentation of All-Funds Budget:** Mark started the meeting by overoverviewing a concept of an all-funds budget and the process and challenges of putting it together. He gave an example of Foundation investments as one piece that was challenging to incorporate. He also mentioned the ClearView Company that the college works with to helps benchmark our performance against other non-profits, as well as to create an investment and spending policy. He described what the all-funds budget is about and its application as a strategic management tool. He said that the approach to creating such a budget would be to start with showing opening balances. He shared the presentation and walked the committee through the list of funds. He walked the committee through the slide on All-Funds Revenue and balances for each fund, and explained any increases or decreases. He pointed out that the Aux funds number looks high because we were able to claim and secure the lost Aux revenue through federal funds. On the All-Funds Expenses slide, he explained that Tax Levy funds include both JJ expenses and centrally-administered expense. He pointed to the $8M increase in expenditures and explained each category. Based on the revenue and expenditures, our projected 2022 year-end balances add up to $56M. Erica K-T. suggested to add a column showing % changes from year to year. Rulisa asked if the college is planning big events in the spring, like commencement, that would reduce the year-end balance. Mark said that the college is planning a graduation and the funds are already a part of the SAA budget. Ned made a suggestion regarding improving the format of the document. Mark then presented an all-funds budget overview by major categories: faculty support, student success, and operational expenses. Allison P. asked to clarify whether these three categories were divided according to the AA, EMSA and FA departments. Ajisa confirmed. After the discussion, Mark said that the categories will be revised and refined. Ned agreed that the charts and tables need to be approached more analytically and that they need further work to reflect the connection to our strategic goals. Ned then asked how the committed funds for JJ Foundation are presented on the charts. He said the key would be to distinguish three key things: committed fund balances, available income (e.g. funds generated off of investments), and real/earned income for the year. Mark said that at the next FPS meeting he will present a revised all-funds budget and also would like to talk about the non-tax-levy funds. The meeting was adjourned.
Financial Planning Subcommittee
Meeting Agenda
February 2, 2022
2:00-3:00pm – Zoom
(details are in the calendar invite)

1. Approval of Minutes for October 6, 2022 meeting (attached)

2. Budget Update

3. Review of Activity Model Analysis (ABC Insights)
Attendees: Mark Flower (FPS Chair), Yi Li, Ned Benton, Karen Kaplowitz, Jay Gates, Erica King-Toler, Andrew Sidman, Geert Dhondt, Alison Orlando, Allison Pease, Ajisa Dervisevic, Rulisa Galloway-Perry, Brian Cortijo, Kinya Chandler, Saaif Alam, Janet Winter, Samelia James, Alena Ryjov.

1. Approval of Minutes from October 6, 2021 meeting: the minutes were approved unanimously.

2. Presentation of 4-Year Budget Outlook: Mark started the meeting by welcoming everyone to spring semester and announcing the numbers of students, faculty and staff on campus. He did an overview of the agenda items and started with the 4-year budget overview. He said that the financial picture is changing. Federal stimulus money will help us for the next 2 years but after that things are not looking good. $17M of stimulus funds will help us balance the budget and have money in CUTRA in 2023 and 2024, but after federal help stops, we find ourselves with $12M deficit. He noted that the TAP or Excelsior gap has been eliminated based upon the proposed Governor’s budget starting with the 2022-23 budget. He answered questions about the part-time TAP and fringe benefits, and said that these are the unknown variables and we don’t know yet how they will impact us. He spoke about 17 faculty lines and how the hiring is reflected in the budget. Overall, he said, he thinks the staffing levels will remain where they are. There’s a lot of figuring out to do about the staffing and hiring, and the presentation by HelioCampus will provide more details. For the immediate future, he shared a concern regarding the collection rates, which are lower than projected and represent $7M of uncollected funds. He said that the college will be putting holds on accounts after drop dates. He mentioned the departure of the SVC for Finance and announced the interim replacement, but said that the approach to financial planning and budgeting should remain the same. He concluded that the current financial outlook is not good, and that we need to work towards closing the gap. He said that the President and the VP for Institutional Advancement are focused on increasing fundraising. He added that he is currently in a process of getting a 4-year all-funds budget and hopes to share it with the committee at the next FPS meeting.

3. Review of Activity Model Analysis (HelioCampus): Mark introduced the members of the HelioCampus company, and shared a presentation on staffing levels at JJ comparing it to other colleges. Discussion followed. Mark said that it’s very useful to have this research in moving forward with planning, analyzing and rethinking staffing levels, and it’s a work in progress. The meeting was adjourned.
Financial Planning Subcommittee

Meeting Agenda

March 16, 2022

2:00-3:00pm – Zoom

(details are in the calendar invite)

1. Approval of Minutes for February 2, 2022 meeting (attached)

2. All-Funds Budget-4 Year Outlook (attached)

3. Mid-year Tax- levy Budget Status (attached)
Attendees: Mark Flower (FPS Chair), Yi Li, Ned Benton, Karen Kaplowitz, Jay Gates, Erica King-Toler, Alison Orlando, Allison Pease, Ajisa Dervisevic, Rulisa Galloway-Perry, Brian Cortijo, Kinya Chandler, Saaif Alam, Janet Winter, Samelia James, Alena Ryjov, John Paul Narkunas, Roger Szajngarten.

1. **Approval of Minutes from February 2, 2022 meeting:** the minutes were approved unanimously.

2. **All-Funds Budget-4 Year Outlook:** Mark started the meeting with a presentation to provide an overview of the 4-year all sources budget. He stressed an importance of having Federal stimulus money to help us for the next 2 years. He walked the committee through each category of funds, including IFR, Auxiliary, Foundation, SAA, Children’s Center and RF, and talked about any changes in numbers. He answered Ned’s question regarding how the pledges are calculated and how the SAA budget is spent and what’s different this year. Roger S. asked about our enrollment figures for Fall 22 and impact. Mark said that we are 831 student FTEs under our original plan and as a result of that we are going to miss our revenue target by about $3.5M, but HERF money will offset that number so we are not in a bad shape. As of now, the EMSA fall projection is an increase of 600 FTEs. We are going to increase our incoming freshman size from 1850 to 2000 students, and Dara Byrne’s office is working on figuring out ways to ensure the first year experience and academic advisement for those additional 150 students. For FY2023, Mark said that the elimination of tap gap supported in the governor’s budget is good news for us. However the CUNY’s approach to handling this change is unknown at this point. We’ll know more when they release allocations in June. FY 2024-25 is when the trouble comes. Once the Federal money stops and CUTRA is applied, we are still in $2M deficit, although with all funding sources we are still in a sound position. Allison P. asked why with the elimination $8M tap gap we are still in $8M deficit in FY24. Mark said that this is due to an unknown status of collection bargaining and these are the conservative/pessimistic estimates. Ned asked a question about our assumptions regarding collection and tuition rates. Mark said that he is concerned about the collection rates. The current outstanding balance is $23M. CUNY will be sending letters to eligible students about available funds to cover balances, but after all bailout money runs out, we need to start changing students’ mindset about paying outstanding balances. We need to start preparing them for the situation when the money is no longer there. He briefly discussed the reasons for non-return students from Fall 2021 to Spring 2022. Saaif asked a question regarding availability of more options for online classes for students, especially students with disabilities and students with care-taking responsibilities. The discussion regarding the current ratio of online vs. in-person/hybrid classes followed. Saaif offered to survey students on their preferences of modality. Allison talked about faculty training and certification for teaching online courses. Mark said that due to lack of time, the last item of the agenda, Mid-year Tax- levy Budget Status, will be discussed at the next meeting.
Strategic Planning Subcommittee
Meeting Agenda
June 24, 2021
1:30pm-2:30pm

1. Approval of minutes for the April 22, 2021 meeting
2. Mark on CUNY Budget allocation and revenue target concerns
3. Allison on Year 1 of 2025 Strategic Plan
4. Preparing for John Jay post-pandemic
5. New Business
1. **Approval of minutes from April 22, 2021.** The minutes were approved as proposed.

2. **Allison on Year 1 of 2025 Strategic Plan.** Allison P. explained that she sent the Year 1 data set for the 2025 Strategic Plan to the committee for their review. She added that her area is working on a dashboard that uses this data and it will be sent to the committee once it is finalized. She then talked about the college’s progress towards the Strategic Plan and went over areas that are highlights and areas that need progress.

3. **Karol on framing of budget priorities.** Karol M. said that she wanted to use this meeting to give an update on our financial and budget situation. She explained that earlier this month the Fiscal Affairs Committee of the CUNY Board of Trustees (BOT) considered the CUNY FY 2022 budget. At this meeting, CUNY Central intended to obtain approval to allocate the remaining federal stimulus funds to the colleges over the next two years. The Fiscal Affairs Committee approved moving forward to allow CUNY to distribute specific allocations for FY 2022 but did not approve the allocation of the remainder of the federal stimulus money. They requested for CUNY Central to bring back a plan to the BOT on how these allocations will be spent over the next two years. Karol M. then spoke about the state budget, which she was initially optimistic about because it increased TAP and committed to closing the TAP GAP over the next three years. However, it is now apparent that the state budget will not cover the $40 million increase in fringe benefits and CUNY will have to absorb that cost. This effects the college because the increase in TAP will be used to partially cover the increase in fringe benefits. She explained that this relates back to the federal stimulus money as it will now not go as far as initially thought. She said that the college is working on maximizing the stimulus funds through the tax levy to have more funds available in a more flexible way. She added that it is key that the college looks holistically at all the college funds and not just our tax levy account. Karol M. said that she will continue to press CUNY on creating a sustainable funding model for the system before we exhaust all our federal money. She ended by explaining that her number one priority is increasing full-time faculty, but this must be done in a sustainable way for the college.

4. **Mark on CUNY Budget allocation and revenue target concerns.** Mark F. talked about the plans for the CRRSAA and ARPA funds. He explained that a portion of these funds must be used in categories that are predefined by CUNY. He went over each of the predefined categories, and the amount of funds going towards them. He explained that after spending in these categories the college will be left with $31,666,091 in federal stimulus funds. He said that we the college needs a plan on how to use these funds to present to CUNY along with our financial plan at the end of July. Mark F. moved on to show a draft plan to the committee to consider on how to use the remaining federal stimulus funds in FY 2022 and FY 2023. The proposed uses include items such as financial aid grants to students, technology improvements, faculty hiring, and student success initiatives. Ned B. had a series of questions about the budget. He first asked about the option of increasing the share of direct to student funds. Karol M. said she would prefer to have CUNY take that
obligation on and we can supplement the students who don’t get funds with our private money. He then inquired about the temporary hiring of student success program staff using stimulus funds. He wanted to verify that the funds we would have spent on these programs out of the John Jay Foundation will be used in the future to pick up these costs again. Karol M. verified that this is the case and explained that using the stimulus funds for this use will allow the college to maximize our investment earnings in our other funds and to allow time to for other sources of philanthropy to invest. He also inquired about the lost revenue funds from the stimulus that are going into the Aux Corp. Karol M. explained that using the stimulus funds will replenish the Aux Corp and give it time to build up again. She added that this relates to thinking about funding the college holistically. Yi L. then spoke about faculty hiring and how the stimulus will help increase faculty hiring over the next few years along with the salary savings plan that is in effect. He also explained that he has been working with faculty and the chairs to keep instructional costs down and that continual savings through this should allow for the hiring of additional faculty. Rulisa G. asked about staff professional development funds. Karol M. said that they have exploring staff development programs. Warren E. mentioned that he doesn’t see any dedicated money for creating efficiencies and more resilient operations systems. Dara B. stated that the stimulus funding will be gone before our more vulnerable students have a chance to recover. She said there is a need to create asynchronous modules and programs but there is not enough funding to get done quickly. She thinks we should be talking about efficiency and the timing in relation to the budget. Mark F. then resumed his presentation. He presented a projected budget through FY 2024 and talked about the impact of the federal stimulus funds. He predicts that the college will have a positive year-end balance until FY 2024. Karol M. said that this means we have to use this time to have CUNY rethink the allocation and funding model. Kim C. said that it is also the time to make decisions on how we operate and the way that we structure things. Allison P. added that we have the opportunity to become more of a hybrid campus with both functions in person and online. Allison P. ended the meeting and said that there will be another meeting in the beginning of August.

5. **Preparing for John Jay post-pandemic.** This will be discussed at the next SPS meeting.
6. **New Business.** There was no new business.
Strategic Planning Subcommittee
Meeting Agenda
August 3, 2021
4:00-5:00pm

1. Approval of minutes
2. Year 1 of Strategic Plan Recap
3. Discussion on Year 2 Emphases
Strategic Planning Subcommittee
Minutes
August 3, 2021

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Andrew Berezhansky, Teresa Booker, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, and Alison Orlando (recorder)

Guests: Hungde Chan, Rulisa Galloway-Perry, and Alena Ryjov

1. Approval of minutes from June 24, 2021. The minutes were approved as proposed.

2. Year 1 of Strategic Plan Recap. Allison P. started with an overview of year one of the strategic plan. She gave an assessment of our progress along with concerns and highlights for each of the goals. She went over the 2025 Strategic Plan Dashboard, which can be used as a tool to track our progress for each goal by objective. She ended by speaking about several different datapoints in the dashboard that may be of interest to the committee.

3. Discussion on Year 2 Emphases. Allison P. asked the committee for their opinion on what we should focus on as we continue to move the Strategic Plan forward. Teresa B. was concerned about the data in the dashboard on critical thinking and asked how it is measured. Allison P. explained that it is measured through general education assessment and sampling capstone papers. She added that updated data on this metric should be released shortly. Heath G. wanted to identify critical thinking as a top priority and an area of focus for next year. Brian C. felt that DFWI rates shouldn’t be the only metric for measuring student success among the different modalities. He added that we should also look at if a modality is successfully preparing students for future coursework. Allison P. said that she will have Erez Lenchner and Henry Chan look into this. Andrew B. was concerned about the data in the dashboard on students who feel safe and respected. He felt that students don’t feel as safe on campus or virtually for multiple reasons including boundaries being violated, and microaggressions. Allison P. suggested that she share the survey questions with the Student Council for their feedback. Andrew B. also mentioned that we should focus more on sustainability courses. Heath G. had concerns about Human Resources including the payment and reimbursement processes; he felt that we could address this as a committee. Allison P. agreed as this is a strategic priority as it relates to operational efficiency. Mark F. said that there have been major improvements in Human Resources over the past six months including the adjunct payment process. Allison P. moved on to speak about space. She said that we have the opportunity to make some changes along with having the funding to do so. She suggested that we embark on a space plan and use funds from the Aux Corp to hire a space consultant. Mark F. agreed with her suggestion and said there are lost revenue funds we can use in the Aux Corp. Ned B. agreed that we should do space planning. He added that we should collect the planning that we have done over the last five years to share and consider. Brian C. responded that as the scheduling person responsible for the assignment of classrooms, he is supportive and that we need to attain more classroom space. He also said that as the President of the HEO Council, he wanted to point out that the CUNY bylaws classify HEOs as instructional staff and they are entitled to the same square footage as faculty. Yi L. said that much has changed with the use of space and agreed that we need to seriously look at space planning with the help of professionals.

4. New Business. Ned B. spoke about Middle States and documenting the budget planning process through the creation of a table. The table would report on how we have chosen to spend our discretionary funds against our strategic plan. He added that we have chosen to allocate large amounts of stimulus funds towards our priorities in ways that we have not been able to do in the past. He felt it would be beneficial to report on this.
Strategic Planning Subcommittee
Meeting Agenda
September 21, 2021
2:30pm – Zoom (details in the calendar invite)

1. Approval of minutes
2. Assessment and the Strategic Plan (Dyanna Pooley)
3. Planning SPS work this academic year
Strategic Planning Subcommittee
Minutes
September 21, 2021

Present: Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Teresa Booker, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, Andrew Sidman and Alison Orlando (recorder)

Guests: Hungde Chan, Rulisa Galloway-Perry, Paul Narkunas, Alena Ryjov, and Frances Zusman

1. Approval of minutes from August 3, 2021. The minutes were approved as proposed.

2. Assessment and the Strategic Plan. Dyanna P. presented a document labeled “2020-2021 Annual Assessment Report Findings Aligned to 2025 Strategic Plan.” She addressed how the assessment report findings align to the 2025 Strategic Plan, and specifically spoke to the assessment of capstone courses, the assessment of DFWNCI courses, and programs reporting equity-based assessment practices.

3. Planning SPS work this academic year. Allison P. asked the committee if there are items they want to address and focus on this academic year. Ned B. felt that we should look strategically at enrollment, and what the college is doing with enrollment that will help us meet related strategic plan goals. Allison P. mentioned that the college has a strategic enrollment group, and that a strategic enrollment retreat is being planned to help create a strategic enrollment plan. She added that once the retreat has occurred, she will invite Vice President Kerr to speak to the SPS. Brian C. agreed that we need to be strategically planning enrollment but that we need to understand the impact of the vaccine mandates on enrollment before we plan. Teresa B. commented that the minors need to be represented at the upcoming strategic enrollment retreat as there is a general feeling that the college does not focus on minor enrollments. Ned B. added that he felt that we also need to focus on space. Allison P. agreed and added that the college is lacking a master plan for space. She said that this group has suggested that we spend a portion of the Higher Education Emergency Relief Funds on a space consultant. However, she wasn’t sure if this is a possibility. Mark F. suggested inviting the CUNY Vice Chancellor for Facilities Planning, Construction, and Management to the SPS. We can use the meeting to share our thoughts about space with the Vice Chancellor. The committee agreed on this idea, and Mark F. said that he would reach out to see if he could arrange a meeting. The meeting was adjourned.
Strategic Planning Subcommittee
Meeting Agenda
October 21, 2021
4:00pm – Zoom (details in the calendar invite and below)

1. Review of minutes
2. Karol Mason on restructuring administrative leadership
3. Yi Li on process of Academic Affairs strategic plan AY22
4. Mark Flower on Finance & Administration strategic plan goal re budget AY22
5. New Business
Strategic Planning Subcommittee
Minutes
October 21, 2021

Present: Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Andrew Berezansky, Teresa Booker, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Yi Li, Karol Mason, Dyanna Pooley, Francis Sheehan, Andrew Sidman and Alison Orlando (recorder)

Guests: Hungde Chan, Rulisa Galloway-Perry, Paul Narkunas, Alena Ryjov, and Janet Winter

1. Approval of minutes from September 21, 2021. The minutes were approved as proposed.

2. Restructuring administrative leadership. Karol M. spoke about restructuring the administrative leadership to strategically align areas of the college. She explained that Ketura Parker has been hired to lead Institutional Advancement, which will continue to operate independently with the sole focus of raising funds. She then announced that the Diversity & Compliance Office will move under the General Counsel and External Affairs will move under the new Vice President for Social Justice Initiatives. She explained that these moves will achieve improved communication and alignment. She also announced that she will not be hiring a new Vice President to lead the Communications & Marketing Office and instead there is a search for a Chief Communications Officer who will report directly to Karol M.

3. Academic Affairs strategic plan process AY22. Yi L. started by speaking about the planning process with the department chairs and how it relates back to strategic planning. He explained that this process starts in the spring with the chairs receiving the template for their evaluation along with relevant datasets, and then the evaluations with the chairs take place in the summer. He said that at these meetings the departmental strategic plans are discussed along with their aims and priorities for the upcoming year. He added that other topics discussed include assessment, department management, mentoring, resources, and faculty coverage. He said that after the evaluation he provides letter to chairs, and this is an ongoing process where they may meet again during the year to discuss their progress. He gave two examples on how this process supports the strategic planning process. The first example he spoke about is that in the Strategic Plan that it is a priority to increase and emphasize extra-curricular activities such as internships, and career development. However, through the evaluations it became apparent that the infrastructure wasn’t in place to support the chairs and major coordinators in these efforts, and he will now investigate providing resources for this. The second example he gave is the conversations he had with the chairs on how they are going to continue to support the Seven Principles for A Culturally Responsive, Inclusive and Anti-Racist Curriculum. He then spoke about a second process in his division, which relates back to the strategic planning process. He explained that he has been working with the senior staff in academic affairs to develop plans within each of their areas. He added that he plans to have both a mid-year review of the plans and an end of the year report that will be shared with the college. He said when the plans are finalized that he will share them with this committee.

4. Finance & Administration strategic plan goal re budget AY22. Mark F. presented the Finance & Administration Integrated Plan for FY 2022. He went over each of the strategic priorities and key progress indicator (KPIs) within his division and explained how they relate back to 2025 Strategic Plan. The first priority he mentioned is developing an all-funds budget, and his plans to form a working group to look at our structural deficits and address how the college can have a three-year balanced budget. Other priorities he spoke about include using the HEERF funds to support student success and increase full-time faculty, improving budgeting for the Student Activities Association, and aligning the 9th
ledger allocations to support goals within the strategic plan. Additional priorities that he talked about included training public safety to create a culture of equity, diversity, and inclusion, having technology available for students, and maximizing the usage of the CUNY Comeback Program. The final priorities he spoke about included developing an alternative method for tracking customer satisfaction of HR services, hiring a staff member to lead development of a sustainability plan, evaluating the impact of changing learning modalities on classroom and office space needs, and working with CUNY on the development for a replacement of North Hall. Paul N. inquired if the budget working group findings will be presented to the public or one of the committees. Mark F. said that he will come back to the SPS-FPS on a frequent basis and presenting the data they have from this study. He envisions that the SPS-FPS will make a recommendation to Karol M. depending on the data that they find. He feels it will be an integral part of this committee.

5. **New Business.** There was no new business.
Strategic Planning Subcommittee
Meeting Agenda
November 16, 2021
3:00pm – Zoom (details in the calendar invite and below)

1. Review of minutes
2. Brian Kerr on EMSA strategic plan AY 22
3. Enrollment outlook and considerations
4. New Business
Strategic Planning Subcommittee
Minutes
November 16, 2021
3:00-4:00pm

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Teresa Booker, Tisha Brahmbhatt, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, and Alison Orlando (recorder)

Guests: Hungde Chan, Rulisa Galloway-Perry, Brian Kerr, and Michael Martinez-Sachs

1. Approval of minutes from October 21, 2021. The minutes were approved as proposed.

2. EMSA strategic plan AY 2022. Brian K. started by giving an overview of Enrollment Management and Student Affairs (EMSA). He moved on to explain the process behind the creation of the ESMA strategic plan, which included having meetings with each of the directors within ESMA to review their goals. Brian K. asked if there were any questions about the strategic plan that had been distributed to the SPS prior to this meeting. Ric A. felt that the plan was good and very high level for its first iteration. He brought up two questions that he had. The first question was related to the Jay Express and how they were going to ensure that they are not duplicating efforts that are being done by grant funded studies on STEM students (Goal 1, Objective C). The second question he inquired about was how Justice Academy students will be incorporated into the admissions goals as these students can’t be contacted before they reach 45 credits (Goal 2, Objective B). Michael S. said that he would have to contact each of the directors in these areas and see how they can address these two issues within the plan.

3. Enrollment outlook and considerations. Brian K. moved on to speak about the enrollment outlook. He said that for Fall 2021 the college was down 14.5% in transfers, and that we are seeing less transfer students coming to John Jay from the CUNY Justice Academy. He added that the concern is that community colleges are down in enrollment, and not producing enough transfer students. However, he explained that overall enrollment for Fall 2021 was only down 4.5%. He then talked about future enrollment trends and explained that in 2025 there will be a downturn in college ready students due to a lower birthrate from 2007-2009. He explained that we must be strategic to stay on target with enrollment and keep a diverse group of students who the college will be able to support. He talked about different ideas on how to draw different student groups including such as adult learners and readmits. He also spoke about developing online undergraduate programs to provide opportunities to students who need to complete their degrees online. He added that enrollment doesn’t come before the success and retention of our students, and that we need to be thoughtful in our approach. Ned B. said that at the CUNY Budgetary Advisory Committee there has been discussions about balancing enrollment revenues and that the community colleges are worried that the senior colleges are going to siphon students to solve their own enrollment issues. He felt that the community colleges and senior colleges need guidance from CUNY. Brian K. said that we need to preserve our relationships with the community colleges and let them know that we are not going to take their students before they have completed their degree. He added that there needs to be thoughtful conversations on how the community and senior colleges can work together on this. Brian C. said that we need to attract student populations that we currently don’t serve such as a structured cohort on the weekend. Brian K. said that there is a way of figuring this out, but it will be an investment. Brian K. ended the conversation by speaking about looking at increasing funding on social media advertising to reach more students.

4. New Business. There was no new business.
Strategic Planning Subcommittee
Meeting Agenda
February 15, 2022
2:00pm – Zoom (details in the calendar invite and below)

1. Review of minutes
2. Ketura Parker, Vice President for Institutional Advancement, Introduction and mid-year strategic plan update
3. Yi Li, Academic Affairs mid-year strategic plan update
4. Dyanna Pooley and Allison Pease, restructuring assessment bodies at John Jay
5. New Business
Strategic Planning Subcommittee
Minutes
February 15, 2022
2:00-3:00pm

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Teresa Booker, Brian Cortijo, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, and Alison Orlando (recorder)
Guests: Hungde Chan, Rulisa Galloway-Perry, Brian Kerr, John Paul Narkunas, Ketura Parker, Alena Ryjov, and Andrew Sidman

1. **Approval of minutes from November 16, 2021.** The minutes were approved as proposed.

2. **Institutional Advancement mid-year strategic plan update.** Ketura Parker, Vice President for Institutional Advancement introduced herself to the committee and gave an update on the progress that is being made towards the goals in the strategic plan for Institutional Advancement. The first goal she spoke about in her plan was the overall funding goal of $3.2 million, which of $2 million has already been raised. She said that they are on track to reach and possibly exceed this goal with another $4.2 million of funding in pipeline. She then moved on to speak about the goal to increase the number of alumni mentors to 140, as this will give the college an opportunity to engage with alumni who could provide funding to the college. She reported that they have exceeded this goal with having 210 alumni mentors. Another goal of the division was to raise $200,000 for the student emergency fund, and she announced that they have raised over $300,000. The last goal she mentioned was to add 20 new scholarships for students. She explained that they have added 10 new scholarships and she is confident they will reach this goal. The floor was then opened for questions. Allison P. asked if she is encountering any challenges to reaching any of her goals. Ketura P. said one challenge is developing a robust individual giving program as 65% of the funding we receive is from foundations. The other challenge she mentioned is the staffing level in her division. Rulisa G. asked what is being done to engage students to take the scholarships that have been created. Ketura P. said her office is working closely to develop a communications plan and internal campaign to get students to apply and engage with our scholarships.

3. **Academic Affairs mid-year strategic plan update.** Yi L. reported on the progress being made towards the goals in the strategic plan for academic affairs. He gave some context and spoke about the challenges the college is facing due to the pandemic, and how this has affected some of our metrics such as our first-year retention rates. However, the college is working to give students the best possible learning experience and for the spring semester there has been an increase in faculty-student engagement with 57% of our classes being fully in-person. He then moved on to give updates on the strategic plan within each of the units in academic affairs including the Office of the Advancement of Research, Undergraduate Studies, Graduate Studies, Associate to the Provost for Faculty, and Institutional Effectiveness. Allison P. inquired about areas of challenge where it will be difficult to meet our targets. Yi L. spoke about several issues including the challenge in sustaining funding for the cohort programs that have been key in the success of our undergraduate students. Ketura P. spoke to this and said that one of her goals is to create permanent funding sources for our student success programs.

4. **Restructuring assessment bodies.** Allison P. spoke about the proposal to restructure the assessment bodies at the college. She explained that it has become apparent that the focus of assessment at the college has been on the side of academic programs, and that there needs to be improvement in the assessment of administrative areas. The restructure of the
assessment bodies will address this issue by adding three specialized assessment bodies: the Academic Assessment Committee (AAC), the General Education Assessment Committee (GEAC), and the Administrative Educational Student Support Assessment Committee (AESAC). The SPS will remain as the oversight body for assessment. Allison P. explained that having three specialized assessment bodies would allow each committee to have an assessment focus and include representatives from those areas. The floor was open for comments. Brian C. had some structural concerns of shared governance with dividing faculty and staff into separate committees. He added that he could see how some of his concerns could be resolved with the SPS being the oversight committee since it has shared governance. Allison P. asked if there were any governance concerns about piloting this program next year. Ned B. felt it should be fine and that the SPS has the ability to form these three entities. There was a discussion on if the CWAC was a college council committee. Allison P. said she would clarify with the Office of Legal Counsel and put this item back on the agenda at the next meeting of the SPS.

5. **New Business.** There was no new business.
Strategic Planning Subcommittee
Meeting Agenda
March 28, 2022
1:40pm – Zoom (details in the calendar invite and below)

1. Approval of minutes

2. Update on College’s intent to plan for space needs (Allison)

3. Update on North Hall (Mark)

4. Proposal for a subcommittee of SPS, ad hoc committee on space planning, to devise plan/priorities and report to SPS at each meeting as it does so, with Mark Flower and Oswald Fraser co-chairing (Allison)

5. Open discussion of considerations and priorities for space, to be considered by ad hoc committee on space planning
Strategic Planning Subcommittee
Minutes
March 28, 2022
1:40–2:50 pm

Present: Yi Li (Chair), Allison Pease (Designated Chair), Ric Anzaldua, Ned Benton, Andew Berezhansky, Teresa Booker, Brian Cortijo, Mark Flower, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, and Alison Orlando (recorder)

Guests: Hungde Chan, Rulisa Galloway-Perry, Brian Kerr, John Paul Narkunas, and Andrew Sidman

1. Approval of minutes from February 15, 2022. The minutes were approved as proposed.

2. Update on College’s intent to plan for space needs. Allison P. reiterated to the committee that Goal 4 of the 2025 Strategic Plan has two objectives related to space. The first is to “use space creatively to sustain priorities” with the KPI of “implementing a framework for space allocation and reallocation.” The second is to “build plans for adding space to the college” with the KPI of an “adoption of a CUNY-recognized and funded plan for my space.” She said that with that being established she wanted to share where we are in this process, and share some thoughts for moving ahead.

3. Proposal for a subcommittee of SPS, ad hoc committee on space planning, to devise plan/priorities and report to SPS at each meeting as it does so, with Mark Flower and Oswald Fraser co-chairing. Allison P. explained that an ad hoc committee on space planning, which will act as a subcommittee of the SPS will be established to create a space plan that will act as a framework for our space needs. She added that the ad hoc committee would be part of the shared governance process and report back to the SPS and College Council when necessary. Mark F. described the next steps for the ad hoc committee on space planning. He explained that he recently obtained the CUNY Space Guidelines from Cliff Resnik, the Director of Facilities Planning at CUNY. Mark F. felt that the first step would be for the ad hoc committee to use the CUNY Guidelines as an outline and work on creating our own space guidelines that would act as a framework to guide our own processes. Once this has been created and approved by the proper governance bodies, he felt that the ad hoc committee would move on to create an analysis of our space needs. Brian C. suggested that the registrar’s office be involved in the process to provide information on classroom utilization. Mark F. agreed and spoke about the composition of the subcommittee. He felt that it should include himself, Oswald Fraser, Anthony Bracco, Kim Chandler, 2 to 3 faculty members, and 2 to 3 HEOs. Andrew B. inquired about student representation on the committee. Mark F. agreed students should be included on the committee and said he would speak with Andrew B. about the details.

4. Update on North Hall. Mark F. said that he met with Cliff Resnik and received new information about North Hall that he wanted to share. He explained that CUNY is interested in doing a private/public partnership for the North Hall space. CUNY has estimated that based upon the FAR (floor to area ratio) the building to be constructed would be around 830,000 square feet. In this partnership, CUNY is hoping to work out a lease that would allow CUNY to acquire and use 200,000 square feet of the space at no cost. The downside is that John Jay would not have sole use of the space and CUNY is looking at having either Guttman Community College or the School of Professional Studies share the space with us. There was a discussion on the pros and cons of either of these options. Mark F. explained that CUNY would use the new space to house our library, which would become a shared space with the school that shares the facilities with us. CUNY is now planning to hire an architectural planner to work with the different invested entities to understand their needs with the timeline that the architectural planner would need 2 to 3 months for the process. CUNY would then work with an architect with the timeline of having the
building ready in fall 2026 or spring 2027. They are hoping to start demoing North Hall next year, and start construction in 2024.

5. **Open discussion.** The floor was opened for a discussion. Teresa B. inquired about what would happen to the space in Haaren Hall when the library vacates the space. Mark F. said that the space is currently 56,000 square feet and it would become available for the college to use as office or classroom space. Ned B. felt that there should be another group formed to consider a plan on how to use the vacated library space if it moves to North Hall. He added that the college needs to engage early with CUNY so we are able to build back Haaren Hall for our use. Allison P. felt that the ad hoc committee would address this. She said that the ad hoc committee would first create a framework for space guidelines and determine our priorities. She said then the committee would focus on how to utilize space at the college including the vacant library space. Ned B. said that she is describing a different process, and that he is speaking about the CUNY process. He added that the process he is concerned about is getting the plan for the old library space incorporated into the CUNY plan for North Hall. Allison P. said that Mark F. and Oswald F. would act as the liaisons to the CUNY process due to their administrative role. Ned B. also stressed that there should be a faculty member on the committee on what is happening in North Hall. Mark F. said that CUNY is going to consult with different entities within John Jay on the North Hall project. Ned B. still had concerns. Allison P. said that she understands his concerns, and that the college will keep trying to insert ourselves into the CUNY process at every opportunity. Yi L. noted that a member of the library should be considered for the ad-hoc committee. Andrew B. agreed on the importance of having a librarian in the process, as they are aware of student space needs in the library. Francis S. said that it is imperative that a librarian be included on the decisions in North Hall but added that there may be other choices for those working on the plan for the vacated space. He added that we must figure out how to tie in a funding source to complete the work on the vacant space in Haaren Hall for it to be useful to the college. Paul N. wanted to reiterate that if a librarian is included that it should be a member of the faculty, and echoed Ned's point that a faculty member should be on the committee. Yi L. felt that we have to be mindful of the funding source for renovating the current library space but we do not want to make it a precondition to be part of the project. He added that that we need to engage with the architectural planner within the upcoming months. Andrew S. noted that the new ad hoc committee should also focus on our current space needs as we have hired 30 new faculty starting in the fall. Ned B. noted that he feels that our space needs have not been met with the offer from CUNY. Allison P. inquired if there are any suggestions for the ad hoc committee to consider. Andrew B. asked the committee to consider moving the game room because of noise complaints, and having meditation rooms that are not classrooms. Brian C. felt that it is important that the committee focus on macro-level principles as we have been operating without them. The meeting was adjourned.
Strategic Planning Subcommittee
Meeting Agenda
April 28, 2022
11:00am – Zoom (details in the calendar invite and below)

1. Approval of minutes
2. Strategic Plan/Middle States Updates
3. Erica Bond, VP for Justice Initiatives, mid-year update
4. Brian Kerr, VP for Enrollment Management and Student Affairs, mid-year update
5. Mark Flower, Interim VP for Finance and Administration, mid-year update (materials attached)
6. New Business
Committee on Graduate Studies
1. Approval of the agenda

2. Announcements

3. Approval of May 2021 Meeting Minutes

4. Dean welcome to new semester, and new directors and board members
   - Swheta Jain _Digital Forensics
   - Xu Zhun - Economics
   - Chelsea Binns - SM
   - Denise Thompson- MPA IO
   - Rebecca Weiss BA/ MA Psyc??
   - James Wulach, Deputy Psyc ?
   - student?

5. Assessment
   ● Assessment reports and overview of the assessment committee review process
   ● Self Study Calendar (Attached & In Dropbox)
   ● Self Study Guidelines and Instrument (Attached & in Dropbox)

6. Curriculum Proposals
   Economics MA
   ● Change to ECO 740 Community Economic Development

7. Degree Program Actions

   Proposed Changes in Degree Program:
   1. Advanced Certificate in Transnational Organized Crime (ACTOS) addition of two electives:
      ICJ 729 Organized Crime: International Perspective and ICJ/SEC727 (Information Technology and Cybercrime)
   3. Emergency Management MS addition of PMT 780 Elective
   4. Human Rights MA addition of 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial
   5. Economic MA removal of ECO 740 Community Economic Development from a requirement to an elective

6. Program Self Study Reports
1. FMHC
2. D4CS

7. **Change of Grade F Grade Policy**

8. **New Business**
   - Dismissal Appeals Process & Application (Attached & Available on Jay Stop)
   - Save the Date Graduate Research Symposium-May 6, 2022
Committee on Graduate Studies
Oct. 13, 2021
2:30 – 3:30 PM
Remote Conferencing via Zoom

1. Approval of the agenda

2. Announcements

3. Approval of Sept. 2021 Meeting Minutes

4. Assessment--Dyanna Pooley

5. Curriculum Proposals

6. Degree Program Actions
   ICJ By Laws

7. Discussion
   Grade F Policy
   Directors Evaluation

8. New Business
1. Approval of the agenda

2. Announcements

3. Approval of Oct. 2021 Meeting Minutes

4. Assessment--Dyanna Pooley

5. Online Course Quality Rubric--Allison Pease & Judith Cahn

6. Curriculum Proposals
   
   FMHC Experimental Course [Winter/Spring 2022] Gender, Sex, & Sexuality: Forensic Applications *Non voting Item

7. Discussion and Vote
   Directors Evaluation

   Online Instruction

8. New Business
   Comprehensive Exams (Glen Corbett)
1. **Approval of the agenda**

2. **Announcements**

3. **Approval of Nov. 2021 Meeting Minutes**

4. **Assessment**--Dyanna Pooley

5. **Curriculum Proposals**
   - FOS: Accelerated, Dual Admission Program for the BS in Forensic Science Leading the MS in Forensic Science
   - Changes to existing FOS course FOS 795, 796, 797
   - ICJ: New Course ICJ XXX Gender justice for conflict-related sexual and gender-based violence (SGBV) and crimes

6. **Vote**
   - Directors Evaluation
   - Grade F Policy

7. **Discussion**
   - ECO Experimental Courses
     1. Topics in environmental and economic history of the United States
     2. Political economy of China

8. **New Business**
   - Faculty Senate Racial Justice and Inclusion committee---Lissette Delgado-Cruzata & Jessica Gordon Nembhard
     - MPA Early Advising Program---Denise Thompson & Yi Lu
Committee on Graduate Studies  
Feb. 10, 2021  
1:30 – 3:00 PM  
Remote Conferencing via Zoom

1. Approval of the agenda

2. Approval of Dec. 2021 Meeting Minutes

3. Announcements

4. Discussion
Senate Resolution: Online Course Delivery Modalities and the Online Excellence Project 2021-2022 --- Allison Pease & Dean Morote

5. Assessment--Dyanna Pooley  
Annual Assessment Report Due July 1st

6. Curriculum Proposals  
PMT New Course Proposal: PMT 770 Climate Change Impacts and Emergency Management

7. New Business
   ● Course Review Process:  
     https://docs.google.com/document/d/1LnJsbpYiQAAv1vxEgd7nrqe8tsLDAMpKxVBecGBdsEw/edit?usp=sharing  
   ● C Grade versus F Grade
1. Approval of the agenda

2. Approval of Feb. 2022 Meeting Minutes

3. Announcements

4. Assessment--Dyanna Pooley
   Annual Assessment Report Due July 1st

5. Curriculum Proposals
   Change in Degree Form: PMT 770 Climate Change Impacts and Emergency Management
   New Course Proposal and Change in Degree form: CRJ XXX Action Research for Crime Analysis
   Change in Degree Form: Digital Forensics and Cybersecurity program capstone requirement

6. Other
   Approval of new Faculty to FOS Graduate Faculty

7. New Business
   Graduate Studies Academic Success Center--Mayra Nieves/Anna Austenfeld
1. Approval of the agenda

2. Approval of March 2022 Meeting Minutes

3. Announcements

4. Assessment--Dyanna Pooley

5. Curriculum Proposals
   New course: PMT 785 Special Topics in Emergency Management
   Change in existing graduate course: PMT 748 Project Management for Emergency Management and Public Safety
   New Advanced Certificate in Forensic Psychology
   Experimental Course: ECO XXX Legal Foundations of Business History
   Experimental Course: ECO XXX Legal and Political Foundations of Money and Finance

6. Discussion
   Competency Discussion--D. Morote

7. Other

8. New Business
1. Approval of the agenda

2. Announcements

3. Assessment--Dyanna Pooley
   Annual Assessment report due June 30th

4. Curriculum Proposals

   Change in existing course
   - FOS 727 Case Analysis in Forensic Toxicology

5. Other

6. New Business
Committee on Graduate Studies – Meeting Notes
Sept. 14, 2021
Meeting started at 1:30 p.m.
These were the attendees to the CGS meeting: Dyanna Pooley, Elsa Morote, Glenn Corbett, Bob McCrie, Denise Thompson, Michael Sachs, Brian Kerr, Charles Jennings Charlotte Walker Said, Chitra Raghavan, David Shapiro, Elaine Thompson, Gohar Petrossian, Jeanne Col, Jennifer Rutledge, J. Koessler, M. Prinz, Perry Callahan, Rebecca Weiss, Susan Kang, Tim McCormack, Zhan Xu, Maria D’Agostino, Abbie Tuller, Mary Colon, Shweta Jain
Absentees: Heath Grant and Chelsea Binns

- Agenda: approved
- New Directors and new members introduced themselves
- May 2021 Meeting Minutes: approved (Michael Sachs and Glenn Corbet motioned to approve) - passed
- Assessment: Overview and discussion on the Assessment process – Jennifer and D. Pooley

Dean Morote asked to record the minutes – no one opposed – Maria recorded on Zoom.

Curriculum Proposals

1. Economics – (Zhab Xu) ECO 740 – Charles Jennings motioned for the minutes to reflect the personnel limitations were the motivation to chance ECO 740 to an elective. Michael Sachs and Gohar motioned to approve the change and no one opposed.

Degree Program Actions

3. Emergency Management MS addition of PMT 780 Elective Glen explained the degree changes. Gohar and Mecki moved to approve. No one opposed. Approved.
4. Human Rights MA addition of 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial
5. Economic MA removal of ECO 740 Community Economic Development from a requirement to an elective Charlotte presented the changes to degree. Glen and Michael Sachs moved to approve. No one opposed. Approved.

Self-Study Reports

FMHC – Chitra was at the meeting but stepped away. Abbie Tuller presented for her; no questions. Glenn and Prinz approved the motion, and no one opposed. Approved.

D4CS – Shweta presented the self-study. There were not questions. Glen Corbett motioned to approve, Mecki approved the motion. Approved
Discussion

Change of Grade F Grade Policy – the committee had a discussion on the F grade policy that Dean Morote was proposing. Suggestions were made, specifically to review the Baruch Business school policy. Will revise and continue to discuss next meeting.
Committee on Graduate Studies
Oct. 13, 2021
2:30 – 3:30 PM
Remote Conferencing via Zoom

Attendees: Elsa-Sofia Morote, Brian Kerr, Michael C. Martinez-Sachs, Jeffrey Kroessler, Denise Thompson, Abbie Tuller, Charles Jennings, Charlotte Walker-Said, Glenn Corbett, Chelsea Binns, Mechthild Prinz, Shweta Jain, Rebecca Weiss, Zhun Xu, and Perry Callahan.

Absentees: Heath Grant, Yi Lu, and Gohar Petrossian.

Guests: Anna Austenfeld, Inez Brown, Janice Carrington, Katarzyna Celinska, Jeanne-Marie Col, Maria D'Agostino, Daniel Feldman, Susan Kang, Dyanna Pooley, and James Wulach.

1. Approval of the agenda
The agenda was unanimously approved 16-0-0.

2. Announcements
Dean Morote announced that Graduate Studies will be receiving a 2-million-dollar relief fund.

3. Approval of Sept. 2021 Meeting Minutes
The minutes were unanimously approved 16-0-0.

4. Assessment--Dyanna Pooley
5. Degree Program Actions
   ICJ By Laws
   o The new bylaws were presented by ICJ Deputy Director Katarzyna Celinska.
   o The bylaws were unanimously approved 16-0-0.

6. Discussion
   Grade F Policy
   o The Office of Graduate Studies introduced a new proposal to amend the F grade policy.
   o The committee added language clarify that a maximum of 2 F grades may be replaced.
   o The proposal was unanimously approved 16-0-0.

7. New Business
Committee on Graduate Studies

Nov. 10, 2021
1:30 – 3:00 PM
Remote Conferencing via Zoom

Attendees: Chelsea Binns, Perry Callahan, Glenn Corbett, Heath Grant, Charles Jennings, Jeffrey Kroessler, Yi Lu, Michael Martinez-Sachs, Elsa-Sofia Morote, Gohar Petrossian, Mechthild Prinz, Chitra Raghavan, Denise Thompson, Abbie Tuller, Rebecca Weiss, and Zhun Xu.


Guests: Anna Austenfeld, Judith Cahn, Jeanne-Marie Col, Maria D'Agostino, Mayra Nieves, Allison Pease, Jennifer Rutledge, Elaine Thompson, and Kenneth Yanes.

1. Approval of the agenda
   The agenda was unanimously approved 14-0-0.

2. Approval of Oct. 2021 Meeting Minutes
   The minutes were unanimously approved 14-0-0.

3. Announcements
   - Dean Morote discussed the implementation of Credly and School Messenger. She requested that the program directors provide her with a contact person from their departments who will train to use School Messenger.

4. Online Course Quality Rubric - Allison Pease & Judith Cahn
   - Allison Pease and Judith Cahn presented a rubric to act as a standard for online course design and improving online-learning outcomes. The committee discussed how this rubric could be used for online graduate courses.

5. Curriculum Proposals
   - FMHC Experimental Course [Winter/Spring 2022] Gender, Sex, & Sexuality: Forensic Applications *Non-voting Item

6. Discussion and Vote
   - Directors Evaluation
     - The committee discussed the updated yearly evaluation form for program directors.
   
   - Online Instruction
Online Excellence Project resolution:
“For the Online Excellence Project 2021-2022, the 120 course templates shall include graduate courses and shall be designed to neutrally support hybrid, online asynchronous and online synchronous modes of instruction. Proposed scope and content shall align with applicable learning goals and core curricular content. Graduate programs should determine which college semestral structure should be used for delivery of online courses and programs.”

The committee approved the adoption of the resolution 15-1-0 (Charles Jennings abstained).

7. New Business
   • Glen Corbett asked which programs are still using comprehensive exams.

The meeting was adjourned at 2:52 pm.
Committee on Graduate Studies  
Dec. 6, 2021  
1:30 – 3:00 PM  
Remote Conferencing via Zoom

Attendees: Heath Grant, Shweta Jain, Charles Jennings, Yi Lu, Elsa Sofia Morote, Gohar Petrossian, Mechthild Prinz, Chitra Raghavan, Michael Sachs, Denise Thompson, Rebecca Weiss, and Zhun Xu.

Absentees: Chelsea Binns, Perry Callahan, Glenn Corbett, Brian Kerr, Jeffrey Kroessler, Abbie Tuller, and Charlotte Walker-Said.


1. Approval of the agenda  
   • The agenda was unanimously approved 11-0-0.

2. Announcements

3. Approval of Nov. 2021 Meeting Minutes  
   • The agenda was unanimously approved 11-0-0.

4. Assessment--Dyanna Pooley

5. Curriculum Proposals
   • FOS: Accelerated, Dual Admission Program for the BS in Forensic Science Leading the MS in Forensic Science  
     o The proposal was unanimously approved 12-0-0.
   • Changes to existing FOS courses: FOS 795, 796, 797  
     o The proposals were unanimously approved 12-0-0.
   • ICJ: New Course ICJ XXX Gender justice for conflict-related sexual and gender-based violence (SGBV) and crimes  
     o The course proposal was unanimously approved 12-0-0.

6. Vote  
   Changes to Graduate Studies F-Grade Policy  
   • The proposal was unanimously approved 12-0-0.

   New Directors Evaluation Form  
   • The proposal was unanimously approved 12-0-0.

7. Discussion  
   ECO Experimental Courses  
   1. Topics in environmental and economic history of the United States  
   2. Political economy of China

8. New Business  
   • The Diversity Committee introduced themselves and discussed current and upcoming projects.
Committee on Graduate Studies
Feb. 10, 2021
1:30 – 3:00 PM
Remote Conferencing via Zoom

Attendees: Perry Callahan, Glenn Corbett, Heath Grant, Shweta Jain, Charles Jennings, Brian Kerr, Michael Martinez-Sachs, Elsa-Sofia Morote, Gohar Petrossian, Mechthild Prinz, Chitra Raghavan, Denise Thompson, Robert Till, Abbie Tuller, Fatumata Tunkara, Charlotte Walker-Said, Rebecca Weiss, and Zhun Xu

Absentees: Jeffrey Kroessler and Yi Lu

Guests: Anna Austenfeld, Maria D’Agostino, Susanne Yue, James Wulach, Jeanne-Marie Col, Dyanna Pooley, Allison Pease, David Shapiro, Elaine Thompson, Janice Carrington, Kathleen Collins, Ken Yanes, Mayra Nieves, Nicole Elias, Daniel Braslavsky, and Susan Kang

1. Approval of the agenda
   - The agenda was unanimously approved 17-0-0.

2. Approval of Dec. 2021 Meeting Minutes
   - The minutes were unanimously approved 17-0-0.

3. Announcements
   - Dean Morote introduced Susanne Yue as the new Graduate Studies Budget Analyst.
   - Dean Morote presented an overview of GS projects and initiatives.

4. Discussion
   Senate Resolution: Online Course Delivery Modalities and the Online Excellence Project 2021-2022 ---Allison Pease & Dean Morote

   - Proposal to not submit resolution to college council – The proposal was approved 17-1-0 (1 abstention)

5. Assessment--Dyanna Pooley
   - Program-level learning outcomes need to be included in the Graduate Bulletin.
   - All programs need 5-year assessment plans.
   - Annual Assessment Report is due July 1, 2022.

6. Curriculum Proposals
   - EMT New Course Proposal: PMT 770 Climate Change Impacts and Emergency Management
     - Prof. Jennings presented the proposal on behalf of the Emergency Management M.S. program
     - The proposal was unanimously approved 18-0-0.
7. **New Business**

- **Course Review Process:**
  [https://docs.google.com/document/d/1LnJsbpYiQAAv1vxEgd7nrqe8tsLDApKxVBeCGBdsEw/edit?usp=sharing](https://docs.google.com/document/d/1LnJsbpYiQAAv1vxEgd7nrqe8tsLDApKxVBeCGBdsEw/edit?usp=sharing)
  - Assistant Dean D’Agostino discussed the process for new course proposals and asked the program directors for their input.
- **Enrollments – Elaine Thompson**
- **C Grade versus F Grade**
  - Dean Morote discussed the implementation of an early-warning system for students that are on track to receive F grades in their courses.
Committee on Graduate Studies
February 24, 2021 – Special Meeting
1:30 – 3:00 PM
Remote Conferencing via Zoom

Attendees: Perry Callahan, Glenn Corbett, Heath Grant, Shweta Jain, Charles Jennings, Brian Kerr, Jeffrey Kroessler, Michael Martinez-Sachs, Elsa-Sofia Morote, Gohar Petrossian, Chitra Raghavan, Robert Till, and Rebecca Weiss

Absentees: Yi Lu, Mechthild Prinz, Denise Thompson, Abbie Tuller, Fatumata Tunkara, Charlotte Walker-Said, and Zhun Xu

Guests: Anna Austenfeld, Tony Balkissoon, Inez Brown, Janice Carrington, Jeanne Col, Brian Cortijo, Maria D’Agostino, Mayra Nieves, Dyanna Pooley, Elaine Thomson, Ken Yanes

8. Proposal for a new F Grade Replacement Policy and update to the Dismissal Policy
   • The proposal was unanimously approved 13-0-0.
Committee on Graduate Studies

March 8, 2022
1:30 – 3:00 PM
Remote Conferencing via Zoom

Attendees: Glenn Corbett, Heath Grant, Shweta Jain, Jeffrey Kroessler, Yi Lu, Michael Martinez-Sachs, Elsa-Sofia Morote, Mechthild Prinz, Chitra Raghavan, Denise Thompson, Robert Till, Abbie Tuller, Charlotte Walker-Said, and Zhun Xu

Absentees: Perry Callahan, Charles Jennings, Brian Kerr, Gohar Petrossian, Fatumata Tunkara, and Rebecca Weiss.

Guests: Anna Austenfeld, Janice Carrington, Maria D’Agostino, Nicole Elias, Alex Huang, Mayra Nieves, Dyanna Pooley, and Violet Yu

1. Approval of the agenda
   • The agenda was unanimously approved 11-0-0.

2. Approval of Feb. 2022 Meeting Minutes
   • The minutes were unanimously approved 11-0-0.

3. Announcements
   • Commencement/Hooding will be May 26th or May 27th.

4. Curriculum Proposals
   • New Course Proposal and Change in Degree form: CRJ XXX Action Research for Crime Analysis
     o The proposal was unanimously approved 14-0-0.
   • Change in Degree Form: PMT 770 Climate Change Impacts and Emergency Management
     o The proposal was unanimously approved 13-0-0.
   • Change in Degree Form: Digital Forensics and Cybersecurity program capstone requirement
     o The proposal was unanimously approved 13-0-0.

5. Approval of new full-time faculty member to the Forensic Science Graduate Faculty
   • The faculty member was unanimously approved 13-0-0.

6. Assessment--Dyanna Pooley
   • Annual Assessment Report is due July 1st
   • Dyanna Pooley requested that the program directors provide feedback on the self-study once they receive it.

7. New Business
   Graduate Studies Academic Success Center--Mayra Nieves/Anna Austenfeld
   • Mayra Nieves and Anna Austenfeld presented on the activities of the Graduate Studies coaches and the Graduate Career Center.
Committee on Graduate Studies
May 4, 2022
1:30 – 3:00 PM
Remote Conferencing via Zoom

Attendees: Perry Callahan, Glenn Corbett, Shweta Jain, Charles Jennings, Brian Kerr, Jeffrey Kroessler, Michael Martinez-Sachs, Elsa-Sofia Morote, Mechthild Prinz, Chitra Raghavan, Denise Thompson, Robert Till, Abbie Tuller, Fatumata Tunkara, Charlotte Walker-Said, Rebecca Weiss, and Zhun Xu

Absentees: Heath Grant, Yi Lu, and Gohar Petrossian

Guests: Anna Austenfeld, Daniel Braslavsky, Inez Brown, Jeanne-Marie Col, Maria D’Agostino, Nicole Elias, Dyanna Pooley, David Shapiro, Elaine Thompson, Ken Yanes, and Violet Yu

1. Approval of the agenda
   • The agenda was unanimously approved 11-0-0.

2. Announcements
   • Dean Morote asked the program directors to notify Graduate Studies regarding any leadership changes following their elections.
   • Graduate Hooding is on May 26th

3. Assessment—Dyanna Pooley
   • Annual assessment report is due June 30th

4. Curriculum Proposals

   Change in existing course
   • FOS 727 Case Analysis in Forensic Toxicology
   • Prof. Prinz introduced the proposal to remove FOS 725 and FOS 726 from the list of pre-requisites.
   • The proposal was unanimously approved 14-0-0.

5. New Business
   • Elaine Thompson reported on graduate admissions/enrollments.
   • Jeffrey Kroessler made an announcement regarding thesis submissions.
Committee on
Student Evaluation of the Faculty
AY 2021-2022 SEOF Meetings

Fall Meetings
2 PM September 22 (Wednesday)
2 PM October 13 (Wednesday)
2 PM November 10 (Wednesday)
2 PM December 15 (Wednesday)

Special Ad Hoc Meetings:
September 29, 1:40 PM
January 20, 1 PM.

Spring Meetings
Feb 16 at 1:30 PM
March 16 at 1:50 PM
April 13 at 1:30 PM
May 18 at 1:30 PM
September 22, 2021

Agenda

1. Approve May minutes
2. Update on College Council
3. Update on Faculty Development Day
4. Implementation of the New Form
5. Illicit Items
6. Faculty Senate Committee of Racial Justice draft report
7. Update on Spring Pilot Study (Chris?)
8. Update on Web page (Dan)
9. Other business
10. Design of differential item functioning study requested by College Council

Minutes

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann,
Guests: Jessica Gordon Nembhard, Lissette Delgado-Cruzata, Veronica Johnson, Gerald Markowitz
(Faculty Senate Committee on Racial Justice)

Meeting dates:
2 PM September 22 (Wednesday)
2 PM October 13 (Wednesday)
2 PM November 10 (Wednesday)
2 PM December 15 (Wednesday)

1. May Minutes
approved

2. College Council Update
The proposal to update the SEOF form was approved by the CC as follows:

>>> 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

>>>
The Faculty Senate Committee on Racial Justice announced that it was working on a report (now a statement) on bias in SEOF ratings. In response, President Mason requested a bias study. There was some brief discussion of two alternative designs: (a) matching real ratings to information about faculty demographics and (b) conducting a study outside the SEOF process to incorporate more information. There seemed to be agreement that it was not appropriate to ask questions about faculty demographics as part of the SEOF process. The announcement about the report was the primary impetus behind the 15 abstentions.

3. The Faculty Development Day presentation was very well received. Based on a suggestion from a participant, the new instrument will shortly be available on the College intranet ("Inside JJ"). It has also been archived by OES on their FDD site.

4. Implementation.

KM has met with Kyeanna Bailey and again with both KB and Marilyn Moore from Iota. As a result of scaling up, Iota is no longer able to offer the same level of customization as it did when we first started working with them. Three primary issues arose:

(a) Iota cannot implement brackets. We came up with an ASCII alternative for consideration by the committee. (See sample page.)

(b) Iota cannot ask demographic questions and also exclude them from distribution when faculty download raw data. (They can remove them from summary reports.) Is there a problem with student anonymity if demographics are available? (See New Instrument document for items.)

(c) Is there any problem with using different instruments in Fall and Spring of the same academic year if need be?
Agreed this is okay

5. Illicit Items:
Some items were added to evaluate online courses that were never properly vetted or even brought to the attention of the SEOF committee.

KM has communicated to KB and MM that these cannot be used in the personnel process. Unfortunately, these will be reported for one or two of the most recent semesters. Thereafter, they will be reported only to Judy Cahn who is separate from the Personnel process.

6. Faculty Senate Committee on Racial Justice statement
The committee agreed that it could work together to produce a consensus feedback document. This course of action was chosen over the alternative of just collating separate feedback from various members of our committee.

A significant area of concern raised in committee discussion was the failure of the document to consider Asians and Asian Americans.
KM will collect email and draft consensus document
*Nota bene: The committee subsequently learned that the FSCRJ proposal was up for a vote in the faculty senate. Given the time pressure, the committee reversed this decision and KM sent feedback reflective of the committee’s concerns under his own name.

7. Update on Spring pilot study. (CH)

CH will send email update

8. Update on Web page.
Can we direct people to the intranet for reports and new instrument?
DY: yes

9. Other business?
Due to full agenda, propose postponing election of chair to October meeting.
The committee agreed with this proposal.

10. Design of Bias Study  (Guests join at 2:30 PM)

KM: The bias study is a very large undertaking that will have severe opportunity costs for the SEOF committee. So, it must be carefully planned based on a consensus among stakeholders.

Discussion showed a general preference for focused design on multiple sections.
The study should control for student gpa, departmental exam.
The study should incorporate intersectionality: e.g., white latino v.s. afro-latino, pt/ft faculty member, age of faculty member.

Limitation: ability to detect group difference based on race of professor interacting with race-related courses. Race-related courses is a priority for the study, many minority faculty are recruited for expertise in this area (multiculturalism and racism).

Some multi-section courses are too different from one another.

Some instructors are mis-perceived as black or not.

GM: If a local study fails to detect bias due to low power or some other reason, is there a concern that this could be used as an excuse not to address the issue.

LD-C: does the literature overwhelm what our study can tell us? FSCRJ takes it for granted that this is the case.

The discussion concluded with a consensus that the FSCRJ was not particularly interested in the bias study. KM and JGN agreed that they would work together to suggest an alternative or recommend that the study not be conducted.
September 29, 2021  
Ad Hoc Supplementary Meeting

Agenda:
1. Minutes (time permitting, can wait until October)  
2. Demographic Items  
3. Online/Hybrid Survey Items (Judith Cahn)  
4. Draft advice for use of SEOF ratings in context of faculty from minoritized groups  
5. Spring pilot study  
6. Web page  
7. Student members  
8. Other business

Minutes:

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann,

KM invited Judith Cahn but she had a conflict. They will meet Thursday, September 30.

KM reached out to Danielle Officer and Nikki Gupton regarding whether student members' terms had ended and whether there were new student representatives available to participate.

NG auto-replied that she is no longer working at John Jay College.

DO replied:
1. Poonam Latchman - poonam.latchman@jjay.cuny.edu  
2. Gregory Kirsopp - gregory.kirsopp@jjay.cuny.edu

Committee voted to approve:
1. Retain all demographic items.
2. Omit demographics from all summary reports
3. Allow them in downloads

*Nota Bene: It was subsequently brought to light that this was based on a miscommunication with Marilyn Moore of Iota Solutions. See subsequent meeting minutes.

Online/Hybrid Survey

DY: can we include a disclaimer that the items should not be used in personnel process?

Certainly okay for faculty member to add them to P file.

VY: Item 20 is not about the faculty member

Faculty can add what they like to their P file voluntarily. Will junior faculty feel pressured to include these items in P file even if they would prefer not to?

Item 19: Double barrelled question: separate interaction with instructor and with students
Item 17: Blackboard makes it hard to navigate with limited options for the instructor to mitigate that.
   Does this item assume a particular context of software and design strategy?
   Is this pushing one strategy over others where this is room for reasonable people to disagree
   about what is easy to navigate. Is this pushing the weekly module organization over alternatives?

Can these items be presented in a way that does not go through SEOF?
   when presented alongside SEOF items, could these items bias SEOF responses

Committee voted to approve these actions:

KB and MM:
1. Presentation of these items must be separated from the SEOF process
2. Can this be collected through Blackboard in online and hybrid courses as a survey module with
   announcement?

JC
2. Can this be collected through Blackboard in online and hybrid courses as a survey module with
   announcement?
1. Specific feedback on individual items
3. Offer our expertise to provide feedback and assistance in improving the items (outside SEOF
   process).
* Nota bene: See summary of meeting with JC in subsequent minutes. This turned out to be a
  non-issue.

Pilot study:
N = 8
   Agreed to repeat in all members courses this term, early in term (October), to avoid interference with
   actual SEOF process..

https://forms.gle/fzWddGeqbk9PJ8sBMA

Draft Advice document:

The committee agreed to seek feedback from:
   Racial Justice committee
   Ned Benton and Karen Kaplowitz
   Others active with these kinds of issues

VY: Add paragraph about purpose of SEOF process.

KM will add paragraph and circulate to committee, committee will okay and suggest others, KM will
   send for feedback.

Web page
DY: John Jay Web Site
Dan has been trained and is working to activate his account.

Initial web page should at least include:

- Contact Info
- Membership
- Links to Reports

KM will check with Kyeanna about advertising new form being available before Provost's memo.

KM will follow up with Ana Giron about new form in web bucket on College Intranet.
October 13, 2021

Agenda:
1. September 29 Minutes
2. Chair election
3. Update on new student members
4. Iota Solutions reporting issue (raised by Marilyn Moore)
5. Feedback on Interim Advice draft document
6. Web page update
7. Meeting schedule
8. Pilot Study
9. Other business

Minutes:

Present: Keith Markus, Daniel Yaervbaum (partial), Violet Yu, Chris Herrmann,

Meeting dates:
2 PM September 22 (Wednesday)
2 PM October 13 (Wednesday)
2 PM November 10 (Wednesday)
2 PM December 15 (Wednesday)

Committee approved Sept 23 and Sept 29 minutes.

The committee unanimously re-elected KM as committee chair.

Gregory Latchman has responded and expressed his desire to participate but cannot make this meeting due to a conflicting student government meeting.

KM will share minutes with GL.

Iota Solutions reporting issue:
Committee agreed that data collection takes precedence over reporting. Keep the items as they are and let the ASCII characters show in the report.

KM notified Keyanna Bailey and Marilyn Moore of the vote in the September 29 meeting.
MM notified KM that Iota cannot exclude demographic items from summary reports.
The committee voted by email to unanimously approve allowing summaries in reports.
KM communicated this to MM and KB and described appropriate summaries for nominal and ordinal variables. KM also requested confirmation that the demographics would be excluded from total scores.

KM met with Judith Cahn about the "Hybrid Survey" items. She indicated (a) that she was not responsible for these items, (b) that they predate her employment at the College, and (c) they were not
in active use for outcomes assessment. It was agreed that the discontinuation of the items was a non-issue as far as her office was concerned. KM communicated to MM and KB that these items should be discontinued. All course sections receive the same items.

Carla Barrett contacted KM regarding the use of the new form with Prison-to-College Pipeline (C2CP) students who do not have access to the internet. KM provided a copy of the new items for her use and reached out to KB regarding whether these students can be included in the regular SEOF process.

Ana Giron has added the new instrument to our web bucket on Inside John Jay. However, a student reported to KM that students cannot sign on to the student mirror through the Inside John Jay link on the College web page. KM has reached out the Student Services to ask how students access their Intranet mirror.

Feedback on Interim Advice:
Committee welcomed and agreed with Maureen Allwood's feedback. Will add a further bullet to expand on greater workload for minoritized faculty.

Can we wordsmith "Historically minoritized" to acknowledge more recent biases?

DY: Regarding Web Page report, I have recently received final go-ahead and instructions for credentials and posting. So the good and bad news (for me) is that all barriers have finally been removed and the ball is in my court to attempt to post the information we all decided on last semester.

Bias study:
CH: suggested that our committee take on the study of how SEOF ratings are used in the P process using survey methods. KM had previously suggested an ethnographic study to the FSCRJI.

Committee agreed that it might make sense to ask president for course release support for point person to lead this study. KM will cost out a time budget for the study.

Pilot Study:
Committee discussed using their Fall 2021 courses for pilot study in October.

https://forms.gle/fzWddGeqbk9PJsBMA
November 10, 2021

Agenda
1. Approval of October Minutes
2. Student access to SEOF intranet files
3. Feedback on Draft Advice Document
4. Email from Faculty Senate Committee on Racial Justice and Inclusion email
5. Bias Study
6. Pilot Study
7. Web Page
8. Student Participation
9. Other Business

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann,

The committee approved the October minutes.

Student Access to SEOF Reports:
KM reached out to Student Services regarding student access to the student Intranet but received no reply. KM then reached out to the help desk and was advised to contact Ana Giron directly. Ana Giron replied that students should access the mirror page through the Jstop at the below URL following the below steps.

https://jstop.jjay.cuny.edu/index.php

1. Click on My JJC on the top navigation and select "Student Compendium" in the dropdown menu.
2. When prompted to log in, it should work using a John Jay student username and password (same as used to access student email).

Pilot Study:
Most of the committee has yet to add their students to the study.

CH provided the current data from the pilot study. KM's analysis shows 3 cases with missing data on the start time and 12 cases with valid start time and end time data. There are five new cases in November, of which 4 have valid data. Here is the distribution of time differences.

Min = 3
Q1 = 4
Median = 5
Q3 = 8.5
Max = 13
N = 12

Interim Advice Draft Document:
KM incorporated committee input into a 4th version of the Interim Advice document and circulated it both to those who had not returned feedback on the earlier version (including the Faculty Senate) as well as to some new recipients (including the Council of Chairs and the College Union Chapter).
Feedback from Kevin Nadal: KN suggested motivating the purpose of the document with some literature, agreeing that mean difference are not credible evidence of bias, possible qualitative evidence. He also suggested that there is literature that Asians are judged by their accents rather than their teaching. The committee decided to await feedback from others and address them all together.

Web page:

DY reported that he has everything in place to have access to edit the web page and is just awaiting final activation.

Student Participation:
Committee agreed that KM should reach out to Danielle Officer regarding lack of participation.

Faculty Senate Committee on Racial Justice and Inclusion:
Jessica Gordon Nembhard sent an email message regarding a bias study. For the record, the committee would like to clarify that Professor Nemhhard was present in the College Council meeting when President Mason requested a study and that the SEOF Committee is not a Faculty Senate Committee but rather a College committee. The remaining paragraphs can be summarized as follows.
1. JGN indicated that the FSCRJI had changed its mind about a bias study and requested that members of the SEOF committee individually join a ad hoc committee to conduct the study.
2. The committee raised three concerns regarding study design:
   (a) Courses dealing with racism elicit different responses.
   (b) False negative findings.
   (c) Student perceptions of race may differ from available data on instructor race.
3. JGN proposed the use of a minimum cut score for SEOF ratings in the personnel process.

Faculty Senate: The FSCRJI will request funding for a bias study.

The SEOF Committee agreed that it might not be constructive to attempt to collaborate on one study that meets the goals and methods of both committees.

KM will draft a reply and circulate the draft to the committee by email.
Explain that using an unvalidated minimum cut off is inconsistent with professional standards.

Bias Study:

Committee discussed two main research questions.

1. How are SEOF ratings currently used in the personnel process? KM had suggested an ethnographic study to the FSCRJI and CH had suggested that the SEOF committee conduct a survey study.

2. If we conduct a policy capturing study predicting personnel decisions from personnel information including student ratings, what role do various sources of information play in predicting P
decisions? Does group membership account for variance in decisions above and beyond various sources of information? Do individual sources of information interact with group membership to predict P decisions? (The logit predictor scores from the analysis could also be used as a control variable for a measurement invariance study of the various sources of information.)

The committee agreed that it does not seem feasible for the committee to make use of release time. The committee will probably need to ask for more time.
December 15

Notes prior to meeting:

KM reached out to Danielle Officer who provided contact information for the Student Government Vice President. KM subsequently reached out to Student Government Vice President Aiisha Qudusi (aiisha.qudusi@jjay.cuny.edu).

KM reached out to Marilyn Moore (Iota) and Kyeanna Bailey to ask if there were any remaining issues or new developments. MM replied that everything was in place.

KM reached out to Kyeanna Bailey to (a) note that the SEOF period needs to be long enough (typically 14 days) to allow every instructor in every course a choice of two or more days on which to administer the evaluations, (b) to follow-up on Prison to College students, and (c) to confirm that her questions about online courses had been fully addressed. KB responded that (a) the SEOF period this term was scheduled for 15 days, (b) her office cannot manage paper forms but if Prison-to-College courses can be identified in CUNYfirst she is willing to work with the Registrar to create a data file for those courses, and (c) all questions about the process have been fully answered and all courses will receive the same questions. KM reached out to Carla Barrett who replied that she was satisfied with a paper form based on the file we sent her and satisfied distributing results back to faculty on her own outside of the main SEOF process. KM requested a copy of the edited form (edited to meet prison requirements) to be archived for future reference.

The Fall SEOF period will begin Monday November 29 and end Monday December 13.

KM's advisee who had trouble accessing SEOF Committee reports online reported that she was successfully able to access the reports by following the instructions to sign in through the J-Stop (see November minutes).
Attendance

Members: Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas, Seema Ramdat

September 22, 2021
Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Guests: Jessica Gordon Nembhard, Lissette Delgado-Cruzata, Veronica Johnson, Gerald Markowitz (Faculty Senate Committee on Racial Justice)

September 29, 2021
Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann, Jayvon Thomas, Seema Ramdat

October 13, 2021
Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann,

November 10, 2021
January 20, 2022

Agenda
1. Approval of December 2021 Minutes
2. Faculty Senate Committee on RJ&I.
3. Draft Advice Document
4. Bias Study
5. Pilot Study (CH)
6. Web Page (DY)
7. Student Participation
8. Other Business

Minutes

Present: Keith Markus, Daniel Yaverbaum, Violet Yu, Chris Herrmann,

Note: This meeting was rescheduled from 1:30 January 19 to 1 PM January 20.

Mangai Natarajan will join us February 16 to discuss the bias study, as the representative of the FCCRJI.

For reference, here are the remaining Spring 2022 meetings.

Spring Meetings
Feb 16 at 1:30 PM
March 16 at 1:50 PM
April 13 at 1:30 PM
May 18 at 1:30 PM

The committee approved the December minutes with one minor modification.

Interim Advice Statement:
Committee will follow up on Middle States information before finalizing.

CH: Middle States 2020 Demographics:
www.jjay.cuny.edu%2Fsites%2Fdefault%2Ffiles%2FPresident%2Fjohn_jay_college_self_study_design.pdf

Revisit in February meeting before sending to the advisory group for final review.

Bias Study:
Keith posted a revised draft.
The committee discussed two options for protecting anonymity.
The committee discussed the pros and cons of an external evaluator.
DY will take point on study 1 with assistance from Violet.
KM will take point on study 2
There was general agreement that the survey study should be augmented with some one-on-one interviews (e.g., with chairs).
Committee will review draft and email KM with suggestions.

Pilot Study
CH: 80 plus responses to pilot study. Will collect more data in January.

Web Page
DY: We are still waiting for IT to activate our account. DY reached out again today.

Student Representatives
KM: Will reach out again to student government regrading student representatives.
The committee discussed public forums for discussing SEOF with students. CH offered to reach out to student government about such a forum at some point in the future.
The committee discussed the value of student representative and the interest of our projects to them.

CH: Raised timing of returning to FDD, and for updates for Faculty Senate.
February 16, 2022

Agenda
1. Approval of January 2022 Minutes
2. Faculty Senate Committee on RJ&I. (Mangai Natarajan will join us at 2 PM)
3. Draft Advice Document
4. Bias Study
5. Pilot Study (CH)
6. Web Page (DY)
7. Student Participation
8. Other Business

Minutes

Present: Keith Markus, Violet Yu, Chris Herrmann
Guest: Mangai Natarajan

Approved January Minutes

The SEOF committee was incorrectly identified as a Faculty Senate committee in Faculty Senate discussion regarding Faculty Senate requesting updates from their committees. HC will follow up with the Faculty Senate to clarify that we are a College Committee created by the College Charter.

Draft Advice Document:
KM reached out to the Middle States committee but received no reply. He then reached out to Jill Grose-fifer who is a committee member. She provided a copy of the chapter from the previous iteration of Middle States and stated that there was no content related to bias.

Agreed to sent to advisory committee

Student Participation
Poonam Latchman (poonam.latchman@jjay.cuny.edu).
Nicole Franco (nicole.franco@jjay.cuny.edu)
Vice President Aiisha Qudusi indicated that Poonam Latchman remains a representative and Nicole Franco is awaiting confirmation. KM reached out to both by email. Thus far, Nicole Franco has responded and begun the on-boarding process.

Bias Study:
JJ Faculty Demographics from 2020:
Female: 478 (60.1%)
Male: 318 (39.9%)
Non-Binary/Not Specified: 0 (0%)

Total Minority: 396 (49.7%)

- Am. Ind./Al. Nat. 1 (0.1%)
- Asian/Nat Haw./Other Pac.Isl.: 78 (9.8%)
- Black: 147 (18.5%)
- Hispanic: 163 (20.5%)
Two or More Races: 7 (0.9%)
White: 362 (45.5%)
Italian American: 37 (4.6%)
Blank/Not Specified: 1 (0.1%)

Total: 796

Source: "2018 to 2020 Three-Year Comparison of CUNY Workforce Demographics"

Committee did not have any immediate feedback on draft research proposal. KM will continue developing it.

Web page:
DY: “Our account was approved and our credentials were recently and finally granted. I have tested now Tested the Account and Credentials and AM SUCCESSFULLY IN. I have accessed the editing mode and am using slides from my training session to learn and navigate the somewhat unfamiliar system. I am currently uploading the pilot page, shown to the committee last spring. I will notify once I have had personal success in publishing. Almost there. It is happening!!”

Pilot study:
N > 50. Committee agreed to do an additional round of data collection with Spring courses.

https://docs.google.com/forms/d/18QOVZE0Tdwwi6OBxzdijg2MTG_8dBHGuXj38FYZgE/edit

Faculty Senate Committee on Racial Justice and Inclusion:
Mangai Natarajan joined the meeting as an invited guest after having been appointed by the FSCRJI as their liaison to the SEOF committee. We had a constructive and productive conversation about how the two committees could more constructively coordinate with one another in the future. The discussion included the fact that previous correspondence between the two committees had concluded that one study could not meet the goals of both committees and it would be best that each committee conduct its own study with input and feedback from the other. MN agreed that she would be willing to review the research proposal being drafted by the SEOF committee and share it with the FSCRJI for feedback. KM reiterated the willingness of the SEOF committee to do the same for their study. MN emphasized the importance of considering written comments on SEOF as well as the numeric ratings. KM emphasized the need to take a broader perspective on the personnel process rather than focusing narrowly on SEOF to the exclusion of other factors that play into personnel decisions. There was general agreement that no one study can answer every question but the SEOF study can offer a first step and that other studies can contribute by addressing issues that it does not cover (e.g., student perceptions of race and ethnicity) or zooming in on specific issues in more detail (e.g., fine grained details about publication quality). Greater coordination between the committees can optimize the use of the limited resources of each committee and there was general agreement that we could benefit from one another's research. KM clarified that the SEOF committee sees itself as serving a range of stakeholder groups including faculty, students, and Personnel Committee members. MN clarified that the FSCRJI focuses primarily on impact of student evaluation on faculty members the P and B process.
KM will:
(a) Send Draft Advice document and URL for intranet reports to MN (done)
(b) Circulate URL for data collection to SEOF members (done)
(c) Continue drafting research proposal
(d) Fill in DY on meeting (done)
(e) Send draft Advice document to SEOF Advisory Group (done)
March 16, 2022

Agenda
1. Minutes
2. New Student Representatives
3. Pilot Study
4. Bias Research Proposal
5. Interim Advice Document
6. Web Page
7. Other Business

Minutes

Present: Keith Markus, Dan Yaverbaum, Violet Yu, Chris Herrmann, Poonam Latchman

Committee approved February minutes.

Faculty Senate Liaison Initiative:
In February, Ned Benton launched a Faculty Senate initiative to name liaisons to both Faculty Senate and College Council committees. CH reached out to clarify this initiative for the SEOF committee. Karen Kaplowitz clarified that the purpose behind the Faculty Senate initiative to ask to be notified if a committee is doing anything out of the ordinary was to avoid situations as have arisen in the past in which the FS first learns of something when it is on the CC agenda. In the past we have always coordinated with FS leadership and sought their guidance before bringing anything to the CC and do not foresee any reason that would change in the future. So, this does not seem to involve any change in procedure for the SEOF committee.

Bias Study:
Committee discussed to whom to send the draft proposal for initial feedback. Committee will review version 4 of the draft before it goes out.
In Faculty Senate, FSCRJI expressed renewed interest in conducting their own study. There does not appear to be much overlap between their study and ours.

Interim Advice Document:
No substantive feedback from Advisory Group.
Committee approved releasing it on-line.

Web Page:
Mandy Meng (cmeng@jjay.cuny.edu) is our contact for the web page and has been very helpful. We have access to a personal page but are still working on credentials for the SEOF committee page.

Feedback:
CH has already sorted the comments and will post the results to Blackboard.
Committee members will review and come up with possible item revisions.
In April Meeting, committee will review these and organize them into a pilot study.
April 13, 2022

Agenda

1. Approve March minutes
2. Any concerns or questions from new members
3. Bias Study
4. Pilot Study
5. Remaining comments on new form
6. Web page
7. Reporting of SEOF results
8. Other business

Present: Keith Markus, Dan Yaverbaum, Chris Herrmann,

Committee approved March Minutes.

HH and DY had minor feedback on bias study proposal draft. Agreed that it could be circulated to three people outside the committee once KM integrates changes.

External Feedback:
CH will redo sorting of feedback on new form after computer mishap and share it with the committee through Blackboard.

Pilot Study: N = 53. CH will send data set to KM. KM will generate descriptives. Committee will decide based on those whether to continue data collection.

Reporting of SEOF Results:
It appears that some sections do not have means and SDs.
Items with 1 response appear to report mean = 0 (potentially misleading).
There are not scale means and SDs.
KM will follow up with Iota.
(May 18 minutes have not yet been approved by the committee.)
Attendance

20 January 2022:
Present: Keith Markus, Daniel Yaerbaum, Violet Yu, Chris Herrmann,

16 February 2022:
Present: Keith Markus, Violet Yu, Chris Herrmann
Guest: Mangai Natarajan

16 March 2022:
Present: Keith Markus, Dan Yaerbaum, Violet Yu, Chris Herrmann, Poonam Latchman

13 April 2022
Present: Keith Markus, Dan Yaerbaum, Chris Herrmann,
Provost Advisory Council
Provost’s Advisory Council
Monday, September 20, 2021
1:30pm-2:50pm, Zoom
Agenda

1. Approval of minutes 4.19.21
2. Provost announcements
3. Chair concerns:
   • Departmental released-time allocations
   • Policy on enrollment
   • Policy on overloads
Provost Advisory Committee  
September 20, 2021  
Chair: Yi Li  
Recorder: Kimberly Charles  
Via Zoom

Attendees:
Yi Li; Aftab Ahmad; Andrew Sidman; Angela Crossman; Benjamin Bierman; Daryl A. Wout; Edward Snajdr; Evan Mandery; Geert Dhondt; Jay Gates; Jayne Mooney; Jeffrey Kroessler; Jennifer Samantha Jonathan Jacobs; Jose Luis Morin; Karen Kaplowitz; Katherine Stavrianopoulos; Katie Gentile; Kinya Chandler; Maria Haberfeld; Michael Pfeifer; Monika Son; Ned Benton; Robert Garot; Robert McCrie; Seth Baumrin; Shu-Yuan Cheng; Teresa Booker; Valli Rajah; Vicente Lecuna; Warren Eller; Allison Pease

Approval of minutes 4.19.21- Approved  
Note: Please add the name of attendees on the PAC minutes

Provost announcements

CUNY Executive Vice Chancellor sent a memo about Spring 2022, we are mandated to schedule 70% in-person and hybrid courses. As a college, we did not participate in the pilot of the CUNY system in our five high FLEX courses. Though we might have one or two sections initiated purely by faculty in high FLEX, we don't have a meaningful percentage in high flex courses.

The Faculty Senate met with President Mason and discussed the high flex course reference that was mentioned in Executive Vice Chancellor’s memo. The committee was disheartened to see that reference in the memo since it would be labor intensive. However, President mason assured us that we do not have to use High flex courses if we do not want to, Provost Li agreed to that statement as well.

Chairs are concerned with the 70% mandate because most of the students are not vaccinated, in addition to over-tallies. It’s best to address the modalities that’s needed.

Enrollment trend

Based on the data, we did not meet our targets for Freshmen or Transfer, we came in short, with 100 freshmen’s and about 200 transfers. This is due to several reasons but a big part of it was the confusing messages that we were sending out to the community.
• We lost 41 fully deposited registered freshman the day before classes began solely on this one issue.
• We lost 264 continuing students

Starting in 2020 through May, the decision deadline for most students and colleges, JJAY was always trending lower. About 164 additional freshmen were willing to lose their deposit and became nonresponsive and did not respond to us any further. We did some follow up surveys with those students and what was mentioned from the responses were lack of available courses in the modality that they wanted.

• We do not have enough online courses (We weren't allowed to add online courses)
• We have a small cohort of freshmen in the Spring, usually between 50 and 75
• We take in a large group of transfer students in the Fall and another large group in the Spring.
• We have to look to more non-traditional transfer students that come from outside the CUNY system and other non-traditional populations of students.

A memo was sent out last week regarding the deadlines for students to be vaccinated to over 15,000 students. We started getting the responses from the students. The responses fall into three buckets:

1. “I already submitted my vaccines and my information. I am just confirming.”
2. Frustrated students who don't want to be vaccinated but registered for in-person hybrid classes have no intent of being vaccinated want their money back.
3. Students who said they were waiting until one of the vaccines became FDA approved.
   • “I have the first dose. I will have the second those either by the deadline date (October 7th) before the deadline date or shortly after the deadline date. Will classes be withdrawn?”

Do we allow these students to continue attending classes on campus and just continue the testing protocol until the 14 day? When the fully vaccinated window expires, or do we tell them you have to stay home until you're fully vaccinated.

We are expecting a document from CUNY that outlines this exception that addresses students that have begun the vaccination series. The students that get the one dose Johnson and Johnson will still meet the deadline. But it's these particular students who waited until there was the FDA approval for one of the vaccines.
Provost update:

- CUNY just formed the Graduate Education Task Force. Provost Li appointed a member of that task force. The Executive Vice Chancellor will charge the committee. This is a two-year effort that will examine the overall branding graduate education academy.
- Provost Li sent out a memo with the help of Angela Crossman about modality and also to those faculty members who are concerned about social distancing in their classes. Provost Li gave a week deadline for faculty who had questions about whether or not their classroom in-person or hybrid could accommodate.
  - The provost received 24 responses for about 40 course sections. 10 sessions were lab sections.

Departmental released-time allocations

Kim Chandler sent a table on release time to chairs last week.

Policy on overload

- Provost Li: If you do have full time faculty who wish to teach overload please fill out the form and with your support and send it to Kim Chandler’s office. The overload has to be approved by the Provost on the home campus.
- With Summer, we are managing two things: multiple position limitations and combinations of teaching and administrative work. The Provost generally doesn't say no, as long as the course runs because that counts as revenue for us but permission does still need to be granted.

Space

- Kim Chandler has been walking around campus trying to figure out where to move people and reviewed the requests that were submitted. She needs to coordinate with Facilities in order to execute these moves, so it would be really helpful for her to know when your admins are on campus. For chairpersons who have put in their requests just send her an email letting her know when you are on campus to go over your space.

As for budget, many of you have been asking what's happening with the budget because we are focused on enrollment. We have not had an opportunity to go through the budget exercises but will be speaking to Mark Flower about the preliminary allocation that they put and discuss budget development process with chairs.
Provost Advisory Committee
October 18th
Chair: Yi Li
Recorder: Kimberly Charles
Via Zoom

Agenda
1. Approval of September 20th minutes
2. Provost announcements & Spring 22’
3. Online Excellence Project – Allison and Judy
4. Chair concerns
Members

Yi Li; Aftab Ahmad; Andrew Sidman; Angela Crossman; Benjamin Bierman; Daryl A. Wout; Edward Snajdr; Evan Mandery; Geert Dhondt; Jay Gates; Jayne Mooney; Jeffrey Kroessler; Jennifer Samantha Jonathan Jacobs; Jose Luis Morin; Karen Kaplowitz; Katherine Stavrianopoulos; Katie Gentile; Kinya Chandler; Maria Haberfeld; Michael Pfeifer; Monika Son; Ned Benton; Robert Garot; Robert McCrie; Seth Baumrin; Shu-Yuan Cheng; Teresa Booker; Valli Rajah; Vicente Lecuna; Warren Eller; Allison Pease

Approval of minutes 9.20.21: Approved

Provost announcements & Spring 2022

Provost: With a consistently low infection rate and a vaccine mandate in place, students can now get the education they enrolled for at John Jay. For Spring 2022, all departments should schedule 70% fully in-person and 30% hybrid or fully online courses.

The minimum teaching load policy for full-time faculty will be in effect again beginning in Spring 2022. Students must be fully vaccinated BEFORE classes start. Additional information will be communicated as they come along.

Minimum Teaching Load

Per the Instructional Workload Policy (Fall 2017), all full-time faculty members who are not on sabbatical or other leave must teach a minimum of one course on campus during both the fall and spring semesters.

Course Caps

Social distancing is not required for fully vaccinated individuals, classes will revert to their College Council enrollment limit of 36 for in-person and hybrid classes and 30 for online classes.

Vaccination Policy

CUNY and John Jay will be working to ensure students get their vaccinations to be able to study on campus.
Vaccination mandate guidelines for Winter and Spring 2022:

- All students (except those with approved exemptions/exceptions) must be fully vaccinated to enter campus.

- Students will be able to enroll for in-person/hybrid classes without providing proof of vaccination at the time of enrollment -- but will need to be fully vaccinated and their documents approved before the beginning of classes.
  
  - Students with approved vaccination status from a prior term do not need to re-submit their documents.
  - Medical exemptions will be allowed and processed for new and continuing students taking in-person or on-campus classes, but applications must be submitted 30 days before the start of classes.
  - Applications for religious exceptions will be accepted only for new students and must be submitted 30 days before the start of classes.

- Fully online students will not be required to submit proof of vaccination, but they will be unable to access any on-campus services if they do not.

- Drop Deadlines: students will be dropped from classes if not fully vaccinated the day before the start of classes (for Winter: 1/2/22; for Spring: 1/27/22).
  
  - Vaccination document submission deadlines are ten days before each of the above dates. Students must be fully vaccinated when classes begin, so their shots must have been completed two weeks prior to the beginning of the term.

Faculty Senate concerns on planning for Spring 2022:

- Schedule course sections in the modalities preferred by students based on a survey.
- Fall enrollment was low because students could not register the online sections, they needed which interfere with student success.

Questions raised:

1. How do we reconcile this with the expectation that 70% of class sections should be fully online?
   - Based on a 5-course schedule, these students might need 20% of sections scheduled in class.
2. Can we document if students actually want to schedule 70% of their spring course sections in the traditional on-campus mode?
Recommendations

- A survey of students and faculty as to what course modalities they want,
- Timely sharing of the survey results with faculty and students,
- A policy goal that students should be generally enabled to enroll in classes in modalities they prefer.
- Agreement that the term “HyFlex” not be used or mandated until there is a common CUNY definition and workload definition for simultaneous dual modality instruction;
- That an accurate title such courses should be “Simultaneous Dual Modality” instruction, not “HyFlex” because the “HyFlex” term is associated with commercial products and has many definitions.
- Agreement that such simultaneous dual modality courses not be counted as classroom-based instruction unless the instructor or the department or program can require classroom attendance when academically necessary, along with a minimum requirement for classroom attendance by students;
- Agreement that faculty should not teach simultaneous dual modality courses without workload remuneration for two preparations and deliveries of the same class, and
- Agreement that any instructional modality campus performance metric adjust for the historical rates of online instruction in campuses prior to the pandemic.

Vaccination: Daniel Matos sent a memo to students to remind them about vaccination deadlines, consequences, and the availability of the vaccine van on campus. The information is highlighted on JJC social media, school website, digital signs, and physical postcards presented sat all entrances.

CUNY just updated their guidance on vaccination mandate, and the EMSA team is communicating with JJC students who are in-person or hybrid courses but have not been fully vaccinated or vaccination status have not been verified. Chairs are encouraged to remind students to pay attention to the update.

Modalities: There are some faculty members that have been teaching their classes completely online. Faculty members do not have the authority to make these decisions. In addition, it can cause consequences such as:

- Students do not know that they were subject to the vaccine mandate may be withdrawn from the class because of the misunderstanding caused by the professor’s
unauthorized action. This can lead to serious financial aid and scholarship consequences.

All faculty must return to teaching the courses in the modality they signed up for and will be verified for compliance.

**Faculty Travel approval**

After receiving faculty hiring plans from departments, the Provost has allocated x amount of lines to the following departments.

**Honoring Professors’ commitments to unvaccinated students**

Provost Li has approved several students to remain in course remotely due to special reasons. These exceptions must be approved by the Provost. Once he has reviewed them, the final decision will be emailed to students whether they can remain the course remotely for the rest of the Fall semester. In addition, Registrar will be notified as well.

**Campus Climate Change**

A memo was sent to the community to complete a 10-minute climate survey. This is crucial in receiving information that can help with efforts to create a supportive climate at John Jay. Please forward the memo and encourage members to participate in the survey. [Faculty & Staff Campus Climate Survey 2021](#)

**Distinguish Professor**

Provost Li announced that Professor Kevin Nadal, of the Department of Psychology, has been named as a Distinguished Professor, following action by the CUNY Board of Trustees. Dr. Nadal becomes the tenth current John Jay faculty member to hold this title.

**Online Excellence Project**

Allison Pease, and Judy Cahn, discussed the Online excellence project and its purpose and plan for JJC students to improve online learning.
Provost Advisory Council  
November 15, 2021  
Chair: Yi Li  
Recorder: Kimberly Charles  
via Zoom

Agenda

- Approval of October 18, 2021, minutes
- Report from the Provost
- Spring 2022
- Chairs issues
Provost Advisory Committee  
November 15, 2021  
Chair: Yi Li  
Recorder: Kimberly Charles via Zoom  

Members  
Yi Li; Aftab Ahmad; Andrew Sidman; Angela Crossman; Benjamin Bierman; Daryl A. Wout; Edward Snajdr; Evan Mandery; Geert Dhondt; Jay Gates; Jayne Mooney; Jeffrey Kroessler; Jennifer Samantha Jonathan Jacobs; Jose Luis Morin; Karen Kaplowitz; Katherine Stavrianopoulos; Katie Gentile; Kinya Chandler; Maria Haberfeld; Michael Pfeifer; Monika Son; Ned Benton; Robert Garot; Robert McCrie; Seth Baumer; Shu-Yuan Cheng; Teresa Booker; Valli Rajah; Vicente Lecuna; Warren Eller; Allison Pease  

Approval of minutes 10.18.21 - Approved  

Report from the Provost  

Provost Li discussed his attendance in the Academic Council meeting on November 10th. Topics that were discussed at the Spring 2022 and Vaccine.  

Fall 2021 Vaccine  
Vaccination Policy  
CUNY and John Jay will be working to ensure students get their vaccinations to be able to study on campus.  

Vaccination mandate guidelines for Winter and Spring 2022:  
• All students (except those with approved exemptions/exceptions) must be fully vaccinated to enter campus.  
• Students will be able to enroll for in-person/hybrid classes without providing proof of vaccination at the time of enrollment -- but will need to be fully vaccinated and their documents approved before the beginning of classes.  
  o Students with approved vaccination status from a prior term do not need to re-submit their documents.  
  o Medical exemptions will be allowed and processed for new and continuing students taking in-person or on-campus classes, but applications must be submitted 30 days before the start of classes.  
  o Applications for religious exceptions will be accepted only for new students and must be submitted 30 days before the start of classes.  
• Fully online students will not be required to submit proof of vaccination, but they will be unable to access any on-campus services if they do not.
• Drop Deadlines: students will be dropped from classes if not fully vaccinated the day before the start of classes (for Winter: 1/2/22; for Spring: 1/27/22).
  o Vaccination document submission deadlines are ten days before each of the above dates. Students must be fully vaccinated when classes begin, so their shots must have been completed two weeks prior to the beginning of the term.

WA Grade
Executive Vice Chancellor, Daniel Lemons sent out a memo on October 26th about Guidance on assigning WA grades. Unvaccinated hybrid students can be assigned WA grades as it is a proper grade assignment.
CUNY Board of Trustees approved a resolution that authorizes a waiver and reimbursement to students who are given a WA grade and have already paid their tuition out-of-pocket.

President Mason commented that students she be notified effective Monday, November 1st, that no student will be allowed to test and enter campus unless:
1). Medical exemption or religious exception; or
2). An emergency, such as needing access the food bank.

Data
284 students have not submitted any vaccine information in CUNYFirst
13 students have approved religious exceptions
19 students have approved medical exemptions
17 students’ special permission by professors/Provost
338 students who are awaiting clearance followed up with the Health office to provide the documentation to complete the vax upload process.
A memo will be sent to students who are not approved and will be told they no longer have access to the campus (except in the case of an emergency need).

Spring 2022
Scheduling Spring 2022, Current policy, regardless of status you can register for classes.
For the second part of Spring 2022, we will be going for:
55% In-person
31% Online
17% Hybrid
Random TCOVID Testing Program

Starting the week of November 17th, CUNY is launched a random testing program for vaccinated employees and students accessing CUNY facilities. Randomly selected CUNY members who are vaccinated will be contacted each week to be tested for COVID-19.

PLEASE NOTE: Being tested when you are notified is not optional and is necessary to obtain campus-wide results each week and thus help keep everyone safe.

This random testing program complements CUNY’s mandatory weekly testing for employees who have not disclosed their vaccination status and students who obtained a vaccination exemption.

If you are selected in any given week, you will receive an email from no-reply@cleared4.org with instructions to complete your registration and will have to test at a CUNY test site within 7 days (no appointment necessary). Your test result will be available within 48 hours and you will maintain your Access Pass to CUNY facilities while the results are pending. If your test result comes back positive, your Access Pass will be removed, and you will be contacted by a Coronavirus Task Force Liaison for guidance.

If you do not show up to be tested within the required 7-day period, you will be contacted by a campus or program representative on next steps.

Visit this FAQ or www.adnas.com/CUNYhelp.

If you still have questions, students should contact their campus Local Vaccine Authority (LVA) Employees their HR office.
Provost Advisory Council
December 6, 2021
Chair: Yi Li

Agenda

1. Faculty hire
2. Spring 22 Registration
3. Chair’s issues
Provost Advisory Council  
December 6, 2021  
Chair: Yi Li  
Minutes

PAC Members

Yi Li; Aftab Ahmad; Andrew Sidman; Angela Crossman; Benjamin Bierman; Daryl A. Wout; Edward Snajdr; Evan Mandery; Geert Dhondt; Jay Gates; Jayne Mooney; Jeffrey Kroessler; Jennifer Samantha Jonathan Jacobs; Jose Luis Morin; Karen Kaplowitz; Katherine Stavrianopoulos; Katie Gentile; Kinya Chandler; Maria Haberfeld; Michael Pfeifer; Monika Son; Ned Benton; Robert Garot; Robert McCrie; Seth Baumrin; Shu-Yuan Cheng; Teresa Booker; Valli Rajah; Vicente Lecuna; Warren Eller; Allison Pease

1. Minutes from November 15th meeting- APPROVED

2. COVID-19 Update

This week, CUNY launched the Random Testing Program for vaccinated employees and students accessing CUNY facilities.

- Randomly selected, vaccinated individuals across the University will be contacted each week to be tested for COVID-19.
- This program matches CUNY’s mandatory weekly testing for employees who have not shared their vaccination status and students who obtained a vaccination exemption.
- Individuals who are selected will receive an email from no-reply@cleared4.org with instructions to complete their registration and will have to test at a CUNY test site within 7 days (no appointment needed).
- Test results will be available within 48 hours, and the individual will maintain their Access Pass to CUNY facilities while the results are pending.

If the test result comes back positive, their Access Pass will be removed, and they will be contacted by a Coronavirus Task Force Liaison for next steps.

3. Update on Faculty Hires

All 13 faculty lines have been allocated.
4. Spring 22’ Registration

- CUNY Central has commenced vaccination mandate for the University.

- There will be no change in modalities unless explicit approval from chairs. Unless we hear from the Chancellor, there will be no intentions on changing the modalities.
  - Chairs, please do not give permissions to students to stay remote.
  - Please follow guidance of health services.

For this registration period, we ask students to attest whether they are fully vaccinated. They must submit their documents before the deadline in January.

Current registration is open to all students, 10 days before Spring semester starts. Daniel Matos sent an email to all students last Friday about the process of registration.

Melanie Clark in Health services and her staff will start checking vaccination records before the Spring semester starts.

For the Spring 2022 registration, we are currently at 65% in-person capacity. This is 5% under the 70% in-person sections goal for the Spring semester. As of now, there is no total approval for adding hybrid/online courses. Therefore, any adding of non-in-person course needs the provost’s approval, not including fully online courses in master programs or CollegeNow.

For existing class size policy and cancellation policy, Kathy Killoran oversees the undergraduate courses and Maria Haberfeld, and Elsa-Sofia oversees the graduate courses, and they will be working with the chairs and the Registrar office.

5. Faculty Development Fund

The faculty development fund received approval. Angela Crossman will send information to all faculty to apply.
Provost Advisory Committee  
February 14, 2022  
Chair: Yi Li  
Recorder: Kimberly Charles  
Via Zoom

Agenda

-- Approval of minutes

-- Provost report

-- Faculty hire and Lecturer Hire Initiative--Yi & Allison

-- Issues from Chairs including Spring 2022 class cancellation (Yi, Don, Kathy, and Kim)

-- Adjunct CUNY payroll delay (Kim)
Provost Advisory Council
February 14, 2022
Chair: Yi Li
Recorder: Kimberly Charles
Minutes

**PAC Members:** Yi Li; Aftab Ahmad; Andrew Sidman; Angela Crossman; Benjamin Bierman; Daryl A. Wout; Edward Snajdr; Evan Mandery; Geert Dhondt; Jay Gates; Jayne Mooney; Jeffrey Kroessler; Jonathan Jacobs; Jose Luis Morin; Karen Kaplowitz; Katherine Stavrianopoulos; Katie Gentile; Kinya Chandler; Maria Haberfeld; Michael Pfeifer; Monika Son; Ned Benton; Robert Garot; Robert McCrie; Seth Baumrin; Shu-Yuan Cheng; Teresa Booker; Valli Rajah; Vicente Lecuna; Warren Eller; Allison Pease

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**Approval of December 2021 Minutes**

December 6th Minutes – Approved
- Correction on Melanie Clarke’s name, Health Services

**Provost’s Report**

The Academic Council meeting was held on February 9th and there was an open discussion on Fall planning. Also, the Chancellor visited JJAY.

**Executive Budget meeting** was held on February 7th, and they stated that they will increase per cap and fund community college students.
- 120 million for 10 cap projects
- 120 million for HVAC system
- 55% in person vs 48% online hybrid

Provost stated that we should plan for Fall 2022 under the pandemic because it is how it is going to be for a while.

Board of trustee’s plan to approve FY 23 and FY24. As of now, SAT and ACT scores are optional, this will be the case until they re-evaluate the situation.

CUNY is working on implementing the mandatory vaccine for faculty and staff.

Executive Vice Chancellor created a new task force on teaching. On Jan 24th Provost Yi accepted to be a member. For this task force, the Office of Academic Affairs CUNY is recognizing x rewarding excellence in teaching and will recommend a list of criteria.

This CUNY task force is comprised of the following CUNY members:
- 6 Tenured faculty
- 3 Presidents
- 3 Provosts
**Issues from Chairs including Spring 2022 class cancellation** (Yi, Don, Kathy, and Kim)

**Concern:**
Faculty members who do not want to come and observe adjuncts? What are the penalties? What do we do?

Lecture hire -13 searches
- Political Science - completed their search
- Economics completed finalist interviews
- Vincente- Final interview stage

Note* All finalists are in person

**Faculty hire and Lecturer Hire Initiative--Yi & Allison**

17 lines we received

Provost Yi is encouraged that chairs are trying to reach the aspirational target, but he wants to see an increase the FT coverage in each department.

The target of this initiative is to add 500 lectures if you cannot make 75% or above.

This round they added 250 lines, JJAY were allocated 17 faculty lines.
- 6 LPS
- 3 PSY
- 3 SOC
- 3 POL
- 2 Math x Computer Science

Chairs, if you cannot complete all the hires, you can roll over and there will be no penalty but try your best to complete those lines.

**Adjunct CUNY payroll delay (Kim)**

There was a payroll delay for adjuncts. A couple of adjuncts were just paid by CUNY comptroller but 52 JJAY adjuncts were not paid yet.

Oswald Fraser, Human Resources VP notified those adjuncts in accordance. Human Resources is in the process of sorting it out now. In addition, Oswald has reached to the university and state to recompensate the money. It will take a while to adjust.

Meeting adjourned
Provost Advisory Council
March 14, 2022
Chair: Yi Li

Agenda

- Approval of February 14th Minutes
- Provost Report
- Conversation on HR Services—Mark & Oswald
- Fall 22 Class Scheduling
PAC Members: Yi Li; Aftab Ahmad; Andrew Sidman; Angela Crossman; Benjamin Bierman; Daryl A. Wout; Edward Snajdr; Evan Mandery; Geert Dhondt; Jay Gates; Jayne Mooney; Jeffrey Kroessler; Jonathan Jacobs; Jose Luis Morin; Karen Kaplowitz; Katherine Stavrianopoulos; Katie Gentile; Kinya Chandler; Maria Haberfeld; Michael Pfeifer; Monika Son; Ned Benton; Robert Garot; Robert McCrie; Seth Baumrin; Shu-Yuan Cheng; Teresa Booker; Valli Rajah; Vicente Lecuna; Warren Eller; Allison Pease

- Approval of February 14th Minutes Approved
  Correction in 2/14 minutes: Change the word “Pandemic” in the provost update report to “Endemic”.

- Provost Report (based on the Provost’s attendance to Academic Council meeting and the Chancellor’s recent memo on COVID-19 Vaccine and Masking.)
  - Vaccine Mandate
    o On January 31, CUNY Board of Trustees voted to authorize a vaccine mandate for faculty, non-teaching instructional staff and employees in the Executive Compensation Plan in compliance with a public policy directive issued by Governor Hochul.
    o All full-time and part-time faculty, non-teaching instructional staff (which includes NTAs, CLTs and those in the HEO series) and ECPs are required to be fully vaccinated (two shots of Moderna or Pfizer, or single shot of Johnson & Johnson, without boosters) against COVID-19 and to upload proof of vaccination into CUNYFirst by no later than April 1, 2022.
    o The Board authorized the Chancellor to engage with the PSC on the implementation of the vaccine mandate for faculty and non-teaching instructional staff. We have begun those negotiations and will provide additional information, including with regards to requesting medical and religious exemptions, as we move forward.

  - Mask Policy Mandate
    o The CDC sent a revised guidance last week on mask policy mandate, as a result the temporary mask mandate has been lifted since it was put in place since August 2021 and required all CUNY students, faculty, staff, and visitors to wear masks inside university campuses, office buildings, classrooms, and other non-enclosed spaces. This policy change will take effect on Monday, March 7.
    o Please note, anyone who would like to continue wearing masks in any setting is welcome to do so at any time. Masks will continue to be available on campus and offices for those who choose to wear them. The CDC is not requiring people to wear a mask in communities that have low or medium COVID-19 levels like New York City’s boroughs, however, the
chancellor encouraged the small number of faculty, staff and students who are still not vaccinated, or those who have been or will be granted a medical exemption or religious exception, to wear a mask.

- CUNY will continue to monitor CDC guidelines and consult with our State and City health officials, and should the evolving circumstances require a reconsideration of this or any policy, we will make the necessary changes to keep the CUNY community safe.

- **Masks After an Exposure**
  The University’s [quarantine guidance](mailto:quarantine_guidance) will remain unchanged.

- **Vaccines and Boosters**
  The suspension of mandatory masking does not affect the student booster requirement for those enrolled in hybrid or fully in-person courses. Students must upload proof of their booster within 30 days of the date they first become eligible to receive the booster. A reminder that all full- and part-time faculty, non-teaching instructional staff and ECPs are [required to be fully vaccinated](mailto:required_to_be_fully_vaccinated) and their proof of vaccination uploaded into CUNYfirst by April 1. Requests for medical exemptions or religious exceptions will be considered and the employee process for submitting such requests will be communicated soon.

- **Testing and Random Testing**
  To monitor COVID-19 moving forward, CUNY’s mandatory testing for anyone with medical exemptions or religious exceptions and the random testing program for vaccinated individuals will continue to operate without change. Free PCR testing continues to be available for students, faculty and staff at [CUNY testing sites](mailto:CUNY_testing_sites) and I encourage you to take advantage of this service for any reason you might need it.

- **CUNY Teaching Excellence Task Force**
  - Subcommittee #1 met last week- Members come together to seek clarity on guidance’s pertaining to teaching and research. This will be considered when faculty are being considered for tenure and promotion. Collecting promotion/tenure from each CUNY campus plus peers across the nation.

- **Conversation on HR Services—Mark & Oswald**
  - **Chair Concerns**
    - It takes too long for forms to get processed. It should be done in a timely manner. A lot of the forms and process should be streamlined. VISA and international processing are slow. We need someone who is trained to do the work.
      - Oswald stated that chairs should speak to Kyeanna Bailey in the Provost office on that issue regarding VISA paperwork. HR does not oversee that they only log the information and start the onboarding process.
    - Oswald Fraser- There are changes being made in HR. They have hired a new Director of Human Resources of Operations. This role was vacant for a couple of years. They offered the position to Keisha Pottinger Moore effective as of today. Once the process is complete, they will make the announcement today.
    - HR is in search for a HR specialist
o Reviewing services of hiring adjuncts
  o Ask HR/survey response- Engaged with people to get timely feedback. In the process to figure out a way to do it.
    • A lot of Adjuncts were not paid
      o Oswald is in the process of reviewing the list of adjuncts who were not paid, and he is in contact with CUNY central to help move the process along.

• Fall 22 Class Scheduling
  ▪ CUNY Central mandate, we plan to have the Fall schedule with student success to be in person.

• Academic Operations Office
  o In a couple of weeks, Kim Chandler will send a list of eligible adjuncts of 3 years of reappointment.
  o The office has a webpage under the Academic Affairs tab. The webpage will have all the information that chairs, and faculty need. Please email Kim and let her know what you would like to have available on the website.
  o Space Capital planning on spaces we have available for 17 new lines as soon as we get the floor plan and inventory, they will begin to have conversations with chairs about accommodating new faculty.
  o Adjuncts being onboarded late in the semester must be cleared by HR before they go in a classroom it is a violation if we do not follow policy.
    ▪ JJAY is now an e-verified institution. If we do not process paperwork online, we are violating federal law.

Meeting adjourned.
Provost Advisory Council
April 11, 2022
Chair: Yi Li

Agenda

- Approval of March 14th Minutes
- MSCHE Self-Study: Jim, Ned, and Allison
- Conversation on Fall 2022 planning: Yi, VP Brian Kerr, AVP Daniel Matos, Sofia, Kathy
- Issues from the chairs
Provost's Advisory Council
Wednesday, May 5, 2021
1:30pm-2:50pm, Zoom
Agenda

1. Fall 2019 class schedule
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 over 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 contacted 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>
<th>Fall 2021</th>
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A G E N D A

Council of Major and Minor Coordinators and Advisors’ Meeting
Wednesday, September 8th, 2021
Zoom
https://jjay-cuny.zoom.us/j/2020637330
Meeting ID: 202 063 7330
One tap mobile
+19292056099,,2020637330# US (New York)

1. Welcome and Introductions

2. College Reopening/Transition: Open Discussion

3. Academic Recovery: What’s working for the majors/minors?
   • Preliminary data
   • Council Initiatives
Attendance  9/8/2021  51 participants
Members:

Adriana Perez
Alexa Capeloto
Alison Kavey
Amie Macdonald
Andrew Karmen
Andrew Sidman
Arthur Storch
Avram Bornstein
Belinda Rincon
Benjamin Bierman
Betty Taylor-Leacock
Brian Lawton
Brian Montes
Charlotte Walker-Said
Christopher Herrmann
Christopher Morse
Claudia Calirman
Cristina Di Meo
Cristina Lozano Arguelles
Crystal Jackson
Crystal Jackson
Daryl A. Wout
David Green
David Shapiro
Devin Harner
Dyanna Pooley
Edward Paulino
Edward Snajdr
Elizabeth Nisbet
Francis X. Sheehan
Henry Smart
Himani Gupta
Hunter Johnson
Isabel Martinez
James Delorenzi
Jamie Longazel
Janice Bockmeyer
Jason Rauceo
Jeffrey Heiman
Jennifer Rosati
Jennifer Rutledge
Jessica Stevens
John Paul Narkunas
Jose Luis Morin
Judy Peters
Karen Okamoto
Katalin Szur
Katherine Killoran
Katherine Munet-Pabon
Katherine Zuber
Kumar Ramansenthil

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Council of Major/Minor Coordinators/Advisors

Meeting Notes

Wednesday, September 8, 2021, Via Zoom

Community Hour: 1:40pm-2:55pm

1. Welcome and Announcements (Dean Byrne)

Dean Byrne gave welcoming remarks.

Last year the semester ended with a couple of good meetings with this group trying to figure out some low-cost strategies across the disciplines to support students who might be struggling. Discussions included previews and reviews and concepts for working with junior level students around the kinds of skills that they should have acquired and what they are going to face in the upcoming year. Data presented earlier in the year showed that students in the junior year were struggling with credit accumulation and their average passing grade in the key courses in the majors. The Dean’s Office tracks the courses that your departments established as critical or foundational for the success in your program of study. The DFW rates are climbing in the courses that are critical to your majors and minors. Some are GenEd courses, a lot of gateway classes, and a lot of research methods kinds of courses – something that relies on critical skills related to the capstone level and that’s concerning. There is also some seeming celebratory kind of data about rising graduation rates. This is a complicated picture of how resiliency is rising ins some groups of students and not in others. By the end of this semester, the hope is that we will have a good sense across the disciplines of some of the things that can be put in place particularly in the winter and summer sections to target some of the students that are struggling and can use an intervention to turn things around. This is a bit of a departure from what we usually do in this group but I hope you agree it is an important departure. I am at a loss about what to do and how to do it quickly. Last year we also talked about the importance of academic forgiveness and that was a controversial term at times, but the value we agreed on is that in these extraordinary moments making space and opportunities for students to try again and fix something a second or third time is really important. What I have heard from some of you is that there are some skills that you are used to seeing by year three that you’re not seeing at all in some of the students. I want to hear about what you are hearing or seeing from students and your colleagues about the reopening, the transitioning back, and what you're learning from students and each other.
2. College Reopening: Transition

C (Kumar Ramansenthil): I am the major coordinator for the Computer Science Major for a year. When we moved back in person, students got used to being online and preferred to remain online and that surprised me because when we moved online students were concerned about whether they can be successful being completely online. From the Faculty's point of view, when you are teaching in this situation you have to be prepared for students who may not be able to make it because they were exposed to COVID and maybe quarantining so you are juggling both things – present online and also teaching in-person. I am teaching hybrid only courses and the day we meet I am covering a revision of what I have already put online so if you are unable to make it to the class you will get the material that is also on Blackboard but you get an opportunity to practice exams, labs when you are in person. Mask wearing, social distancing, teaching 30 students - it’s an uphill climb for now.

C (Sarah McDougall): I’m here as the Coordinator for History and Law. The major problem I have been seeing is the most basic one of communicating with students especially the students that we are having the hardest time getting a hold of – students in the class and in the program that I haven’t seen. Apart from sending emails into the void to find them especially since some of them still have no wifi because of the flash flooding. Has anyone come up with any best practices for getting out information to our students who we can’t get at?

C (Alison Kayey): I am from History but I am the Coordinator for Humanities and Justice. One of the things that I find really helpful is putting on announcements in Blackboard rather than just sending emails because they might not have wifi access to get their email but they might be able to see that there is an announcement. The other thing is to be flexible. I had three students displaced last week they lost their homes and are in hotels this week. I had them email me their assignments. You have to work with them. I know there are some people who insist that they providing proof but I feel like if you are willing to lie about this I am willing to go with you ---

C (Arthur Storch): I do the same as Allison – I use the announcements with my emails.

R (Sara M): They can’t even get on Blackboard and I can’t get their emails because they still have their old college email addresses despite my having told them they have to change to their John Jay. It’s hard for me to get information about the students in a basic way to try to find the ones I am worried about. I don’t know if anyone has ideas for that I tried doing what the others suggested, but I appreciate the encouragement.

R (Arthur Storch): Most students have smartphones even the ones that don’t have computers or tablets or wifi – they’re not great for doing a lot of online stuff but at least provide the lifeline to the student and I have one who in the course where I gave exams online and I would time it for him because he has to take the test at his cousin’s house and I open it for him when he got there for an hour. There are things that we can do – work with them – the phone is the key thing if they have a real problem with everything else.

C (David Shapiro): I am from the Fraud Examination and Forensics Program. Following up on what Arthur just said, I may be behind the knowledge curve about what’s going on
but I was in a meeting about the John Jay Navigate system that was supposed to be unrolled on a sampling basis for certain functions and certain departments and so on, but what I remember that would seem highly useful is the texting function and you could send students a helpful link here and there. My question is is it going to be rolled out for everybody so that we can use it more robustly and consistently?

A (Dean Byrne): We are behind schedule because the pandemic came along and mangled the implementation of EAB so we are slowly testing pieces of it for accuracy and to learn how it can be most effective for Major/Minor Coordinators and the kind of data capabilities that you will have empowering you rather than drown you.

C (Kathy Killoran): Anyone who is teaching a course has access to EAB Navigate without any special rights or things that they have to go through. Major/Minor coordinators all have additional rights to the basic faculty rights but anybody teaching a class has access to all their students’ information that is in their class and I believe you should be able to text students through the Navigate platform already.

C (Kate Szur): If they have advising rights because this comes with advising rights.

C (Kathy Killoran): We will have to double-check because I thought basic faculty rights included this also. Later on this month I am going to be putting out an offering for training for new coordinators/advisors/departmental people/chairs to learn more about the systems covering a lot of the basics that you would normally need to do. We’re finding that EAB Navigate is much easier and more user-friendly for you to get more of your tasks done there. The exception is to give students permission to register for classes which still will be done on CUNYFirst so keep an eye out for a schedule to sign up for some training opportunities towards the end of September.

C (Arthur Storch): I am the Coordinator of Political Science. One of the things about the phone, with Collaborate and I am sure it works with Zoom too, is they can attend the entire session through their phone. When I post the link to the collaboration sessions, I would post the dial-in numbers as well and I would say about two or three students every time get in on their phone not on a computer so that’s a way over to be able to attend a class. So if we activate Zoom or Blackboard to have it going live and they can attend from their phone. If you’re doing an asynchronous class from the classroom you don’t have to have your camera on you just have your computer saying show and they hear your audio and see what you are showing the class.

C (Kate Szur): I am the Director of Student Academic Success Programs. Following up on the texting and the Navigate texting is one-way texting. So you can push information out to students but they are not able to respond to you which might be good in some cases when you are texting a large number of students. what would be helpful for students to reach faculty is that every time new faculty adjuncts are hired and somewhere the ball is being dropped and we don’t always have the address of new faculty readily available or in the directory so we can direct students easily when they are looking for faculty email. The best-educated guess of first initial last name does not always work. If the classes are on Blackboard it’s easy but not all classes are on Blackboard and sometimes it’s not so easy to connect students with their faculty.
C (Robert Till): I am from Fire Science and Emergency Services Administration. I subscribe to an app on my phone called Burner that is basically a temporary phone number (I don’t give students my real number), but they can text me from this number and we can chat and do whatever we need to do. It is a regular phone number. It has not been abused yet, but if it is I just press a button and I get a different phone number assigned to me. It costs about $5 a month (Dara it would be great if you bought a copy for everybody) It’s $60 a year. I have to balance if this is a student in my class or is this a student I am advising. If it is a student in my class and it’s 8 o’clock at night if it’s a student I am advising I will probably wait until 8 o’clock the next morning but work it out yourself to see how you want to handle it. The other thing is if you give people specific instructions like “if you’re messaging me please write your first name first so I know I’m not being spammed because all it’ll show up as is a phone number. The other thing I’ve taken to doing is I’ve posted short videos on youtube the production quality is mediocre but the way it’s linked is that youtube can’t index them so I put the link in Blackboard so my students can see it. I can delete all the links at the end of the semester and I keep the review short. If the students don’t like the way it’s presented they’ll be glad to tell me.

C (Kathy M Pabon): I am the Director of the Academic Advisement Center. I just want to add a little something about Navigate. The Academic Advisement Center has been using Navigate for about six months to a year and it has helped us. It makes communicating with students via email or through texting really straightforward and more accessible to individual advisors and mass groups of students. The telephone number and the email address that you see on Navigate is pulled from CUNYfirst so if the telephone number on CUNYFirst is outdated or disconnected or if the email address is from another CUNY institution or set to their personal or there is none listed, that is what you will see on Navigate. There are still things to improve on but the tool has helped us tremendously in terms of how we approach communicating with students.

C (Sylvia Mazzula): I am from the Department of Psychology. I’m coming back from medical leave so there are a lot of changes it seems. What I do in terms of my syllabus is give instructions on how to address someone via email and phone. That includes how you list your first name, last name, the section, everything. Also, some troubleshooting making sure their email is the right one, making sure your inbox is not full, contacting Blackboard if they don’t see the information. What I do is pretty extensive and I always tell students that if they don’t follow the instructions I am going to consider it spam and not read it so students have gotten used to putting the (I give the example in the syllabus) course name, section, who they are, and what the email is about in one sentence. I also have office hours and I used to have virtual office hours way before we even went remote and I use Acuity Scheduling so students don’t have to email me and ask about scheduling they just go and schedule a meeting themselves. It’s on my syllabus and also listed on Blackboard and they just put their names right into my calendar. They get follow-up reminders, they can reschedule or cancel the appointment themselves and it takes away the time-consuming process of going back and forth via email and I’ve been using both of those for a few years now. The one that I’m using now that is new is Google Voice which is similar to what Robert said except that this is free. I use Google calendar a lot and it automatically gives me a notification that someone has left me a message. It gives me a number that the students can call. I have that number in
the syllabus. I don’t necessarily answer it but they’re instructed to leave a message and Google Voice not only gives you the message but it transcribes the information so you can hear and see what the student is saying and then you can respond back. I’m trying to do a lot of different things to capture wherever they are too. I also do what was said before, I post the information on announcements on the Blackboard assignments and I also send automatic emails to every announcement that I post on Blackboard.

R (Dean Byrne): The recurring theme here is to make it work you have to be actively engaging with at least one or two tools that empower more or greater communication. That caught me by surprise. Listening to faculty speak about the range of tools they are using to get some of the basic things done one of them is to find and connect with students particularly when the student is behind or missing. It’s actually the number one thing that faculty write me about, “how do I find so and so?” I’m pointing this out because the things we spoke about last year are getting confirmed in the data. The students who stay in touch with you and your colleagues and are present in the class, pass and move on. The students that disappear it doesn’t appear to be that they are just behind it appears to be that they are in trouble. The theme here of tools to keep in touch with students, your instincts are right because what you’re trying to do is diversify that temperature check that you would normally do in a face-to-face context; you notice it more quickly, you’re trying to find other ways to do those kinds of things and we’re seeing that without that part of knowing who is fading out on our end we are unable to support you and collaborate with you in terms of finding the students and help to bridge the next stage to either recovery or some other kind of intervention.

C (Chris Herrman): Political Science. Proud to be the only untenured Faculty in Law and Political Science and the CJBS Coordinator. I wanted to echo Sylvia’s use of Google Voice. You can text from it, it’s very easy, it’s free. Like she said it transcribes, you can copy and paste from your computer into it so it’s a very easy and a free tool. I have been opening up my Zoom room typically one night a week for an hour and I allow students from all three of my courses to just kind of drop-in if they have questions about the class or if they need to talk about anything. This has been very successful and popular and students have been commenting on it through Student Evaluations for the last two semesters. One concern that seems to be coming up quite often in class is what is going to happen to these unvaccinated students after the 45 days. Several students have shared that with me on the side that they’re unvaccinated, that they’ve been going through the testing, that they’ve been going to simply be removed from the class which is going to be a little heartbreaking for them.

R (Dean Byrne): That is my understanding as well. I don’t know what you have been hearing in your departments about this, but my understanding from looking at central communication is that they currently appear to be serious about the 45 days to become vaccinated or the students will be removed. I worry about the students’ awareness of that policy and what we should be doing to increase that awareness. I’m not a Chancellor and certainly not a Governor so I cannot comment on the wisdom of such a policy, but what I do know is that for our populations when they disengage from college we don’t typically see them coming back and COVID may be an anomaly, but my
concern aside from, of course, health and safety for our students, faculty, and staff, my second concern is what this means for vulnerable students who attending college and balancing the multiple obligations and challenges in order to be here in a pandemic or even before a pandemic what being removed will do for their future and what sort of awareness campaign the university is going to get to the full suite of students to help them understand and guide them through that. The stakes are high for COVID and beyond.

I want to show you all some stuff to bring these pieces together. (Screen Share document Estimates for setting PMP targets, 2021-2022). Some of you will hear and see these kinds of data points that are passing around in a very celebratory of way what you see here represents probably 80% of the work that we do with faculty and staff that contributes to our four year and six-year graduation rates as well as our transfer graduation rates and what we are seeing here is that despite the ravages of the pandemic with all of the collective work on this campus our one-year retention for this year declined slightly. We were in the 80s pre-pandemic which was a 10-year effort on the part of every single person working at this college to move the one-year retention into the 80s and we had by the end of spring and we were closing out at about 70% retention rate but thanks to initiatives coming from your departments collaborating with us in the summer efforts to help students pay off their bills – academic advisement in the summer and other kinds of strategic interventions that number moved and 7.4% for entering freshman from last year and that is incredible to see that the kinds of things we talked about doing in this group when we put them in place in the summer, they moved the population by 7.4%. and just so you’re aware that was grant-funded money and we fundraised for that – that had nothing to do with the purse of funds because that money has not been released to us as yet. This is the work of all of us putting in interventions in terms of who got to move forward at the college but also to address some foundational things that were preventing them or would have prevented them from succeeding in subsequent courses. The four-year graduation rate keeps climbing so when Karol came to the College she said that she wanted to see our graduation rate arrive at 40% and at the time I told her that she was crazy that that wasn’t going to happen unless there were some significant investments in things that we desperately need like more faculty, more resources for faculty, more staff. I have a skeletal staff that absolutely does their best at the time we only had 12 or 13 advisors including the director and to see the number continue to move in a global disaster is incredible. Likewise, you are also seeing the transfer graduation rates continue to climb. We are the only CUNY school that has ever surpassed a 60% transfer graduation rate and so even though we’re seeing things like transfer hesitancy transfer reticence it is not nearly what it looks like nationwide and part of the reason for that is students understand that John Jay is a transfer institution that supports them holistically inside and outside of the classroom and thinks about what goes into student success. Our six-year graduation rate is continuing to climb as well and that target that Karol wanted was also 60%. These are the targets for 2025. I think it’s important for you to see that your efforts in this area are paying off in the places that matter most even if you may not feel it. All of the kinds of things you are initiating and experimenting with are showing up in the data. But we’re not out of the woods yet so don’t think that the whole purpose of this meeting was to celebrate our past achievements. It’s actually to think about what it looks like to be more strategic and
targeted across the disciplines. For example, I mentioned that we made use of the summer and we make use of the winter sessions. English and Math have been piloting some winter interventions that have made a difference but our summer and winter programming is otherwise not strategic in the sense of loading them with the courses that students in your major need to be better prepared for the subsequent courses. Our summer and winter schedules are comprised of the courses that people want to teach but not necessarily the key courses in your majors that the students need to have a C or better in. This is something we should be talking about this year.

Passing it over to Wynne who put this (spreadsheet) together, what you get to see here are courses that have a lot of students in them where the DFW incomplete rate is growing much higher than is normal for some of these courses. I am not highlighting this to say that departments are doing anything wrong I'm just not used to seeing some of these numbers. I would love to spend some time thinking about what matters for your disciplines and what we can partner on to try and target some students who have completed these courses, are about to complete these courses, or are not successful in the essential courses for your disciplines. I'm opening this up for preliminary discussion.

C (Wynne Ferdinand): I am Director of GenEd and Educational Partnerships in UGS. When I look at that data there is a lot of questions that come up for me but one thing that we started talking about last year was the transfer skills and progression of students developing knowledge through their major courses. There is a lot to unpack there like when you look at your three and four-hundred-level outcomes how to do those trackbacks to 200-level courses in your major and or back down into the Gened. We can explore some of those questions by putting together a bigger portrait of student outcomes for your majors but I want to point us to what Kumar said earlier the need to rescale the approach to teaching in the hybrid mode and in the many other formats available right now and that's part of the important question to ask right now about if outcomes look like they're heading in the wrong direction what are some strategies that can be implemented on a daily basis – instructional strategies vs huge programmatic shifts in such an uncertain time and you already shared some of those. I think we have some great examples from the summer and so hopefully we can continue talking about that.

C (Dean Byrne): Having a program portrait will be the most helpful thing. We would love to have that ready for you at the beginning of the year but that doesn’t work that way. Data is only now available because of when grades came in and being able to run those analytics. We want you to get that snapshot because I think it's validating for the kinds of things you've been describing that you're experiencing in your classes, but also in looking at the courses that you say are foundational to your programs – what do you want to target, if they're one or two things to put in interventions that my team can help to recruit students for I think we would go a lot further with a particularly well-defined target than having the summer and winter programs just general stuff that is open and available for anyone. We’ve had a lot of successes with the science students in doing things like this. Also English and math, so I think there’s enough there to say that one or
two things might be the way to go for those of you who are thinking about the ways that some of these heavy DFWs are going to decimate some of your population – when you see 30% to 40% in a group of a couple hundred of students in one class – you’re talking about in a year or two a significant decline in the number of students enrolled in your program of study.

Q (Andrew Karmen): I’m the Criminology Coordinator. I’m in the Sociology Department. We’ve been talking about graduation rates and to some extent retention rates, but I read in an article the news that CUNY has been losing students so has John Jay taken a hit in enrollment? Are there any preliminary figures?

C (Dean Byrne): It’s a good question and it depends on who you ask and what you mean by enrollment. When you look at our overall enrollment at the college the number is actually relatively the same. So we enrolled 97% of our target population at the undergraduate level and 105% at the graduate level so by all accounts folks would say some celebratory things and say we have the overall number of students that we need to function at a college but it’s a different story when you drill down to the course level and or in your degrees and you look at the particular courses that are prerequisites to the more advanced things, it’s a different picture that’s emerging so we wouldn’t have had a significant loss of students because it’s measured usually by freshmen. So we’re off by about 4% of where we usually are which I think is incredible given what we are up against, but when you see 30% of all students enrolled in a gateway course to a major didn’t make it that’s a different story than we have the same bodies. If our DFWI rates are climbing in the foundational courses for the major then it’s only a matter of a year or two before that six-year and that four-year start to head in the other direction because they are not making it through what is needed to thrive. I heard many of you say last year you weren’t seeing this, you weren’t seeing those skills and now you have students who have been in pandemic learning even longer and we don’t have in sweeping places something targeted. We don’t have a way of pivoting easily if a student needs accommodation and we don’t have a target on what to do about them not moving forward at the course level because enrollment doesn’t tell you anything about what is happening with learning and that’s why I always say it depends on who you ask. The preliminary data that Wynne shares are foreshadowing a major problem next year in upper-level courses for students who are primarily getting Ds in 101s. Imagine if you have a D in Sociology or a D in statistics 250, what happens in Research Methods? Remember we weren’t dismissing students so they are still here accumulating grades that are reflective of non-success in the major but still the ability to continue to enroll in college.

C (Henry Smart): I’m the Coordinator for the Criminal Justice Management program and department of public management I’m still learning my role but also trying to get a grasp of what our adjuncts are up to. If an I is issued in the adjunct’s course I don’t learn about it until it’s an outcome or it falls into this bucket of DFW. So maybe we need to put something in place where when Is are reported the Coordinator gets a report of all the Is so that we can then get on top of it before that process expires. Does this make sense? I’m trying to contribute but I’m also coming from a place of not being fully informed.
C (Dean Byrne): I think we’re all guessing and worrying and looking at little pieces of information as best as possible and to be honest I’m making things up sometimes – making some good hunches so if you feel like you’re doing that it’s the best we can do in a moment of uncertainty where you’re trading off past preparations and past experiences as well as your insights about what tends to make a difference. There is no infrastructure to counter what is showing up now. Perhaps the better way is to pool some of those hunches and ideas and come up with some core concepts and places to target them and to see how it works. This is a good time to experiment because we don’t have anything.

C (Henry Smart): To add to that in that administrative form process a place where the coordinator signs off therefore you know with that form as we sign it we’re keeping an Excel spreadsheet so we can track that and then ping the professors but also ping the entire group of students to say “you’re two months in on this, I hope you’re making progress, if not reach out to me, I can help you reach out to your professor, they can help you”.

C (Kumar Ramansenthil): The two courses that were highlighted for computer science were object-oriented programming and data structures and this summer we had this academic recovery as a part of that program we introduced this programming refresher the main aim was to focus on those courses. We had a good response for that but the only problem that I faced was after the semester started the retention completely dropped off. So the question is how do we make sure that we reach out to these people and remind them that you have to complete this or if you complete this you might get a better grade and to Henry’s point if we get that list of students who are getting highs that might be the population that we keep on telling here’s the organization you can just go over there and you will get all the refresher you need for doing better than this. Any other ideas to not lose the students as soon as a couple of weeks pass by and emailing them repeatedly, or a subset very targeted group of people that has to be reached out to is what I’m looking at.

C (Dean Byrne): We are at time so I understand if folks have to move on. I left a comment in the chat here that we’re going to be following up with data for each of your programs for you and your chairs to really take a look at and consider what the implications might be for data in terms of the preparation and continuity for students but also I’m really imploring, begging pleading for collaborators to work on something targeted. We do fund faculty for their time in undergraduate studies. I know that this is above and beyond your normal call of duty so I appreciate it and pay for your time, but most important I think we can figure out something that might make a difference so that we are looking out in another two years wondering how did my major just drop in half in students, where are the juniors, where are the seniors, where did they go? I think we know what is happening so I’d love to run some experiments to try and make a dent in that because I don’t think it’s over.

C (Arthur Storch): So when we’re talking about Is we’re talking about incompletes that people are tuning into? I’ve experienced that in my own classes and as a coordinator, but it seems to me that in the classes it’s really up to the teacher to make the effort to communicate as to why I’m giving you an incomplete, that you have 30 days to resolve it
or it turns into an F. I’ve had a few of those unfortunately over the years mostly they do get resolved. The ones that the student has a problem with those are the ones that end up reaching out to me as the coordinator. Sometimes they can’t reach their teacher and they know their clock is ticking. And so I do act as the intermediary and try to track the teacher down who might be on vacation. I’ve successfully tracked them down but I don’t know if the Coordinator should get involved in every person who is getting an incomplete. I think we have to have a good policy for teachers that they make concerted efforts to keep communicating with the students about that time. I keep track of every student who is in that category.

C (Dean Byrne): Is get into a separate category because some students need an incomplete, some students are withdrawing without going through the administrative process of withdrawing from a class so we hear sometimes from faculty that the student’s not responding, the student disappeared and out of the kindness of your heart you give the student an incomplete hoping that they will come back and the student will reah out to us and say I got an incomplete and I have no idea why; I left the course; I’m not ever finishing that class. There are two things happening in the I category and so the point about communicating with the student and making sure that the I is warranted is a really important thing. Some of the Incomplete students are students in a different kind of distress. It’s not just that they didn’t want to complete the class or were having challenges in the class. We often find that the Incomplete students have other struggles that students affairs is also equipped to help with if we know early enough.

C (Arthur Storch): You addressed that issue last semester already so I don’t make that mistake anymore we use the withdrawal grade for those students.

C (DB): I used to be the Incomplete giver. I just wanted to give somebody a second chance and I never heard from some of the students again and those Incompletes turned into Fins. An important thread here is that faculty are trying to express their compassion in their grading and the incomplete is often a mechanism for doing that. Since that is often not the right mechanism for doing that what is another way? We have academic forgiveness policies now that allow faculty to do this with students who are freshmen. We have summer interventions that allow students to do this in certain kinds of courses so what for your major is the appropriate compassionate intervention for the students that are not making it out of the foundation; its not the Incomplete so what is it? And how can I help fund you to make that happen because I really want to see something happening this winter and summer so that you have those same students next year in your courses and I’m not confident right now thanks to Wynn’s dismal data that that is going to happen without us doing something meaningful. Simple but meaningful because it needs to be sustainable and based on the six kinds of things that some of you rant this year and I would love for the faculty to talk about it this semester and showcase what they’ve built and why. Its taking back to the basics and looking at the foundational skills that often get overlooked. For the Humanities discipline that participated - the importance of close reading, the importance of good writing and practicing these things. That was a recurring theme and it dint matter what text it is that the student is looking at but the ability to recognize that there are challenges in reading and writing skills and how to address them.
I know some of you have to go so I wont be offended if you log off.

Q (Robert Till): Is there a way for you to send us a quick summary of all the options you were talking about because you were talking about things other than Incompletes and I’m not always aware or thinking about them and it would be great to have a piece of paper that states this.

C (DB): I’m reticent about telling people what to do. This is a faculty domain. What I can do is tell you what your colleagues are doing and what has been working for them. So what might be helpful is doing some disciplinary break-out rooms in this meeting so that you can hear some of those kinds of things and I’d be happy to summarize that. To be honest all of the things that I know are really coming off of what faculty have tried out and that we have been supporting or following them, and I think learning from those best practices makes all of the difference.

In the four weeks till we see each other again we’re going to be working on getting each of you sort of that snapshot picture of what is happening in your essential courses. For those of you who are new you might be wondering why these are the essential courses. I didn’t pick them. Your predecessors have worked with your department and established those are essential courses. If you disagree, that is a good conversation to have with your department. In my office we support you and learn from the majors. We don’t tell you what are the critical things for your majors. We want to understand those things and supplement wherever possible. So please take a look at those courses and what the data seems to be saying and then we’ll reconvene and talk about some of the practices that are working and by the various disciplines that have piloted certain things. I’ll be looking for you Francis Shehan to talk about your range of interventions in the summer.

4. Next Meeting: October 14, 2021
# COUNCIL OF MAJOR and MINOR COORDINATORS and ADVISORS MEETING

## AGENDA

**October 14, 2021**  
1:40pm – 2:55pm

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**Date of Next Meeting:** Nov 10, 2021
1. **Welcome and Announcements (Dean Byrne)**
Dean Byrne gave welcoming remarks and shared a personal experience about losing her favorite aunt to lift spirits at this challenging time and emphasize the lasting impact of what we do every day. She highlighted the fact that during this time college graduation rates are continuing to rise with a 41% prediction 4-year graduation rate this year, progressing from a 25% graduation rate in 2016 when she started this job. She stated that it is a reflection of many people working really hard and having a lasting impact on people’s lives. She mentioned that the goal for the 2025 Strategic Plan is to hit 40%, the transfer graduation rate goal is 70% with a prediction of 68% this year, John Jay being the only CUNY school in the system to have surpassed the 62% mark – even in the worst of times.

There is a lot of reporting back to be done in terms of the various summer initiatives that were held. Graduation rates jumped because there were about 73 seniors in the free summer programs resulting in an additional 2+% bump. Faculty will be presenting in November or December so that insight can be obtained on how to improve and expand.

2. **EAB Updates (Kathy Killoran)**
The Academic Advising Center fully transitioned over to using EAB Navigate for their appointment scheduling starting with September. Everything is going well and they’re making use of the appointment campaign feature to get students in for advising and making appointments at the Center. SASP sent out progress reports and in EAB the results and comments on Progress Reports can be seen when students are looked up. The last few weeks training have been ongoing on Degree Works, EAB, and CUNYfirst. Over 80 attendees were at those trainings. Future training opportunities on learning how to set up the scheduling feature in EAB and about Appointment Campaigns because this will be useful for the spring cycle of the upper sophomore cohort advising. Starting in the spring there will be training on more robust querying within EAB. At least 10 years of John Jay student data has been loaded into EAB and there are new tools to look at historical data reports at the institution level. End-users have the ability to *slice and dice* and do searches on student success in your majors and programs and even down to the course level. On November 10, EAB strategic leader Josh Rosenblat will come to the Council to show some possibilities as far as the data tools that are present now in EAB. Starting in the spring there will be some smaller group sessions hands-on with querying.

Q(Rosemary Barberet): In yesterday’s training session Kathy K said that if students have loaded their cell phone into CUNYfirst we can actually text them. Is that considered spamming? I was considering texting all my students today to tell them about an info
session just to see how it works but I don’t want to generate 300 complaints that I’m spamming. Can we do that freely? Has anybody done that?

R (Kate Szur): Himani is going to talk about the progress reports in more detail and Brianna is here who is managing a cohort of STEM majors and she is going to talk to you about how she is doing it for a particular major in terms of outreach but also how she is finding the right students for the messages. She can also talk about what to send and not to send because now that a lot of people have access to student emails we don’t want students to get too many messages. The conversation should really be what is appropriate to send out through EAB and what might be more appropriate to send out through Blackboard email to your class.

Q (Robert Till): Question for Kathy. Does the Scheduling for students for advising set up zoom meetings automatically or is that only schedule in-person meetings?

R (Kathy K): No. It doesn’t set up Zoom for you. It works with your Outlook calendar so you can set up availability for in-person meetings and also online and then include the link to the zoom session in the email response the student gets or the response the student gets when they schedule an appointment.

C (Sylvia Mazzula): I don’t text my students individually but I do give them the option to text me through Google Voice so they can text, send a message, or a voice message and they have access to me readily I have their information and their cell phone numbers but it’s a one-way kind of text. I answer them as an email but I do have access to texting from them and I get it on my phone but when I respond it doesn’t come from my phone text it comes from the Google Voice number. I don’t know if there are any ethical issues with that so I look forward to figuring that out with everyone.

R (Dean Byrne): The question to figure out is what constitutes going to text and this is probably something that is worth a department conversation. Should you text anything you are going to say, the big things, the emergency things, or something that requires immediate attention. Kate can clarify this, but on our texting app if you unsubscribe you are unsubscribed and so if students perceive that texting is unwanted they have the ability to remove you from their communication loop. Figuring out that balance is going to be really important. What we found through different kinds of experiments participating in one that was conducted by a professor at the University of Virginia as well as doing our own, students respond very affirmatively when there is an action attached to what you’re doing. If there is a sense that there is an academic benefit to what they are being sent as opposed to advertising, but an academic benefit with, for example, you have three days left for your assignment submission on-time submission will result in a 10% bonus or something like that, it is going to be received very favorably. If the College for example sent a message that there are five events up at the 911 memorial we’re going to lose some people. What we’re finding and what we’re seeing from other institutions, the volume of messages that students are getting is high. What they’re looking for is a way to move through the information to the critical things that must be addressed. Think of the texting as something like that. Professor Jackson at the last meeting said that she uses the app called Remind and that works well. You might want to consider some of these types of things at the beginning of the semester – the
conversations with students about communication so that they know when they hear from you there is a purpose to it and it’s always going to be about your academic record in this course or this program. That includes the kinds of things that Rosemary is talking about because intellectual participation in the life of the program of study also matters but there needs to be socializing of that idea and that culture to our students so it’s regularly understood that keeping in touch about the things that matter about being a student in this particular major which is different than being a student at John Jay. We’re not here to repeat the things you get from everybody else, we’re here to prioritize the things about the degree that you’re in.

Q (Matthew Perry): Kathy, does every faculty member have access to the text function through EAB, or does that require special access?

R (Kathy Killoran): I believe they can text the students in their classes.

C (Dean Byrne): Sylvia you raise a great question about class issues. So far we’ve not seen that. What we’re seeing are better levels of engagement with our texting across the board, whether it’s freshman or continuing students, from quick, succinct-like, single-purpose messages than lengthy emails like the email newsletters that we all delete – they’re not reading that; they’re not reading the compendium of all things happening at the College. We are seeing better response and action when we send messages that are specific and targeted – things spike – things move so I hope that can be cultivated and that word-of-mouth will spread to students that something good happened as a result of yet another message.

Q (Kumar Ramansenthil): From the Academic point of view we have at least three systems - Blackboard, CUNYfirs, and EAB. Do the systems all have the same email address? Say I’m sending something from Blackboard and EAB to my class is it the same place it’s going? Where is it getting it from?

R (Himani Gupta): My understanding is that Blackboard reads it from CUNYfirst, I don’t know exactly where from CUNYfirst, Kathy Killoran can speak to that. Students can directly change their email addresses in Blackboard. NAVIGATE also reads from CUNYfirst but it specifically reads the campus email which especially for our transfer students, sometimes is not actually the John Jay email, it’s QCC, La Guardia, or wherever they came from. In EAB there is no way to change that email address either as a staff member or as a student it will directly pick that up from CUNYfirst. CUNYfirst is the central hub of where the information comes from but there are multiple email addresses stored in CUNYfirst and so what gets sent out to the various other tools differs.

Q (Kathy Killoran): So that’s the students receiving the message but when the faculty sends text to the students do the students know what’s from the faculty member through EAB? What email address does it come from?

R (Himani Gupta): If the faculty member emails out of EAB it should come from the faculty member’s email in EAB which I believe should be like the business email. I’m not 100% sure, but it will be something that is clearly associated with that instructor. In terms of the text messages, I am less clear on this. I think it comes from a generic
number but I do know that when you text a small group of students like less than 50 students, they can actually text you back and you will get that text message as a reply to your email. I think the students might also get an email as well so they might actually then see that the text came from you.

Q (Kathy K): So it defaults to the John Jay email then?

R (Himani Gupta): I’m not 100% sure but I believe so.

C (Briana Gerena): I was actually texting some students a couple of weeks ago and students were texting to me through EAB and I was replying via email, but it was going back to them as a text because that’s how the conversation had started. You can log into EAB and respond to messages through EAB or when you get the message in your email and it will go out back in the original format via email or text.

Q (Kate SZur): Brianna do you know what number the students will see when they get your text message?

C (Briana Gerena): Let me look in my emails and see if there is a number in the replies.

C (Kate Szur): Generally when we send emails because I never know what will show up in the first message, the brief line is always introducing ourselves so that they know who’s sending this message and why. So obviously you would do that at the beginning of the semester at your first contact with the student and after that, they will know that whatever number shows up on their phone is their professor letting them know about something.

C (Dean Byrne): From the College, it comes as a 929 number and they all have a 929 regardless of which office is sending it so the point of saying who you are, or what office or program is important because the exchange number is the same. So I don’t think if Professor Shapiro and Professor Peter send a message it would come up as a different number so keep that in mind.

C (Kathy MP): [29.33] since we’re talking about text messaging and EAB, now that the AAC has fully transitioned to using the product for scheduling purposes, one of the benefits is that when students schedule appointments they get three separate reminders of the appointment prior to the appointment and one of them is a text message that goes out to them 30 mins before their scheduled time. Advisor Trac did not have that functionality. As a result, we believe our show rates have improved (the data has not yet been compared).

3. Major/Minor Advising Handbook (Louise Freymann)
Thank you Dara for sharing the joy I feel like I will always remember that sweater story and carry it with me. Just a couple of updates. The handbook for Major/Minor Advisors is available on the UCASC website. I can put the link directly in the chat. A number of you already have seen this booklet through presentations that Kathy Killoran and I did all through last week. It shares helpful contact information, info about essential advising tools such as Degree Works, College Bulletin, CUNYfirst, a little bit on Navigate, best practices for advisors, helpful questions to consider when advising students. There is
even a quick answer chart for common student questions and situations and there is an area that highlights policy information example freshman forgiveness, the WU as of this fall no longer being punitive, pass/no credit option – things that we want you to be aware of. This handbook is available every year and is a great handbook for faculty and staff who are new to major advising, but also a great resource for seasoned advisors. Please read it, please refer to it.

The second thing is major files. Several times a year we in the AAC send a major file to department chairs and major coordinators. This is done in early October, late February, and June-July. The way it works is Eman Abdu from the Registrar’s Office sends us a massive file of all the majors and BJ White breaks it down into individual Major files that present info most helpful to you in the most organized way possible. The major files include all the students in your major, their emails, their EMPLIDs, class standing (freshman, sophomore, junior, senior), total credits earned and how many of those credits are transfer credits, the overall GPA, and the major GPA right next to each other – those two things alone can tell a very big story. Maybe you want to reach out and congratulate those who are doing well, identify those who are struggling and can use some outreach and intervention, or send communication to a particular cohort at a particular point – who seems to be making good progress given their class standing and who is behind in the completion journey. The major file also gives what percentage of the degree and major each student has completed. By knowing the answers to these questions you can decide how you want to address that information and consider strategies to act on it. The reason why we send out the files at the times that we do is we try to wait in a full semester until after the deadline for major declaration has passed so that we know the students who are on your major file are actually officially in your major. Sometimes there are additional factors. This fall we were waiting for incomplete grades to lapse to fins to become F grades because that would affect GPAs of students in your majors. For summer it’s important for you to know how all the students in your major are doing after the end of the spring semester. When I send the files I’ll give some ideas about what you can do with the data. Look for your major files either later today or sometime tomorrow.

Q (Nivedita Majumdar): Thank you, Louise, I very much look forward to the major file, and thank you Dara for the graduation rates that’s really encouraging to hear. I am new to this role so forgive me if my question has been discussed before. I wanted to know if there are some departments right now, where meeting with an advisor is a requirement before students register, if there is a hold until they have seen an advisor, and is it possible to do that college-wide? I can see what the problems are in terms of the magnitude of it all and that it could create a log jam; I can see logistically what the issues are, but at some level, it might be worth it because there clearly has to be a direct correlation between seeing an advisor and registering after that in terms of graduation rates, etc. Dara, you mentioned something in your kid’s school and in my daughter’s high school they had this advisory requirement it’s like a pass or fail requirement; it’s not a credit thing but maybe something like that that students have to go through whether or not and it does not create a barrier to registration but it forces every student to meet with the group and get advised one way or the other. Would be good to hear some thoughts.
C (Louise Freymann): I think Sumaya is going to address the upper-sophomore hold but historically what we had been doing, up until the pandemic is upper sophomores would all have a major hold – students with 45 to 59 credits – our office would put a hold on with the understanding that they would receive communication that they were supposed to be checking in with a major advisor. It was an important part in their academic progress to early on have a clearer understanding of what's expected of them, what the requirements are, what the major offers, and to establish a beginning relationship with an advisor in the department. Except for a few departments that requested it, we have not been doing that since the pandemic started but it is certainly an option. Some departments, not everybody had to do it, were requesting it and sending out the appropriate communication to their students.

C (Sumaya Villanueva): Louise is quite correct. We would place major advising holds on everyone with 45 to 59 credits up until the point of the pandemic after that we sort of scaled back for obvious reasons and we’re only placing the MJ holds on students in majors where the departments, meaning either major or minor coordinators or chairs specifically requested it. This fall is no different. We are going to approach it in a similar fashion since we’re still in a very challenging situation. Again, each department is different. For faculty who are coordinators or advisors in the majors who are interested in having the major advising hold placed on their students the best way to handle this is to communicate with us. You can email me directly and we would be able to handle that in the Academic Advisement Center. In the past, the way this works is, as soon as we get the request a few weeks prior to advisement and registration getting started the holds would go on the record and typically it would be removed right before there is a negative impact on the students to be able to successfully register. Again we don’t want to throw additional hurdles at students when our enrollments are a bit of a challenge; yes we want the students to be properly advised to seek assistance whether from general advisors or very specifically from major advisors but at the same time each department is different and you would have to know whether your particular area has the infrastructure in place and the faculty at hand to be able to advise the students during that critical registration period if that makes sense.

Q (Kumar Ramansenthil): Following that advisement hold, is it possible to put a hold requesting them to meet an advisor but not stopping them from registering? We don’t want to put another headache for the students but we want to meet with the students and male students don’t follow the optimal path to graduation. Is that a possibility?

R (Sumaya Villaneuva): Thank you for the question, Kumar. When we place the major advising hold it prevents them from being able to register that’s why I mentioned that we need to be conscientious and careful about how we do this. Typically in the past what we do is, and Crystal asked the question if some of you are interested in having the major advising holds put n place, when would they go up and when would they be removed. So in terms of when it would go up, it would probably coincide with when general advising will begin. General advising is set to begin this coming Monday, October 18, so we can actually set it up so that those major advising holds can go up sometime next week. Official advisement in, more importantly, the registration period we don’t have a specific date just yet but we anticipate that the beginning of registration is going to start after Thanksgiving. With that in mind, following the same type of
process that we did before, if we place the major advising holds sometime next week between the 18th and 25th what that means is that we can set it up so that the major advising holds are lifted right after Thanksgiving but prior to registration starting but they would be up for about a month to incentivize students to participate in advising in the major and then we would do it so that they are automatically lifted at a particular point in time [45-38].

C (Kumar Ramansenthil): I want to discuss with my department, especially the other advisors before I do this, but should I come directly to you?

R (Sumaya Villanueva): Yes. If anyone here is interested in having the major advisement hold placed you can email me directly.

C (Louise Freymann): If you do decide you want to put a hold on, it’s important that you talk with your department about the kind of communication you want to provide for students so they understand what the hold is and why it’s on. Explain why it’s not punitive and what we want to accomplish so they don’t start freaking out if it appears.

C (Sumaya Villanueva): The majors that have been consistently doing this, in part, were the departments where the academic advisement center provides additional support with part-time professional advisors. That’s why we sustain that because we manage the advising for Criminal Justice bs and the sophomores in that major have the hold. There is an elaborate series of communications that go along with incentivizing students to come in and instructions on how they can book those appointments.

C (Dean Byrne): I am going to turn it over to Vinnie and then after that EAB reports.

4. Open House Discussion (Vincent Papandrea):

Thanks, Dara. Hello everyone. For those of you that do not know who I am, my name is Vinnie Papandrea. I’m the Director of Admissions here at John Jay. I’ve been here going on seven years and love every minute of it.

As you can imagine, we are starting our peak recruitment season for not only the spring semester that’s coming up but already for the fall of 2022. One of the biggest events that we have is our open house which is going to be virtual again this year. Luckily, with the help of so many of you that are in this room, we made those videos. Last year’s events were extremely successful so we want to try to replicate what we’ve done.

A couple of things that we’re doing a little bit different. We’ve been waiting for a long time for a new College website. It’s not coming, so instead, I designed one myself (start screen share). This is just for undergraduate students only. On here is just apply now, our virtual sessions open house, contact us, early action, some fast facts, and the majors. At the virtual open house last year, we did eight frames of justice evenings. They were determined by the major or minor coordinators last year and each department decided where they wanted to present. I copied that same format as last year but added a little bit of changes. Before I get into the dates that I’m hoping would work, I want to show you what the website is able to do. Either under majors or by clicking on the event, I have built a frame of justice page for each of the majors. If the student is interested in
the criminal justice and public safety track, they click there and there are all the beautiful videos that we did last year. All the little five-minute videos that the students can listen to beforehand so they know what majors they want to hear present at the open house. This also can be used for many purposes including advising students that are between criminology and criminal justice BA and BS. We’ve been able to use these as really strong resources for that. Each one has their own. With all the majors that presented last year, things can be changed and added and taken away. I will share this link with you. It has not gone live yet, because first, I wanted to show it to this group and make sure that everything has your blessing.

Back to the events. I want to make sure the dates are good. This is the same timeframe that we did last year. We did the first three weeks in November. We did it Tuesday, Wednesday, Thursday, and then Tuesday, Wednesday. I am going to add in the chat right now a PDF of the clusters and what majors actually presented on those nights. I am going to share that on the screen. This is what we did last year. The general presentations and the welcomes happened in the main room. Then, students were able to link and go into the different zoom rooms for each of the majors that were available. I’m hoping that Tuesday, November 2 would be a good night for the criminal justice and public safety group in order to have their zoom rooms. As we did last year, we will set up zoom rooms for you. There will be an admissions representative in each room with you in order to help answer any departments in the chat or handle the raising hand functions. Really being there to be a support for you. Wednesday would be social justice and reform. Thursday being forensic science and other STEM majors. The following week would be cyber security or politics and policy, forensic psychology and human services, and then ending with business management and social entrepreneurship and education and service. Those would be the eight clusters that we agreed on. If you would like your major to be moved from one area to the other or you would like to be in two spots instead of three, please let me know. I am going to send an email to Dara after this that has all the links in this PDF. If anyone can get back to me, hopefully by Monday, then I can launch the website because open house is hoping to start in the next two weeks.

Back to the website. Students will be able to RSVP through here. It will go through zoom and they will get reminders as they did last year. I’ve added student success stories on here. This talks about the Adelante program, the ACE program, pre-law institute, and other student success stories. There are additional resources available for students. As always, we are pushing our early action program. About 50% of our incoming freshman class comes from early action. Those are students that apply to us telling us that we are their first choice. This past year, John Jay ended up still being the most academically and ethnically diverse incoming freshman class. We are also this year, the most selective. We only accepted about 42% of our incoming freshman class compared to Baruch and Hunter where they were over 50%. That has to do with the early action program and all the help that you do during the open house to get people to apply early and to get the students that really want to be here to be here and apply early.

I have two asks. The first is to confirm that the dates are good for the departments in order to present those evenings. If something needs to be changed, please let me know. Second, if you would like your videos to be in any of the other sections of the frames of
justice, please let me know that as well. I’ve been trying to get things built for the minors. I talked to the videographer team. As you are probably aware, the marketing office has had a pretty large amount of turnover in the last few months. I’m still waiting for some people to settle into or get hired into the new positions so we can do more for the minors. In the videos for the majors, faculty members did an amazing job talking about minors in most of the videos so it’s not like they’re not spoken of. I would love to do a dedicated video or videos for minors but it just has not been able to be done yet. That’s my ask. I’m hoping it’s an easy ask. I know last year went extremely well. We had some of the largest open house numbers in John Jay’s history and the hope is to do that as well. I think sending out the videos ahead of time will help the students beforehand even knowing what rooms they want to join or what professors to talk to. Also, look at the other majors to go to the career tracking, particularly those interested in law, politics, and policy. We’ll try to get more students in the English section, the Spanish, the global history to alleviate some of the other rooms that would have the larger groups. We’re trying to diversify the students and have them be able to make choices early. Questions? Comments?

Q (Sara McDougall): Could you please put the dates in the chat?

R (Vincent Papandrea): There’s a PDF that I put in the chat. I will also put the unpublished website in there too so you can see it there as well. I would ask please don’t share the website yet until things are finalized because dates might change and so on. Once things are good, I will let you know once it goes live. I will put this in an email and then if we can just get a confirmation letting me know that those dates do work for you or if there’s a switch between clusters that you would like to have made.

Q (Kumar Ramansenthil): Can we bring alumni to this event?

R (Vincent Papandrea): Absolutely. Last year there were some board alumni that were there. You can work with Roseanne Santos, Elliot if you need help finding alumni. If you have alumni already, please reach out to them. Students want to hear from students so the more alumni the better in my opinion.

C (Jude-Lynne Peters): You’ve got something weird with the dates. You have Thursday, November 11, Tuesday, November 26, Thursday, November 19. There’s something off there.

R (Vincent Papandrea): It’s the 16th and the 18th, not the 19th. Last year was the 19th. The education service would be Thursday, November 18 as opposed to the 19th.

C (Dean Byrne): Demi, I’d seen your hand earlier.

C (Shu-Yuan Cheng): Vinny answered my question already. I need this website link so I can share with my STEP program students, but he said when he’s ready he will share. So he answered my question. Thank you.

R (Vincent Papandrea): I’ve been slowly sharing the major videos with some folks in academic advising and so on, but I’m trying to, if possible, make a landing page just for
the majors so then you can share your own specific landing page. That’s something we could build. I updated the PDF to the 16th and the 18th.

C (Dean Byrne): Well Vinny, thank you for building all this stuff. It’s really cool [01:00:26].

C (Vinny Papandrea): Confirming the date and finding out if anyone wants to switch what clusters they’re in – if they want to move a cluster if they want to add a cluster.

C (Dean Byrne): We did this exercise last year and a whole new one was created so if you undo what your predecessors did, make sure you let them know that.

C (Vinny Papandrea): there was a lot of discussion on the Business Management and Social Entrepreneurship that was one, and Education and Service was the other one. Those were the two that were added at the end because a lot of students end up going those tracks but they didn’t fall underneath another cluster.

C (Dean Byrne): Professor Storch asked if you are using the same videos as last year.

R (Vinny Papandrea): Yes, those are the same videos from last year. If there’s a particular reason that you want to reshoot let me know we’ll just need to do it within the next two weeks.

Q (Kathy Killoran): Do you get into the specifics of any of the requirements when majors change?

R (Vinny Papandrea): No. This is just very high level. If you look at that website there’s very little copy. It’s mainly images and videos and then they can link back to the main website for any detailed information, but this is mainly just to get them intrigued to get them to the Open House, and then we’ll start giving them more detailed information.

C (Kathy Killoran): Just so everybody knows, we’re trying to publish the 2021-22 Undergraduate Bulletin hopefully next week so it’ll be updated on the website by the time Open House.

C (Dean Byrne): We have a couple of minutes for progress reports. Kate, Himani, and Brianna, do you want to make use of the time?

C (Kate Szur): I think we might as well do a quick update on progress reports and then the rest of the Navigate toolkit we can postpone to another meeting.

5. EAB Navigate Progress Report (Himani Gupta)

Let me go ahead and share my file. So I want to give everybody an update on the progress reports. I’ve emailed all of you multiple times over the past couple of semesters so just want to give you an update on what this initiative is and what it’s doing. (Screen share Progress Report Update 20211014 – Powerpoint). I think all of you have gotten all of my emails. We do this Progress Report Intervention through EAB Navigate and it’s really to supplement work that various programs in Undergraduate Studies have been doing for years now where they check in with students mid-semester and they want to make sure that students have the things that they need to succeed in their classes. You
all and all of your colleagues are a really important part of this in terms of letting us know how students are doing in your classes. Last year as we got deeper and deeper into the Navigate implementation we moved this entire process into Navigate so that you weren’t getting multiple emails and requests from different folks. You can see here I’ve listed the various programs that participate in this initiative. It is a lot of them and it touches a lot of students. I pulled together some information. We’ve been doing this for three semesters now in Navigate and I just wanted to show you the scope of how far-reaching this initiative is. The first chart in the upper left is showing how many progress reports you request and a Progress Report is a single request to a student for a class that they’re in. In the past couple of years, we requested 25,000, this time we requested 27,000 progress reports of faculty. This semester it covered nearly 6,000 undergraduate students. Given that we have 12-13,000 degree-seeking undergrads enrolled in a given semester we’re really reaching a large portion of the student body and as you can see we’re also growing this initiative. When we did this last year in the fall semester we hit nearly 5000 students and now a year later we’ve added nearly 1000 more. I know my colleagues in SASP have things in place to even reach more and more students. In terms of you also, this report request goes out to over 1000 faculty every semester and you are at the heart of this because you are the ones filling out these reports. In terms of classes you can see again we’re growing the amount of classes that we’re reaching each semester in terms of how many classes we’re asking for information. We asked for a lot of information covering a lot of students. What does the response rate look like? We actually have a very high response. In terms of the progress report completion rate, out of the 27,000 odd reports, we requested this semester over 60% were returned to us completed. WE ask for a report on every class that the student is taking so even if we don’t hear back from every single professor we actually get information on nearly all the students we ask for information on so team effort across all the departments, across all the faculty and we hear back on almost every single student on nearly 6000 students this semester so it’s really incredible. One thing that our partner at EAB Navigate shared with me is that this is actually one of the highest response rates they have seen across CUNY and across all the colleges they work with nationally in terms of completion rates of progress reports. So thank you all for your participation because it’s just such an important initiative to make sure students get the support they need. In terms of how students are doing, about 1/3 of students need support in at least one class. I showed this overtime – last fall the rate was a bit higher a little bit over 40% the last couple semesters we’ve been at around 33% or so that need support in at least one class. Most students need support in specifically one class and then we have a few that need support in two to three and then there’s a small sliver who needs support in almost all of their classes – four or more classes. That’s kind of how it spreads out in terms of how students are doing and again the importance of this initiative is it really helps staff know who to reach out to so they’re not spending time trying to reach out to the 2/3 of students who are generally doing fine and really focusing their efforts on that 1/3 that really needs a little bit of nudging, a little bit of support. This semester the reports closed on Monday so again thank you and your colleagues for submitting all of this. About 1/3 students were marked as there was a concern and you and your colleagues for submitting all of this. About 1/3 students were marked as there was a concern, most of the concerns were around performance, around completing assignments, handing in assignments late, not getting very good scores on the assignments that’s where most of the concerns sit. There are some issues around attendance in in-person and online courses, a little bit around
participation, and a few tutoring referrals. More than one concern could be selected for the same student so these numbers don’t add up – you shouldn’t add the percentages. That’s all I had. As Kate mentioned we’ll talk a little bit next time about how staff members use this information. They’re doing outreach right now, I think they started last week and are continuing the next couple of weeks. This information is accessible to staff in Navigate so they can use it to inform the conversations that we are going to be starting with advising next week and other programs reach out directly to students that they support have additional conversations outside of a formal advising appointment. A lot of work that goes into this on the staff side, Brianna will talk about some of the tools and ways we can do this with Navigate, and that may also be applicable to you all.

C (Dean Byrne): Are there any questions or comments about Himani’s presentation? Thoughts?

C (Kathy Killoran): I can just offer that in my training I have to use certain examples and it’s really great to go into a student and see a record of all their progress reports, you can see the details on the reason codes for why they got them – negative or positive progress reports – and also see the advising appointment notes on students. Our advisors spend a lot of time doing very specific notes for students about what they’re supposed to do going forward.

C (Dean Byrne): And I will say that the part about the notes is really interesting because sometimes I’ll get emails from folks, students as well, or someone that the student has appealed to saying I was told this, but this is what I wanted and then I will write to the AAC and the amount of notes that come back explaining what was said, what date, what the follow up was and so on it’s like wow! It’s very helpful to see the challenge with the amount of information that there is to kind of cut through it. It is always that there is a misunderstanding. I rarely find instances where students are intentionally trying to do something. They are struggling their way through a system and they get bits of information and seeing the whole thing isn’t as easy as it sounds from our perspective. So the notes are helpful and it’s also helpful for you to be able to refer back to something that happened earlier. Imagine that you had a summary from all of the professors that talked to students the previous semesters about where they are and what their needs are. That’s kind of what’s happening in there so that you can reinforce certain things as well as layer on particularly for your own programs what is disciplinarily specific for the semester or for their whole program. It’s going to be really cool and I’m interested to see how this continues to build and disrupt our students’ understanding of what coming in for help and advisement means. Many believe that they only come in for help and advisement means that they are at risk and something bad is happening so when we can start to disrupt that culture with useful information but also stuff that is guiding them as opposed to weaponizing the professor, it shifts something and I’m excited for that possibility.

Sara, I saw your hand.
C (Sara McDougall): First of all just thanks you so much for all of this. I’m hearing from all of the students who were notified about our concerns and they’re asking what they can do to try to catch up and of course, I’m accommodating them every way that I can, but so many of them the problem is they’re in too many classes and so I would love some clear guidelines for what their options are when especially one of them is in two of my classes and hasn’t done any of the work for either class and there is obviously no way that this can be fixed. I know they all have to talk to financial aid about their specific situation, but I would love for there to be more options for them to have a do-over that’s clear.

R (Dean Byrne): One of the projects, this is just a minor point or maybe a major point, that we’re trying to mount this semester is an academic recovery team that’s going to be combing through all of the things that happened with the students over the course of the pandemic and doing some really aggressive and persistent intrusion and connecting them with various kinds of opportunities and plans and reality around what it’s going to take to turn some of this around. A lot of this wasn’t their fault obviously, but by next spring the rules are going to change. So we haven’t been dismissing students, students can continue taking classes as though they’re not on academic probation and there are about 900 at least students out there that are in serious jeopardy and the list is growing. So we are trying to build a group specifically for this purpose. I hope that in the coming months you’ll get to see what this kind of reporting how we can try and make it a little bit better for the kinds of students that you’re describing but right now all of the checks and balances that used to be in place for that kind of got suspended because of the pandemic.

Last year we were all trying to figure things out and make stuff up trying everything out. You all know this; you did stuff in your classes that were like, let me see what works and now we’re getting to a space where there is enough data and information and strategies people have tried that you have a better insight on what might really work. So we’re trying to apply those things to students that are in the most vulnerable scenario, not because it’s actually going to work, but I think there’s something really important about not abandoning people whose ship has been sinking and leaving them with that. We’ve been trying to work out a transfer-out kind of concept to help them land at one of the Community College partners so that they can restart there and still have the door open to come back to John Jay which is different from being told you’re dismissed. I’m putting this out there into the universe, I want fewer students getting a dismissal letter that does not reflect their efforts to try and hold on in a distressing situation that may not have worked out well for them. I think there’s a better way to land than to say sorry you have been dismissed from College. We have seen in some of our data that there is a population of transfer students. Our largest population of transfer students are the ones that come to us directly from their Community college with their Associate’s Degree in hand. But there is another large segment in there, I believe I got this data from you Kate, and Himan, or maybe it was Erez, that are coming to us, they started at a senior college went to a two-year school then came back and I suspect that those are students who left John Jay because of non-success and restarted and because we have very progressive forgiveness policies they came back and succeeded and I’d like to really try and do that because it didn’t work out but that doesn’t mean it’s over forever which again is not the
same thing that a dismissal letter says. Our academic recovery team is going to be working on all of these things, drawing on the best practices that we have from faculty and departments as well as our administrative processes and policies and hope we can get as many resolved with a better recovery situation than if we don’t try.

6. Other Business: None

7. Next Meeting: November 10, 2021
AGENDA

Council of Major and Minor Coordinators and Advisors’ Meeting
Wednesday, November 10th, 2021
Zoom
https://jjay-cuny.zoom.us/j/2020637330
Meeting ID: 202 063 7330
One tap mobile
+19292056099,,2020637330# US (New York)

1. Welcome
2. Announcements
3. EAB Navigate Presentation - Historical Analytics functions and their use in developing student success initiatives.
4. Other Business
5. Next Meeting December 9, 2021
Contact Group Name: Major-Minor-Certificate Coordinators and Advisors 2021-2022

Attendance 11/10/2021 5-6 participants

Live Analytics
Reporting
Historical analytics
Members:

Adriana Perez
Alexa Capeloto
Alexander Bolesta
Allison Kavey
Amie Macdonald
Andrew Karmen
Andrew Sidman
Arthur Storch
Avram Bornstein
Belinda Rincon
Benjamin Bierman
Betty Taylor-Leacock
Brian Lawton
Brian Montes
Charlotte Walker-Said
Christopher Herrmann
Christopher Morse
Claudia Calirman
Cristina Di Meo
Cristina Lozano Arguelles
Crystal Jackson
Dara Byrne
Daryl A. Wout
David Green
David Shapiro
Devin Harner
Dyahna Pooley
Edward Paulino
Edward Snajdr
Elizabeth Nisbet
Francis X. Sheehan
Henry Smart
Himani Gupta
Hunter Johnson
Isabel Martinez
James Delorenzi
Jamie Longazel
Janice Bockmeyer
Jason Rauceo
Jeffrey Heiman
Jennifer Rosati
Jennifer Rutledge
Jessica Stevens
John Paul Narkunas
Jose Luis Morin
Judy Peters
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Council of Major/Minor Coordinators/Advisors

Meeting Notes

Wednesday, November 10, 2021

Via Zoom – Host: Dean Byrne

Community Hour: 1:40pm-2:55pm

1. Welcome (Dean Byrne)
Dean Byrne Welcomed the group back to the November meeting. She indicated that plans are here to transition even more back to campus. She mentioned that she is interested to see what that looks like in the outcomes and what can be learnt as things continue to get figured out in this really important cultural moment that is happening now. She encouraged the group not to miss out on the opportunity to be innovative despite the bureaucratic measures that may be out of sync with what is being experienced in the classrooms or departments. She looks forward to having more of these types of conversations and how our tools through EAB can provide an opportunity to see and understand data in order to serve the kinds of things that are happening now.

2. Announcements
Kristina Simonsen, Career Center, indicated that she wanted to promote the upcoming Graduate and Professional School Fair which is big comparatively to the Career Fair. There is a lot of attendance at the career fair however the virtual platform has led to a decrease in participation. Studnets will be able to connect with about 70 Grad School representatives deom schools across the country. This will be held virtually on November 18, from 12.30pm to 3.30pm. It will be facilitated on the John Jay Careers online platform. The short link is in the flyer that was uploaded to the chat. The emphasis is on students who are interested in learning about Grad school or have a career path that would likely lead them to further education. Students can gather information about what schools have programs they might be a fit for as well as an opportunity to collect fee waivers for applications. Test Prep companies will also be present and students can potentially win some Kaplan test prep courses through raffles.

In response to a question in the chat about when to expect in person career events Kristitna did not know but shared that she had heard that employees will be permitted to do tabling in Hound Square next semester.

Dean Byrne mentioned that there are a lot of opportunities beyond John Jay for students to go and be supported financially. 9.47

3. EAB Navigate Presentation - Historical Analytics functions and their use in developing student success initiatives (Josh 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**
AGENDA

Council of Major and Minor Coordinators and Advisors’ Meeting
Thursday, December 9th, 2021
Zoom
https://jjay-cuny.zoom.us/j/2020637330
Meeting ID: 202 063 7330
One tap mobile
+19292056099,,2020637330# US (New York)

1. Welcome & Announcements

2. Fall Open House and Major Minor Recruitment (Vinny and Elaine)

3. Prelim Fall Student Success Data Trends (Dara and Kate)

4. Fall/Spring Academic Recovery Strategies: Department Clinics/Workshops, Supplemental Instruction Pilot, Comeback Campaign (Wynne, Kate, and Faculty leaders)

5. Spring M & m Plan (Jessica)

6. Next Meeting February 15, 2022
Council of Major/Minor Coordinators/Advisors

Meeting Notes

Wednesday, December 9, 2021, Via Zoom

Community Hour: 1:40pm-2:55pm

1. Welcome and Announcements (Dean Byrne)

Dean Byrne shared opening remarks.

2. Fall Open House and Major Minor Recruitment (Vincent Papandrea and Elaine Thompson)

C (Vinny Papandrea): Thank you to all in this group. We had an amazing open House and none of this would have been possible without all of your help. There were eight different events. Multiple majors presenting simultaneously and managing the students. It’s a massive undertaking and I am immensely grateful for your support from the beginning. I just want to share some updates and let you know how it went. This is the most attended Open House in Undergraduate John Jay history. We had 1649 attendees through virtual. We were down in RSVPs but our yields went up from 44% that actually attended to 53% of RSVPs that actually attended. That means we’re doing a better job of getting to the students that are interested in your programs and that are interested in John Jay. Hopefully, that will transition into them applying and enrolling and it starts really with you. The videos that we did last year helped out a lot. If you haven’t seen it, Admissions launched a new website, johnjayadmissions.com, very clean, very simple but also an amazing resource for you for the majors. I hope that you thought it was a success and looking forward to next year there might be a virtual component to it. I will come present to you as I’ve done in the past for your input and any suggestions. The other thing that I’d like to do is hit the minors. I know we’ve had a lot of discussions on how to promote minors, what and how can we get more students into that, and I would love to in the springtime do some of these types of workshops for minors or even start filming some of the short videos on the minors. This is where I need your help and where you think admissions can work with you to help. Let students know about the minors earlier on and get them interested. Also, grouping some of them together like the frames of Justices that we did for the majors so that the students can instead of knowing that there are 60+ minors sort of like putting them in the middle of some kind of digestible sections for them to choose from and then setting up videos or panels. There are lots of different things we can do but I would love it if during the rest of this and during the break before the season I come back to talk to you when the new year starts. If you have any recommendations or suggestions please let me know because the really next big thing we need to do is to start pushing the minors. Thank you again. Any questions?

Q (from the chat): Are those unique attendees or repeat attendees?
R (Vinny Papandrea): 96% of them were unique attendees which work really well since we grouped the majors together based on the frames of justice it’s helped out. Then I’ve had a number of students who were interested in getting copies of the presentation, so I sent my PowerPoint, and the Dara video and the earlier videos and the links to all your videos to every attendee and also to every rsvp saying sorry you missed but you may want to watch these videos to help with recruitment as well.

Q (Kumar Ramansenthil): Out of all the attendees how many of them actually attended? Do we have any ratio of that? My reason is that whether we have an increased ratio or whether we reach more attendees.

R (Vinny Papandrea): In-person Open House normally has close to a 92% application rate. In the online from last year which is COVID related it went down to about 88%; that’s not the acceptance rate. This year I’m starting to track and out of 1650 that came we’ve already received about 75% and of those almost 90 went into my early action program, as you may or may not know, we’re the only CUNY school that has an early action office where I start sending out decisions. I started a few weeks ago so that I can get the students who are really interested. So I bypass CUNY Central and I start sending out freshman decisions early on and we usually get about 50% of our class from that early action group.

R (Kumar Ramansenthil): I know that a bulk of our computer science folks are transfer students and although we keep these sessions for freshmen I know that some transfer students also attend. I just want to know how we can as majors do more to get them to actually rsvp, apply, and attend. So anything that we can do.

C (Vinny Papandrea): There’s a lot. I’ve always wanted to and trying to figure out a time to build – once a student applies start building a dedicated communication based on the major that they chose where you can embed the video, you can send a pdf of the structure of what courses you’re taking and that’s going to take some time but what we could do for this year if you want we can call out a specific major and build something quick – anyone that applied for or got admitted to the Computer Science major and you tell me what information you want them to know early and I’ll make sure that they get it. It doesn’t take long for me to build an email out. It won’t be as flashy as some of my other stuff, probably for another year or so but I could definitely do something. Anything Admissions or I can do for you just let me know. We are a customer service office but we are also a resource for you as faculty so if you ever run into a student or if you ever have an issue and now that transfer evaluations are in my office as well, just shoot me an email real fast and I’ll make sure it gets to the top of the priority list and I’ll get back to you and we will figure it out together.

C (Dean Byrne): Good job and congratulations on figuring this out. I’m sure it’s going to make a difference in terms of the students who want to close their process as quickly as possible.

C (Papandrea): On a side note we did for athletic students just this week we did a very small acceptance day for them so here were some scholar-athletes with very high academic records that we were able to accept very quickly and we wanted to do something very fast and nice for them and so we held a small student acceptance presentation so they could be the first official group to know because we know that some of our scholar-athletes are also the same students that overlap in our honors program and so on. If there are no other questions I’m going to pass to Elaine Thompson, Grad Director.
C (Elaine Thompson): Hello and thank you very much for allowing us to come in and talk to you for a few minutes Dean Byrne. I am the Director of Graduate Admissions here at John Jay College I also manage the international student services office and I just wanted to let you know some of the things that we will be doing and have been doing to recruit and bulk up the enrollment in our BA MA dual degree programs. So currently we have six programs. We have the traditional BA MAs in Psychology, Forensic Psychology, Criminal Justice, and the BS MPA in Public Administration and then we have the dual degree programs in International Crime and Justice, Economics, Global History to Human Rights. Forensic Science is coming as is Forensic Mental Health. Because the graduate admissions over the last year have really doubled for them they did not have the staffing to open the BA/MA program this semester. We’re hoping to build up the staffing and get that up and running for a fall intake for the first BA MA in Forensic Mental Health Counseling but in the meantime what we have been doing is targeted communications and information sessions to students based on their GPA and how many credits they have. So every semester we’ve been having information sessions, I see Rosemary Barberet on here, ICJ does several information sessions, they get in touch with students however they can to get them to apply to the programs [12.03]. I help some of the smaller programs like Economics. Ghert has been really good at meeting with individual students to tell them the benefits of the BA MA programs to get them to apply. And it’s really getting the word out to students that this program exists here at John Jay, what the requirements are and we’ve been really good at targeting students who already meet the criteria and telling them basically they will save one year of tuition if they join this program. That’s one of the major benefits that we’ve been pointing out especially during COVID.

Everybody’s looking for a deal right and so that’s the best deal you can get. That’s how we’ve been selling the BA-MA program. What we’re hoping to do as we return to the campus is have an Open House for the BA-MA Program. I have put in a proposal with the student activity fund to see if [13:11] we can get some money for some promotional items so that when students are back on campus we start telling freshmen and lower sophomores about our BA/MA Programs. We have a head start on that. This was the second year that we did the virtual Open House with Vinny and all of the programs that have a dual degree program our faculty did a wonderful job of selling those BA/MA Programs. And getting students early on prior to coming to John Jay starts the conversation with them early so that in their freshmen year they already know about the BA/MA Program. So again that’s just some of the things we’re doing. I will be in touch with some of the programs again as we return to a normal environment so that we can get that Open House together and hopefully that proposal that I put in for funds will be approved so that we can start promoting the BAMA Program. I’m looking for some of our continuing students to really get out there and tell students they’ve been enjoying the program and things like that. Again thank you for allowing me to come and tell you about our effort. If you have any questions I’ll leave my contact information in the chat as well and you can ask me about the dual degree programs and you can ask me about any graduate programs if you like.

C (Dean Byrne): I really love that there’s now a structure and support for the recruitment of this so folks who have been in the role of trying to get students into the BA-MA Program you all know that it’s you and emailing and trying to figure it out and adding some more structure to this, thanks to the work of Elaine and partnering with departments has been wonderful because we have a lot of talented students that get recruited elsewhere at higher sticker prices for programs that we outdo anyway, and I thinks It’s an extraordinary opportunity to reach our students earlier and engage them with a graduate degree pathway as early as possible to engage.
them with a graduate degree pathway as early as possible and I also appreciate all of the work that many of you have been doing to connect this to diversifying graduate education and who holds a master’s degree. So the idea that our students with graduate degrees from John Jay are going to be incredibly diverse but also at an affordable price is outstanding so thank you, Elaine, Vinny, and all of you on here who push forward on the BA MA concept. In the five years that I’ve been in this role, we’ve gone from a few to doubling the amount of those opportunities and continuing to increase them every year. so thank you and thanks to Kathy K for everything you do in that area. Holiday greetings and see you next semester Vinny and Elaine.

3. Prelim Fall Student Success Data Trends (Dean Byrne and Kate Szur)

C (Dean Byrne): We’re gonna pivot just a little bit in looking at the end of this semester. So I had a series of conversations in the last couple of weeks that I wanted to bring to this meeting because I know what it’s like to try and make sense of everything that you’ve been experiencing in your classes and across your programs and typically we wait for the end of semester outcomes but we have a number of things that are pretty interesting to look at in terms of what is happening going into exams with students who are withdrawing from courses as well as withdrawing/leaving the college, in addition to a number of recovery strategies that were born in this group and developed by major and minor coordinators and installed at the beginning of the school year. I thought it would be a good opportunity to bring both of these things together to talk about what we’re looking at. Some of it is very sobering and what we have built and developed which I think has a lot of potential so that you can hear both of those things and also figure out what is next for your programs and departments as you listen to some of this information. So I’m going to ask Kate to walk us through a little bit of your preliminary data and to help us understand what some of these things mean for faculty who are in the position to kind of thread a conversation at the department level.

C (Kate Szur): Thank you Dara and I apologize ahead of time because I feel like the grinch after Vinny bringing not-so-good news. (Screen shared – Excel spreadsheet – a copy of enrollment data updates as of 12.6.21). What we’re doing is really kind of like trying to forecast what might happen down the line based on enrollment behavior and one of the trends that we’re closely watching is students enrollment status full time versus part-time and the changes to that over time and this is critical not only for our momentum targets, i.e. students completing the 30 credits and moving towards graduation but for their eventual graduation since we know that the longer it takes them to move towards graduation, the less likely that they will graduate. What you can see here and this is, as Dara said, our preliminary data so this is not a fancy reporting interface this is just our tracking of what’s happening. This is all of our undergraduates who are enrolled. We got a tally on September 13 which was right after the add/drop date and you can see that almost half of our students were enrolled full time at that time. Another 34% or so were enrolled in 12 to 14 credits which are also considered full time but the 15 plus credits actually get them to their four-year graduation so that’s why we’re reporting that separately and only about 18% of our students were part-time at the time. We pulled the numbers on November 5 and then a month later on December 6 just to see what’s happening and our students are dropping steadily, both in terms of the percentage of students who are enrolled in less than 15 credits so this is probably students dropping one class only. And then other students we also saw a fairly large number 440 students who are already completely unenrolled from the college. So they dropped all their classes and were gone by the start of the semester, so they didn’t even wait for their grades, they did not wait to complete the
semester. When we looked at some of the critical groups particularly first-year students and transfer students, and I’m saying critical because these are the students that as I like to say are the foundation of our four-year graduation rate four years from now and you can see only about 60% of our freshmen at this point are enrolled in 15 or more credits. And this is important because I believe that our momentum target is 65% of our freshmen completing 30 credits within the year so at this point we only have 61% of them even try 15 credits. Fortunately, we have some initiatives that will help them catch up. In this forum and other forums at the acceleration program that allows students to get tuition assistance for one summer class sometimes two, but again as I said one or two classes so the impact of that is limited if they are behind more than one class. So as you can see freshmen are under-enrolled but what’s troubling is transfer students are also getting under-enrolled but they’re also leaving us in higher numbers than for the freshmen so higher percentages. I think what is particularly relevant to this group is that we also did an analysis by class standing and this is where I want to jump to the juniors and the sophomores where there is a large group of students that already stopped out and they’re not enrolled we have about almost 200 juniors that dropped all their classes and another 70 or so sophomores. The group of juniors is the largest which is bothersome because these students are closer to graduation so they have put in quite a bit of time and they are stopping out. So I guess at this point I’m asking the group whether you have any insight into what might be happening to students at this particular stage of their lives. They are really dealing with courses in the major and if there is anything that we could offer to engage this population we will once the final data are in at the end of the term and at that point, we’re going to also have the DFW rates plus the withdrawal rates. We can then do the analysis of who are the students that are not likely to continue in each major and how many of them we can conduct both an outreach in January trying to engage them with the acceleration program or we invite them to re-enroll in the spring. If there is anything that the majors are able to do engaging students because this is a group of students that might need conversations with major advisors and a reminder on why they’re here, what their goals might be and they can connect with you. We’re open to helping you facilitate this.

Dara can I jump to the come back program for a second because there’s an overlap and it might make sense for the majors to think about both of these groups together. In this group that I’ve been talking about it might make sense for the majors to think about both of these groups together. These are students that were enrolled in the fall and we’re losing them right now. There’s another group of students that we started looking at. We found that over 3000 students received tuition assistance – federal aid at the end of the summer or early fall using CARES funds their debt was basically erased so that would have enabled them to come back or to graduate. Quite a few of them graduated others came back and enrolled. We received a list of about 300 students who did receive assistance some of them are actually very close to graduation. Their GPAs are high above 2.0 in some cases close to 4.0 and they are not enrolled. We wrote this down by major but here’s a breakdown of students who were enrolled sometime between spring 2020 and spring 2021. At the College, they had debt that was paid off, and they are now eligible to register. They did receive communication I believe in an email informing them of this. We’re not sure if all of them saw this and they had a chance to respond to this so what we’re doing now is we’re sending text messages to these students reminding them that they are debt-free, they have no Bursar holds stopping them from registering and encouraging them to come and register for the spring semester which will make them eligible for another round of financial assistance through our funds. So this group, we’re going to do the initial
outreach and we can do the initial outreach for the group of students that stopped out in the fall collecting information on their intentions to come back and I guess offering some incentive for them to come back. Some of the incentives are of course the financial assistance that they can receive if they enroll in the spring but we are also wondering if we can offer academic or advisement opportunities for them – opportunities to hear from faculty, from major coordinators not necessarily in January but maybe during the first week of the semester.

C (Dean Byrne): I think this connects to a question that David just asked in the chat about whether this is reflective of a broader problem. Yes. Absolutely. It is reflective of a broader problem and I think that’s why we’re trying to have this conversation with you all right now and continue threading it through our ongoing discussions during this crisis. Our students are socially vulnerable, our institution is incredibly vulnerable, our faculty are incredibly vulnerable – there are so many factors happening here in terms of how we are to support learning in a very challenging context and what to do and what we’re responding to remains a little bit opaque so when it comes to the comeback and what to do and what we’re responding to remains a little bit opaque. So when it comes to the comeback students for example, when I ask for information from the folks who were initially handling comeback stuff they don’t have any reason, they can’t explain why someone didn’t come back if they don’t have any debt. We’re going to attempt to do it in a different way which is the slow qualitative way. Ask the questions, get on the phone with the students, have conversations, text, find out what is preventing a student and what caused them to leave so that we can get better data and come up with better answers. I’m not asking you to do anything in particular because we don’t know what it is we’re responding to and that’s incredibly frustrating because we are all in roles, particularly you all are in roles where you have the ability to act and resolve situations for students. I don’t have anything at this juncture that is substantive to say. What I can tell you is that I nearly fainted when I saw these numbers particularly for the students that are changing their enrollment status. For our transfers, something that Kate said that I thought was really interesting – so what we’re seeing is that our freshmen in their first semester they are slowing down but they’re staying. The transfers are slowing down and leaving. So in one semester at the college, the status is changing dramatically. I don’t know yet because we don’t have any grades if they’re slowing down at the freshman level and staying because they’ve eliminated the particularly difficult class or the particularly difficult load and they’ve course-corrected, recalibrated, and are now doing better. We will see when we get those grades but it’s important to understand that the trend is to slow down that pace as a mechanism ideally to survive the semester. The transfers are not doing that likely because they’ve been in college, they survived the pandemic learning experience and transferred and now something is happening that is insurmountable and they’re leaving.

C (Kate Szur): Can I just add to that Dara that one other explanation is that transfer students’ initial enrollment was different so they were enrolled in 12 or less credits. We had a lot more part-time students as transfer students. They did not necessarily find the classes that they wanted so while freshmen can afford to just drop one class and just go down to 12 credits, a transfer student who drops two classes oftentimes means that they’ve gone from the College because they had two or three classes, to begin with. So it’s a combination of they didn’t even start as strong. If you don’t remember, over 70% of the freshmen were attempting 15 credits. That number was in the 40s for transfer students. The starting point was different.
C (Dean Byrne): We also have the reality of the probation/pre-probation list that is hovering around 1000 students that will be dismissed in about 6 months and part of the reason for that is that now that things are reopening, the federal financial aid system is looking at things and saying you have a 0.04 GPA, you’re still in school because schools haven’t been dismissing people and that all comes back together at this college in June. So what does that mean for you? It means that we are no longer in a scenario of this is what’s happening in my class; we’re long past that. It’s this is what is happening in the ecosystem, in the culture of teaching and learning – what it’s like for all of you in these learning spaces that are depressed opportunities for students. They are in some context where they’re encountering non-success in at least one or two or more of their learning spaces in any discipline. I’m gonna be honest with you – I’ve not worked like that before. I’ve had spots where here’s where we target, here’s the number of students that we need to do an initiative with, and so on. Not where it is widespread and unavoidable, so there are courses on the high DFW alert list that is just basically at least one of your key courses in all of your programs is on that list and they weren’t there before. Many of them are like foundation courses and so on. I want you to keep that in mind, one for your own wellness, and the nature of the conversations that you’re driving in your department. There’s no magic bullet because we are all feeling the effects of the disaster and being unprepared and under-resourced from the beginning, from long before a disaster, because you know if you’re not prepared for it, responding to it is not easy either. I want you to keep that in mind because some of the conversations that I have are about doing a particular thing and I don’t know that that’s the best use of your energy. We’re in it for the long haul and I think we need to think very strategically and think about what goes in place across the board because if your student did well in the foundation class in your major but encountered two or three classes elsewhere in the college that put them in distress, that’s still your problem, that’s still a problem for your attrition. So it’s not we can’t look at it anymore as like well they were in a stem course and didn’t do well – they’re not doing well in a number of places and when we see those outcomes I’m confident that we’re going to see in every modality achievement gaps that are unlike anything we’ve seen before. So what to do? I’d love to transition this from what my sad space looks like to places where there are really good examples of what faculty ingenuity is doing right now so I’m going to turn that over to Wynne.

Q (Kumar Ramansenthil): This question is for Kate. I completely agree with you about transfer students who come in and they don’t have courses because it’s all full and they are in a situation that if they drop one course then there are no more full-time students. My question is we are always trying to struggle with this answer of how we support it because this is a question of how transfer students are flowing in. Maybe this is not the forum for it. Maybe somewhere else we can discuss about how we, especially for computer science majors, it’s such a big problem.

R (Kate Szur): I agree Kumar and one of the analysis that we want to do on this data further is that when I’m looking at the juniors – my class standing – I’m going to go back and check how much of those juniors are in fact transfer students because the high transfer attrition might be the underlying cause for that high junior attrition because our data is set up in a way that if I pulled the credit standing then I’m going to lose the transfer data so we have to get both of those so that will take a little longer so I didn’t have a chance to do that for this meeting but it’s very likely that the transfer students are behind and honestly just anecdotally since we are monitoring communication with students and we’re getting questions as registration opened about availability of classes, some questions, but they all come from transfer students that they
are upset that they are not able to find the class that they need and they were not able to find the modality that they need.

Q (Kumar Ramansenthil): So is there something that as a whole we can work on this either the way the transfer students come, the data that we know the transfer students are going to need?

R (Kate Szur): We do know and hopefully Wynne is going to say the same thing, what classes they need in large numbers and we have because we know what majors they’re coming in and what the first courses that they tend to take if the departments don’t have the capacity to offer those classes because there’s not enough faculty or there’s not enough capacity we can reserve seats for transfer students so that if we can’t increase capacity we can reserve seats for transfer students but then our John Jay juniors will be complaining that they don’t find seats.

R (Kumar Ramansenthil): I already have complaints like that right now as of today but I think this is not a short conversation. It’s a longer conversation. I’ve asked Wynne for this kind of data but we still are struggling. Maybe in a different setting, I’ll dig a little bit deeper into this.

C (Dean Byrne): So I think that you’ll notice on the agenda that I have three items there. Two of which I think is an attempt to take us into a space of signaling to students more about learning habits and emphasizing attention to some foundational areas to that would be the clinic idea that came out of this group and taking a sort of learning assistant a supplemental instruction approach to support some of your key courses in the major. At this institution, we have academic support in English, Math, Modern Language gateway courses and Chemistry and Biology, and things like that so there are only a few areas and primarily freshmen make use of these services and we’ve blown past that. I think that testing and piloting the sort of idea of academic support in critical courses in the major is the next path to look at so I’m going to shoot it over to Wynne who’s been working with faculty on some of this stuff to share a little bit about that and obviously it is an open invitation for anyone who is interested in expanding in these areas of course, and in addition to what Kate already talked about with the comeback campaign, to also keep in mind that we are going to be trying to understand more about who left and what it might take to bring them back in a more supportive kind of way than just paying the bills alone because I’m pretty confident that there is a financial issue as well as learning strategies and bringing those two together to turn things around.

4. Fall/Spring Academic Recovery Strategies: Department Clinics/Workshops, Supplemental Instruction Pilot, Comeback Campaign (Wynne Ferdinand, Kate Szur, and Faculty leaders)

C (Wynne Ferdinand): I think we’re really reckoning with those capacity issues for course availability not just in Computer Science but other places too so before I show you what I’m actually here to talk about I just wonder if it’s worthwhile to think about the year-round possibilities summer offerings and also where we have dual admissions programs thinking about how we can partner with our community college colleagues in CUNY to create more seamless pathways for associate degree holders.

Anyway I think listening to everybody and yes its a scary and sad tale we’re talking about here today but I think one thing that keeps coming up for me is students and faculty sense of community in the past 18 months and how important that is to the degree program experience; how much students value the sense of community at John Jay. You’ve heard students talk
about that in the past what a special place it is to be an undergraduate and so I want to share a little bit of report back about the clinic.

(Screen share) Last year you may recall [47.16] we spent a lot of time thinking about all different kinds of recovery strategies and the one that I think really stuck with this group was the preview and review clinic idea and a whole group of departments actually ended up offering summer interventions and they took on kind of varied characteristics; some took varied approaches. Some departments looked at sort of skills and preparing for the uncertainties of the fall semester as a whole and offered synchronous or asynchronous programming to kind of support students transition back into this mixed or diverse learning environment that we had this fall. then others were more focused on a specific course intervention where they knew there was already some kind of pain point. As far as academic success or preparations you can see there are a couple activities like Political Science and Sociology that tried to focus students on a transition point into the capstones. There are efforts like in Sciences and LPS to prepare students for a specific offering so students transitioning into Organic Chemistry probably the most challenging courses that they will take early in the major or CJVS 250 which we all know well is a challenging course for many many CJVS majors. We have several people here today who worked on these clinics so I just wanted to show you the breadth and give you all a chance to comment on your experience facilitating or designing these efforts. And then I can talk a little bit about how we might support continued efforts this winter or next summer. So I don’t know if anybody wants to share their experience before I continue.

R (David Shapiro): Wynne I volunteer to just give a brief opinion of what I thought. What I reviewed was mostly to the point. Most instructors were careful to include all the required elements. It was a rare bird that didn’t comply. Also, it was fairly easy too because the compliance was not to say word for word, but it was very easy to trace the compliance.

C (Wynne Ferdinand): Thanks. And Demi and Kumar do you both want to talk about the clinics?

C (Shu-Yuang Cheng): Thank you. I want to talk about what we did in the summer with the office support – Briana support. We are able to offer one day of the Science Bridge program for students to prepare them for the lab because our students are transitioning from first year to second year. They were never in the lab so they are late in the lab skill also they don’t know about lab safety so that’s why we worry about them not being able to perform so well so we want to give them one day of preparation so that when they go into a new semester they are prepared and build up their confidence and so that’s why we have the whole day program. Morning is reviewing the first year’s material some important exercises. Then the afternoon is prep for the new semester and based on my conversations with the instructors in Organic Chemistry they know the students took this summer bridge workshop because they say they do well. So it’s helping them transfer into the second year doing better so I want to say thank you. We are planning for the next one in the winter.

C (Wynne Ferdinand): Thanks. We don’t have a ton of time. Kumar?

C (Kumar Ramansenthil): We did something really great that we are going to reuse with no extra effort but my problem is I want help in terms of engagement. We had 80 students registered for an asynchronous program refresher and there were a lot of activities in the first two and a half to three weeks. Then the middle of the semester just dropped off and I want to
see any kind of ideas so I can engage them to be there till they complete the whole course but that’s a different topic.

R (Wynnne Ferdinand): Some of the recovery funds have supported some staff members so I hope we’re going to help with some of the recruitment for these efforts. I’m going to drop in the chat another document that details a little bit more on the clinics. One other project that we’re working on that I’ve reached out to some of you already about is the supplemental instruction pilot. This is a during the semester intervention so instead of playing catch up when students don’t succeed in the class, this project pairs a student who was previously successful in one of your key courses to work with a faculty member with the students in the class. The SI leader attends all course meetings and develops a peer-led weekly workshop to reinforce content from your class. So we’re going to continue a pilot we started back in January 2020 when the world was very different in about five departments and if there is more interest. I will put the information in the chat and please reach out. I’m going to stop there given the time but I thank everybody for their participation in the summer and hope that we can continue to support your work.

C (Dean Byrne): I’m also just going to add with the SI Pilot in these key course, high impact areas, we’re hoping to try it in a way, where when a student registers for these things their SI time shows up on their schedule as well. Because I think it’s really important to build in for our students a visual representation of time on task so going to class and then logging out or going home isn’t the totality of the work for the class and putting more things in there to reinforce key concepts and practice things and so on is what I am hoping we will be able to do because the students who are freshmen now are students that also did their senior year in the pandemic and had some gaps; the students who will be freshmen next year and so on there is a sort of building up of the habits of being a college student that shifted a little bit. I’m excited about doing this in the departments. So please if you’re curious about this don’t hesitate to reach out. We have resources to be able to build this and sustain it and I’m excited about that possibility. If you’re scratching your head wondering what can I do, the first thing I’d say is that it isn’t you its what can we all do in looking at this problem because the magnitude of it is beyond what’s contributing to it and the way out of it is not your specific class anymore and I hope to partner with you all in figuring it out first and testing and trying things that are showing promising results until we get to better ground. Are there any questions, or comments, or thoughts around these things? So I am going to turn it over to Jessica for the spring M&M plan. For those of you who are new to our group that’s the Major/Minor events for the second semester of the year for sophomores.

5. Spring M & M Plan (Jessica Stevens)

Hi everybody so good to see some of you in the space. Hard to believe that the spring semester is here I feel like it just flew by. As Dara said we’re planning for the Major and Minor Campaign again. I am anticipating most of this will be virtual given everything that’s happened obviously that could change but I am hopeful that it would be just as engaging for students so I just wanted to share a little bit of a summary of what has happened last year. (Screen share) so this is just a little bit from last year. We sent over 2000 personalized emails that appeared as though they were from you or whoever the major coordinator was last year to those students. We had 11 different events that were held; three student-led panels and we had eight frames of justice. All were virtual last year. We had just under 1000 students rsvp for these events and
495 attended these 11 events which is roughly an average of 45 per student obviously some had more, some had less. One thing that we were able to do given the virtual environment was we were able to create follow-up guides for students. We created these follow-up guides for students so that they could go back and reference whether they were able to attend or not for every single event. We gave them the participating panelists who were able to join their contact information. We pulled out some of the key takeaways from the specific event that was related to that frame of justice or the student panel. They had the opportunity to re-watch we used those wonderful videos that we talked about so students who wanted to know more about a specific major. And then we combed the chat for anything that was shared by the panelists to be able to provide those links back to the students. I think this was a really great summary for students to be able to walk away from these events with so we’re hopeful that we will be able to do that again this year.

C (Dean Byrne): For those of you who might be new to this group and wondering, we notice that a lot of students are still moving around in their sophomore year trying to find majors and minors and places to land and it sounds odd that you would be doing something like this in the sophomore year instead of freshman year but what we’re finding is that these kinds of events, the people that are turning up when you see 500 students show up these are 500 students that are still trying to find their home and we’ve put a lot of blocks in place so that students need to find a home before Junior year. Because a couple of years ago when I looked at the data we saw students switching majors all into their senior year so putting this activity around this has been really important in helping them to explore and expand their horizons. So thank you Jessica for all of the work that you do around this and building out an identity for sophomores so that the request is always going to be for major and minor coordinators and advisors to get involved in this because it really has an impact on the decisions that students make. Earlier, obviously, in the first semester of the sophomore year would be better, but we do see a good population, at least a third of sophomores are still moving around in their spring semester. For those of you who are thinking about growing your majors and your minors please get in touch with Jessica because there is a lot of space here for you to connect with students.

C (Jessica Stevens): And I just wanted to add that this year my colleague in first-year programs Nancy Yang, we’ve been really intentional about building out so with the students who come in in their first year with their first-year seminar they select an area of interest which is loosely related to the frames of justice and so through a workshop series that we spearheaded called Explorations of your future self we brought in professionals from the field who work in these different areas of interest. So our goal and intention are to now connect that directly to the majors that are offered here at John Jay. I think that this is going to provide a really great structure and to Dara’s point just anecdotally, I think sophomores have struggled to know who to contact in this virtual space a little bit more than when we’re in person and so I think that there’s going to be a lot of changes for some of these students may be more than they would have as they’re figuring this out. Next steps, I’m going to be in touch. I know a grading, swirling tornado is about to hit you all so I’ll be in touch about your ability to personalize the letter. I’ll be able to send all of them so I just need you to sign off on it and add anything specific that you want for your particular students and then we’ll be sharing the frames of justice dates. Everything this year will be happening in March so there’ll be a little bit of time and space. I just want to echo what Wynne was saying that I think this is a great opportunity to really be able to build community within your major and really pick up on that from the start
with some of these students who might be searching, and minors yes, for the place where they belong on campus. Thank you everybody as always for your participation.

C (Dean Byrne): Anyone has questions for Jessica? All right thank you and Jessica take the silence as a reflection of how awesome the work is but also that it's 2.55 and you're all exhausted. I'm going to hang around a little bit for the after party this is where I turn off the recording button and if you have any questions or comments I will be hanging out here for the next little while. For the rest of you that are going to be logging off, thank you for everything that you do and I will see you next year sometime in February.

6. Next Meeting: February 15, 2022
SP 2021 Majors & Minors Event Series: [http://www.jjay.cuny.edu/majors-minors](http://www.jjay.cuny.edu/majors-minors)

- Sent individual and personalized emails to 2,029 sophomores appearing from their Major Coordinator or SASP Sophomore Programs AD via Retain

- From February 22 to March 25 we created, facilitated, and collaborated on 11 virtual panel events
  - 3 student led panel discussions
  - 8 panel discussions for each Frame of Justice major cluster with Major Coordinators and key offices

- 911 students RSVP’d for the series events and 495 attended the 11 virtual events for an average attendance of 45 students per event. See event break down below.

- For each event, we created a follow up guide to include zoom recording, panelist contact information, key takeaways from the panel, and follow up information for students.

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<tr>
<th>Event Date</th>
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<th>Participants</th>
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<tr>
<td>24-Feb</td>
<td>Learn &amp; Earn: Campus Leadership and Employment Opportunity Panel</td>
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<td>86</td>
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<td>2-Mar</td>
<td>Criminal Justice &amp; Public Safety</td>
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<td>Law, Politics, &amp; Policy</td>
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<td>8-Mar</td>
<td>Forensic Psych &amp; Human Services</td>
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<td>Cybersecurity</td>
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<td>11-Mar</td>
<td>BA/MA Student Panel</td>
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<td>Education &amp; Non-Profits</td>
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<td>Forensic Science &amp; STEM</td>
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<td>Social Justice &amp; Reform</td>
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<td>Business, Management, &amp; Social Entrepreneurship</td>
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<td>24-Mar</td>
<td>Transfer Grad &amp; Law School Planning Student Panel</td>
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**TOTALS:** 911 495
AGENDA

Council of Major and Minor Coordinators and Advisors’ Meeting
Thursday, February 15th, 2022
Zoom
https://jjay-cuny.zoom.us/j/2020637330
Meeting ID: 202 063 7330
One tap mobile
+19292056099,,2020637330# US (New York)

1. Welcome & Announcements

2. Academic Momentum trends - Fall Semester Discussion (Kate)

3. Winter Workshop Outcomes/Plans for Summer Clinics (Wynne)

4. M&M Update (Jessica)

5. Advisement and Outreach
   a. Registrar file and EAB Navigate (Louise)
   b. EAB Progress Reports (Kate)
   c. Careers and Internships (Chantelle and Kristina)

6. Next Meeting Monday, March 14, 2022
Charmane Joseph

Contact Group Name: Major-Minor-Certificate Coordinators and Advisors 2021-2022

Affordable MM 2/15/22
MEETING NOTES

Council of Major and Minor Coordinators and Advisors’ Meeting
Thursday, February 15th, 2022
Via Zoom - 2h&&n2SE

1. Welcome & Announcements (Dean Byrne)
Dean Byrne welcomed the group back and advised that this meeting will pick up from last semester where it was noted that engagement with students was waning, questions about students not doing what they’re used to, and a scale of challenge not encountered before. Response to those questions will be on a macro level in terms of trends and themes that can be thought about by coordinators and advisors as what the benchmarks of the major is and what students are achieving and how they’re going to navigate your programs for the next few years.

2. Academic Momentum trends - Fall Semester Discussion (Kate Szur)
The data/summary shared should be thought of as an opportunity for dialog and to create additional programs or tweaks to the current programming offered to students. The summary outlines what was noticed when student success data were examined before and after the pandemic. (Screen share – Academic Momentum Changes 2019-2021). The focus is on what happens to students after they matriculate. Two disturbing trends have been noticed over the past four semesters. Full-time enrollment rates – students that are enrolled in classes full time – dropped from 85% which was consistent prior to the pandemic down to 80%. This impacts hundreds of students and thousands of credit hours. Prior to the pandemic more than half of our students were attempting 15 credits. Attempted credit is important for academic progress purposes and financial aid. If students drop below 12 credits they are not progressing and might lose financial aid. We also noticed that the percentage of students on track to graduate in four years has been decreasing steadily. One data point being monitored is for all sub-groups, whether entering freshmen or transfer students. Transfer students are broken out by credit standing – what percentage of the class is on track and moving along to graduate in four years. (Screen share document titled On Track for Four Year Graduation Trends. The document is also in the Momentum Report). From Fall 18 to Fall 19 freshmen on track
to graduate dropped from 68% to 60%; for transfer freshmen from 83% to 78%. The trend is always the dark blue line on top shows students on track to graduate one year after entry. Students who did most of their schooling before the pandemic still seem to be on track. The minute you see an impact of the pandemic on-track rates are dropping. On track to graduation includes all the credits that the students earn – credit numbers include transfer credits that a student might have brought in. Even more telling is the number of students that are attempting and earning 15 credits. Here, the potential impact of transfer credits was removed and what you see is actually what students are doing. When we shared the positive momentum news with you the last time we were in person and cruising towards our four-year graduation target, that’s when 90 plus percent of freshmen actually attempted 15 credits and a lot of them earned the 15 credits. At the point of the pandemic, numbers are going down. This is true not only for freshmen but transfer students as well. The overcall college momentum report for all students is more detailed for first-year students and transfer students by cohort.

C (Dean Byrne): The trend that we’re seeing is that students whether they stay or leave are slowing down dramatically. They’re not earning as many credits as they tried to earn and subsequently, they try to earn even fewer credits. This affects not only financial aid but self-esteem about what you set out to do. I’m particularly concerned about what it means to be in a campus environment where not being successful is fairly common or growing in its trend.

Q (Jennifer Rutledge): Do we have any sense of whether this is unique to John Jay or what all the CUNYs are seeing.

R (Dean Byrne): This is not just not what all the CUNYs are seeing this is nationwide in every level of schooling. Many of you have talked about how your students are not showing up and are disengaged. At least three of you have emailed me separately to ask what to do, what grade to give when students don’t turn in anything.

Q (Jennifer Rutledge): What this data shows me is that you guys did really great work in increasing those numbers and then we were all hit by a pandemic. I wonder what it is you think we can do when this is a global problem for all of higher education and why do you not think that this will resolve itself as we are increasing back on campus? You’re bringing this to us as this is a problem we need to solve and I’m wondering can we really or will this sort of just shake itself out over the next year?

R (Dean Byrne): Two things – I have found in our data that when our upper-level students leave they are gone forever. We’re not normed against the national data or stories coming out of Chronicle. We serve a very different population and resiliency is not something that we have a lot to play with. As the people who are the experts and are on the front line when I don’t have the answer from our past work, I ask you. This is really an active question. We have lots of successes that have been built and proven over the last two years to have worked; we don’t have anything of this scale and I really don’t know what to do. Who we serve there’s no elasticity there so I’m going to keep asking that question and I’m going to keep trying. We could wait but we would have to accept that we watched a particular population of racial groups and socioeconomic status
disappear. I know you are not the type of people that sit and watch that stuff. If the answer is “I don’t know” we’re going to talk, reflect, and try and assess and continue to pilot if for no other reason than conscience and helping 20 people in something that we continue to push to get funded. In addition to that, I don’t know that all of you are keyed into the relationship between the key courses in your major and student non-success outside of particular pockets of classes. For example, if you don’t have a common initiative across your gateway courses right now, that’s something to bring to your department and really talk about. What has been put in place in the two years since the pandemic to strengthen the outcomes in the one or two courses that you have said are critical to the success in your major. If you can’t point to anything then I can’t walk away without saying let’s talk about it. The last thing is, there is an investment opportunity in CUNY now with lecturer lines, etc, pandemic-related funds and so on, if you don’t have anything, then the opportunity to scale what you’ve been working on is going to pass you by for two years or so. Faulty lines plus other resources to support critical improvement in those foundational courses. Take a look at the data that Kate is going to bring in the DFWIs in the critical course in your major. This is not an opportunity to say so and so doesn’t teach well or we have too many adjuncts. Those were always the case. The question in light of the data that Kate just showed that paints the overall picture, here is how it plays out in the foundation to your major. This means for the next 5 – 6 years because our 6-year graduation rate is in the 50s, you’re going to feel that effect.

Q (David Shapiro): I have a question about the downward variance that Kate depicted in many of those graphs, do we know how many of those may be attributable to the decline in enrollment of young men that I’ve been reading about not only at John Jay but across the country, we’ve been hearing that men are not enrolling in higher education the way they used to and I’m wondering if we have it broken down where we can explain some of that by a general trend of young men not going to College as much or not.

R (Kate S): We see that in our overall enrollment numbers the share of young men is getting lower and lower. What we are looking at being on track is really credit completion and reaching the 30, 60, 90, credits within the one to three-year time period. We do look at it separately by race and gender to see if there are any subgroups that are progressing more slowly than others but overall the trends are registering for fewer credits. More importantly, they are not completing the credits that they are attempting. So in response to Jennifer’s question about whether it’s an issue of getting them into more credits it’s not that simple because what we’ve also noticed that the DFW rates in students receiving these rates in any of these key courses increased during the pandemic and that even taking into consideration the credit/no credit policy that was in effect in 2020.

Q (David Shapiro): What I was wondering is whether the dissatisfaction of more young men with the goal of entering college is somehow signaling a reason why we’ve experienced much of what you’ve explained. Is that something in that decline of young men enrolling that indicates a root cause of what’s going on in other areas such as what you just mentioned?
C (Professor Kimora): I am making two observations. I think David is on the right path. There is a lot of misinformation out there on social media about the purpose of education and the worthiness of a college education in this country. John Jay is uniquely positioned to attract students because of the nature of our field of criminal justice. My recommendation would be that we have a campaign at John Jay where we really market John Jay. We’re already doing it but I think we need to reexamine that.

Q (Kumar R): 23:24 What I’m noticing from 2019 2020 is a little bit worse and 2021 is really worse so is this trend a kind of ripple effect that we are facing and if that’s so, what part of our students are transfer students? Our feeding colleges are community colleges. Do we know what is the decrease in the community college intake in the last two years or this year just so that we are prepared because that seems to be the case as it seems to be getting worse and coming back and not know if that is going to change next year or not. So my first question is do we know how the community colleges are doing? Second what is the overall decrease in enrollment in 2019, 2020, and 2021?

R (Kate Szur): Community colleges are not doing well. I understand that the two things – enrollment and academic progress – are somewhat connected but we’ve talked so much about increasing enrollment and bringing in more students and what 24:50 this is showing us is that the students that we have whether from a community college or not, they are not doing well. There is a ripple effect because they experienced displacement whether at their community college or in their high school and we are going to be dealing with it for probably the next four to six years. We have to focus on the problem right ahead of us and see if there is anything we can do. One more downward graph particularly for freshman students. There is a decrease in retention, a slight decrease in being on track for graduation. Note the change in students receiving D and FW grades during the pandemic. 46% of our freshmen this fall – new to John Jay – and as Dara can tell you we have the most extensive staff, curricular, and faculty teams working on the success of freshman – 46% of them have a F, W or No Credit Grade in their first semester. This means that 46% of these students did not earn all the credits that they registered for. This is an issue that we can try and address because they are in our classes, we are meeting with them in advising settings so what can we together think about and do so that we can at least temper what’s coming up in the next four to six years. I have more specific data about the DFW trends in the key courses in the majors that you identified so I can share that at some point.

C (Kumar Ramansenthil): I think I mixed the two data – one is showing data for the existing students and you’re right, part of it is because most of the students, high school students or community college students have not been in classrooms so we can see that effect. We did something for Computer Science. I will probably try to do something again this summer but that’s a different topic that we can talk about later. Thanks for the clarification, Kate.

C (Henry Smart): Remember when our parents used to leverage our older siblings to do the work that they know they just didn’t have the skill or the cold to do? I think we have a pot of resilience in our student leaders. I would check in with those groups to see how they’re doing. If their mental health is pretty solid maybe get them to sponsor a sit-in
study. Some of these groups are deemed the cool students on campus so just sort of realizing that they typically illustrate what resilience looks like for the rest of the students. So I think they’re also untapped if we don’t leverage them to talk and create space for the other folks that need some motivation.

C (Dean Byrne): I think that’s really important, the two issues there. One in terms of really thinking about what student resilience is about in an academic context. I think we talk a lot about their needs in terms of food and security and clothing and all those types of things but in terms of academic resilience at scale, what exactly is that by the major? How might we leverage the skill and ability of upper-level students in fostering an environment that is conducive to their intellectual and academic skills improvement for the major? I think that is a really good question. The last thing I would say about this is to remember the context in which our institution and the students we serve are operating in. I spent the last two years in the Emergency Management Master’s Program at John Jay and I’ve been looking a lot at this concept of recovery and vulnerability in academic settings post-disaster and rebuilding and there is not a lot in the US context. When you look at countries like Israel and other places that have been impacted by human and natural disasters where school disruptions have happened several times, they have a lot of work in their organizations about what to do to help address continuity issues and how to think about the resiliency of the people who are in the society. Our students much like our institution is not very resilient to disasters. We don’t have two million dollars laying around to just throw at a problem. Our students don’t have the social capital and network and financial resources to throw at a problem and make it go away. At scale we are all grappling with the two sides of it. At the institutional level we can’t just throw things in place quickly and at the student level they can’t just bounce back in their courses. When we hear things like I would love to be at home doing my classes and so on, our institution doesn’t have the resources to share out to our student body to make studying from home and working at home match with what is necessary to thrive in the academic environment. I think we’re seeing a lot of that. Many of you have said something about that so I just want to make sure that that is playing out in the background as well as that we are in a by Emergency Management context, the kinds of things that a public agency and emergency management agency would count as for a resilient neighborhood or a resilient community, that is not who we are and that is not who they are either and so figuring out what we do next is a really great question because we are unprepared and we are under-resourced to move as quickly as the problem is presenting itself. We gotta eat that – the feeling that goes with that – and what it’s like for you as administrative leaders in your departments, faculty leaders in your department to stare down at three, four years of non-success ahead of you where everybody is going to ask you what did you do, what did you not do, how did your assessments work and all of those kinds of things. What I would like is for you to take this conversation back to your departments and really take a look at that data that Kate is going to share at the department level and of course the overall picture in an environment of academic non-success in your courses. What is one thing that can move at scale a targeted intervention that can be scalable that your department is going to put in place? Some of you already have something and you’re working on it and so on. Many of you don’t and not having something is different from trying something and failing. Things are on the table right now about where we are
and where we’re going to be for five years at a minimum. It’s going to be like two or three years to get students back, but these students aren’t leaving our college for another five years. Under normal circumstances they wouldn’t leave for five to six years. We have to really soak that in. I’m having a difficult time personally with this because I’ve done everything that I know how to do and raised zillions of dollars to support things that definitely work but don’t work at 46% of the population kinds of levels and that is hard to chew on. But you guys are in your classroom and with your colleagues in a very particular area so I really do want you to take up the piece about looking at it from your disciplinary perspectives because I refuse to accept the whole segments of a population of particularly underrepresented students are not going into some of the professions that you are equipping them to do. I refuse to walk passively into that.

C (David Shapiro): I’m curious whether we sometimes worked at cross-purposes here with respect, specifically to the scheduling remember, we were all under a great deal of pressure to move classes back to lecture and that didn't work out so well in the fall and we've done it again in the spring, notwithstanding, a fairly sizable proportion of students that actually prefer online work, so I mean it seems that, I mean I don’t know the answer Dara, but it seems, working at cross purposes doesn’t help.

R (Dean Byrne): Yes, I think that you are raising a very important question and again, we are not a resilient institution working inside a larger not so resilient institution and the kinds of things that are happening, I think, are a good reflection of that. I would love to arrive at a place where we have a strategic schedule, where departments don't just have classes online based on who is interested in doing what but in thinking about where the success opportunities are where the momentum opportunities are, how we can cultivate a schedule that allows faculty and students to thrive in a very different environment we haven't been asked that question. The second we are, I am so ready for it. I really want to be that school that has a because there are students that have graduated and are at this school because they are able to continue their work as first responders and essential workers and supporting their families while taking classes in flexible ways. There are many of you that have remained with us and resolved other issues in your lives because you've had the ability to teach in multiple ways. So that's not lost on me at all, but I’m here for it, thank you.

C (Robert Till): Oh yes, just one thing that that your talking kind of brought up with me. It's really important that the students feel like they're being heard in terms of what they went through. You know, from an emergency services standpoint, you know if you're dealing with people that have come off a hurricane you just let them talk you know, because you find you're finding out what they need; you're finding out what you can give them. But I know for myself my attitude is sometimes oh great another person complaining about what happened to them during the pandemic. Well, what about me and I have to stop and say no I’m the Faculty Member I’m supposed to be the grown-up here I’m supposed to listen and I know that for some people that comes easy but, for me, I have to kind of make a mental note. You know, yes, this is the fourth student I’ve talked to who had problems today but guess what they had problems, you know.
And it doesn't mean, I have to necessarily lower my academic standards or anything, but you know, helping them identify that this was a really difficult situation is pretty important, especially with our students and that's all I'm going to say thanks.

R (Dean Byrne): Well, it's an important thing to say, so thank you for that. Okay, are there any more questions about this. Was this helpful? I hope it was helpful so please engage your departments on this one.

Wynne can you share a little bit about the stuff that we have piloted and worked with faculty to do, and some of the outcomes from there?

3. Winter Workshop Outcomes/Plans for Summer Clinics (Wynne Ferdinand)
Sure, I'd be happy to. This winter we ran academic acceleration workshops for actually, four different gen ED courses and courses that are prereqs in some of your majors so that was math 105 and 108, psychology 101, and English 101. So, these are faculty-designed and facilitated workshops for students who received a D or an F in one of those courses and based on criteria that the departments or programs determine students are invited to participate in these workshops. So it's not the kind of experience that's for somebody who disappeared from class and didn't complete any work right because it's a, as the name implies, accelerated opportunity to improve your grade. We had 61 students participate across those four course types this winter and 76% of them received an improved grade. So as you might imagine that really helps those individuals with maintaining momentum so they can register for the next course in the sequence like English 201, Stats 250 or math 141 and so forth, and the 200 level Psy courses so that's the kind of intervention that sort of works well, where there's a course that has a large group of students right and a flexible enough curriculum that some kind of short intervention is possible. We don't try to repeat the curriculum, rather faculty have designed a series of experiences and workshops for students so that they can demonstrate mastery of the same set of outcomes that they would achieve in the course. There are a few people in here who could speak to that if you care to share anything, and I want to talk a little bit about some of the other projects we've got going on. Math, psychology, or English I don't know if you want to say anything before I proceed.

R (Tim McCormack): So for English 101 what we did is, we asked the Faculty to design a reductive version of the full curriculum again with the understanding that the students who are in the Program had submitted a significant amount of work and had earned a D or an F, either for not completing all of the work or for not completing the work up to a certain proficiency. So as Wynne described, I think our number was even higher than 78%. We were able to just design a series of workshops over a tight timeframe of two weeks. The students had to attend all of them, and they had to produce the work that they would have produced during the Semester. It's kind of like we're all in it together kind of atmosphere, so the students who did come, the large majority of them, I think in the 90% area, were able to complete the course with the grade of C or better. So it was highly successful and I just can't emphasize enough that it has to be faculty-driven, it has to be the Faculty designing the workshops that would enable the students to complete the work in a successful manner.
C (Wynne Ferdinand): A couple other places to consider opportunities; one we heard a couple people comment on supporting student leaders and something you've heard me talk about before supporting students and feeling like they're members of an intellectual Community. So we've been slowly ramping up this supplemental instruction program and there's actually a person who's helping coordinate and design the training and support for the SI leaders now but um supplemental instruction is it's a peer-led model for supporting students in weekly group workshops outside of class time. They're scheduled during Community hour. We're running SI in several courses, I think, seven sections of classes this semester and you'll be hearing from Darren Cummings who's our new colleague working on supplemental instruction to invite faculty to like a paid development program to learn a little bit about the model and plan for participation in the fall, so you know I invite anybody who's interested to get involved, and I think that program you know, requires the input from the Faculty as the leaders of the classroom but also capitalizes on the success of a student who's previously enrolled in the course to help students, make a you know peer to peer connection about the content, it being introduced during the Semester. So that's one idea and the other one is the clinics. Kumar mentioned that his major offered a clinic last summer and we actually had you heard me talk about those in the fall about six different offerings last summer. And you know, I think I learned a lot from that initial effort and I'm hoping that we can continue to support some other interventions in other majors. Those again are faculty designed and facilitated but you know we're here to provide sort of the administrative support around recruiting students and getting them enrolled and setting up your blackboard and things like that if you choose to use that. Those clinics are either to prepare students right like sort of on the way in intervention, so that students are more prepared for coursework in the semester and or to review materials between courses, such as in a sequence of courses in your major where students need requisite knowledge from a 200-level course to prepare for 300 level course.

R (Dara N. Byrne): I think that obviously from the data that you're going to be looking at you should be asking the question about transfer of knowledge right. How are they moving through these courses if from one to the next, the chances of having a D F W or I in the first go-around are really high, then what they take with them is a bit of a problem. What I love about the SI opportunity, thanks to the support from the Vice President of Enrollment Management and Student Affairs and Mark Flower for providing us with some resources for this we're able to take SI outside of three areas of the College, three courses to try and get ideally, I'm hoping that we can get to all of your departments, so that we can have an SI initiative so that students experience what it looks like to work with other students in their disciplines like what Henry is talking about around the habits of mind and the behaviors of successful students in the classes taking that outside the classes they're just layers and layers of opportunities, options, possibilities for practicing the work of the discipline, as opposed to, and I think what I'm seeing, you're in the class and then you do nothing else outside of the class. Low engagement with the work and with the homework, this is what you guys are telling me as well. So we want to see lots of signaling about what engaged students look like. What they look like in their courses, what they're actually doing when they work on these assignments, when they're studying together, and things like that.
C (Kumar Ramansenthil): I just had one question for Wynne. I like this intervention to improve grades, I just wanted because, especially for gateway courses, even in computer science like 271/272. How are these courses chosen which one will be used for intervention to improve grades. I mean it’ll be a great motivation for students that get a gateway course if they don't get a D and they'll be happier to stay back in computer science.

R (Wynne Ferdinand): I mean it's whatever the priority is, I think, for your major. So the Faculty has identified, I mean there are some in the case of math 105 and 108, I think we all knew that those were a priority right, but I think it would depend on what's important for your major right, so if it's 271 which makes a lot of sense because that's the first class people take right.

R (Kumar Ramansenthil): Yeah. All right, I'll have separate conversation, thanks, Wynne.

4. M&M Update (Jessica Stevens)
Hi everyone. So to shift gears a little bit and talking about some of the challenges our students are having we’re gearing up for majors and minors campaign, so thank you all for those of you who have responded to my emails over the break very, very much appreciative. Just a general update and I'll be sharing more via email because there's a lot of more conversation to be had here today. The emails to students by major for those of you who have responded there were some challenges getting the data set up in our system, but I got the go-ahead, about an hour ago, so I'm going to queue it up after this meeting to send those out so all the students will be receiving the email today. The frames of justice, our panels are happening. Much like many of the conversations that are on campus, I do want to shift some of the conversations that are happening at these frames of justice panels slightly and so I'll be sharing some of those questions ahead of time to really think about ways that students can get creative with their time and still engage in the major and engage in any of these opportunities, even if they feel as though they're not quite ready for them at this moment and ways that they can plan ahead. I also wanted to just share a quick look. So the calendar, (screenshare) so this is just a draft our amazing marketing team is finalizing and that'll be up on the website soon to be able to share with students and we'll be in touch with all those details. If anyone has any questions or they didn't get an email from me today and they feel like they probably should have as a major coordinator over the last week or two, please reach out and I'll be happy to connect. I’m very much looking forward to working with you and finding ways that we can really engage our students given some of the challenges that they've been having.

C (Dara N. Byrne): This is a really it's a really important area. Thank you so much Jessica for staying on top of this, especially in trying to be creative and doing engagement work at a time when people are actively working against.

R (Jessica Stevens): I make no promises even some of the events that we’ve had that I’ve had 70-80 turnout. I will say we will do follow-up again for the Frames of Justice events specifically. Some of the key takeaways will be sharing the recordings because those
events will be held virtually with the students to really try to make it as accessible and as time ready when they're ready to access that information. So, hopefully, even if they're not physically present at the events they will be getting the information the valuable information that you have to share, nonetheless.

R (Dara N. Byrne): I think that's what I mean when I say you kind of have to eat this stuff right that you do all of your best outreach you're planning you set up all of these things to support students, you know. Tim, you can testify to this I'm sure. You put all of these things in place and people don't show or it doesn't work and so on and so forth, and part I think of our resilience and stability here is to really accept that that is the space that we are in and it's not that what you're trying to do isn't valuable and isn't great and creative, but we are, we are up against a disaster right.

R (Jessica Stevens): Teachable moments, though, because I feel like that's what the students are feeling right and that's at least how I tried to relate that back to them, as you know, we too are experiencing that.

5. Advisement and Outreach

a. Registrar file and EAB Navigate (Louise)
Thank you so much I've been thinking a lot listening to everybody talking about retention and advancement and it's just such a huge part, such an important part of the equation. To echo what Robert Till was saying just to make clear, all of us in our own way make clear all the time to students, that we do see them and that we're here for them, because the word resilience has come up a lot and things are rough for students, right now, but if we bring that basic caring and humanity I don't think it can be underestimated how important that is because that can so help students with their resilience just having that kind of human touch that human outreach. So I'll just say quickly the registrar file if you don't know what that is I can put my email in the chat but basically AAC gets a giant file from the Registrar with all the majors, lots of information and BJ White in conjunction with talking with me, we organize it in a way that we think will be helpful for you. It's an easily sortable file with the students in your major. You can sort it by class standing, overall GPA, major GPA. You know kind of what percentage of the degree have the students completed. All that's helpful. You can, as I said, sort it as you wish. The reason for the timing of this we get it to you three times a year. Around early October, late February-early March, and then sometime in June. That kind of odd timing of that is because we wait until the deadline for student declaration of major has passed and that's always around like mid-September, mid February, then they have to work up the huge file, then we have to know divide it up into all the different majors and programs. So that's why the timing is the way it is but I've been thinking a lot lately. I'm not the most technological person, but I'm becoming more and more familiar with Navigate and experimenting with it. You probably want to not have to wait three times a year to really see some kind of indication of how your students are doing so at any given time, on any given day you can use the Navigate tool, EAB Navigate to, in my opinion, learn certain helpful information that can aid you in your efforts to understand where your students are and what they might need so I'm going to do a screen share. I believe most if not all of you have access to Navigate via Kathy Killoran and I hope everybody
can see my screen. I'm going up to web Apps. And this is just a very basic touching on a
few things that I think would be helpful. I'm clicking on Navigate and then I'm going to
do my sign and it's just my CUNYfirst. Now a lot of people think that the navigate tool is
just for creating appointments, yes, you can create appointments individual
appointments, group appointments, that's all awesome. But it's also helpful for
informing yourself about your students in your major and for reaching out to them. So
what I'm going to go to is here. I'm going to click on advanced search. And if you
want to find out for spring 2022 who in your major basically who's in your major and
registered for the spring term, we can click on area of study. I'm going to click on John
Jay and for absolutely no particular reason I'm going to click on criminology. Now this is
super basic. If you do a search, you see everybody who's declared in your major who is
enrolled for the spring semester, right so that is something. If you want to find out
okay well who in my major is doing well, I mean really well you can click on modify
search. Here we've got spring, John Jay, Criminology and we can click on performance
data and we can even put in here like 3.5. You can sort this any way you want to let's say
4.0. and you can do a search, and you can see that 294 students in this major have a 3.5
or higher and I think it would be really nice it's very easy. You could email all of these
people, you know just by clicking All, and clicking actions, send message, you can say
just wanted to say, this is an example of seeing them just wanted to say, I noticed that
you've been doing, really, really well and I wanted to congratulate you. Now, you won't
find major GPA in this okay. I want to emphasize that that's my mad love affair with the
registrar file, is you get to see overall GPA and major GPA, so you can't see the major
GPA, however, let's do a search. All right, let's modify search and let's find out who in
this major is not doing well. So I usually do point 001 because you'll notice on your
registrar files there are lots of 000s and that could just mean the students, a new
transfer student and doesn't even have any credits or any GPA yet so that's how I try to
get around this. And then here, so who in this major has under a 2.0? And then you can
do a search and you can sort this. I'll show you something else. Okay, so 61 students in
this major have under a 2.0. If you want to see okay of those students who are seniors?
So I'm just putting in 90 credits and doing search. I stumbled on this. I can't emphasize
enough the importance of experimentation, even if you think you're not technological
because I swear if I can find this stuff anybody can.

Q (Dara N. Byrne): So this is showing there are seven seniors?

A (Louise Freymann): This is showing there are seven.

Q (Dara N. Byrne): with problematic GPAs.

A (Louise Freymann): Yes, with problematic overall GPA. So you're thinking well Okay,
but what about the major GPA? What you can do is first of all, if you want to keep an eye
on these people, you know just again make them feel seen see what you can do to help,
what you can do is at the top, you can click this as a saved list. You can call it you know
Crim seniors spring 2022 under 2.0. Okay, so I've saved that search and from what I've
been told this particular kind of list isn't static so anybody who meets these different
criteria you know what would end up appearing on this list, but we can go over here to
the list and saved items. And here, you can see you know here's my most recent Crim seniors spring 2022 under 2.0.

C (Dara N. Byrne): So faculty I’m going to ask you to try and replicate what Louise just did here and Louise I’m wondering if you have like a couple of screenshots that you might want to share with Charmane so she can send them out, because this would be a really good thing to know now for your programs of study, whether you are in the coordinating role and advisement role exactly where students who have declared your programs where they’re falling in the 1-2, 0-2.0 because the registrar’s office is moving towards resuming the dismissal functions right.

C (Louise Freymann): Right and just so sorry. And I wanted people to know, and I put my email in the chat if anybody wants to email me about this. Because this is super important if even though you don’t see the major GPA, if you click on courses for any individual student, you’re going to see what they’re enrolled in now and you’re going to see how they’ve been doing for the last few semesters and you can check and just eyeball and see how they’ve been doing in your major courses.

C (Dara N. Byrne) : Louise we have by popular demand a request for a webinar really two people that would be me and Henry. So I’m going to reach out to you about something like that this was really helpful. Thank you, man, and I think something that is very doable for everybody to work out in the next week to really wrap your head around how many people you’re talking about and how you can reach them and think about what that would look like. Kate and then Christina I know we’re almost at time folks.

b. EAB Progress Reports (Kate Szur)
I just have a very brief announcement. Most of you are familiar with the progress reports that you and your colleagues receive about six-seven weeks into the Semester. We are going to be sending them out second week of March. This week’s I’ll be sending a heads up announcement about it and it’s going to come with a very simple link to EAB so it should be fairly easy to complete and, as in the past, after you identify students who are struggling in your classes, a team of staff members will be reaching out and following up with the students and connecting them to resources.

C (Dean Byrne): Thank you Kate. And last but not least Kristina from Careers. Many of you said last semester that you wanted to hear more things from the Career Center so Kristina is here to answer that call.

c. Careers and Internships (Kristina Simonsen)
Thank you so much Dara. I just have a quick update. I just want to let folks know that our Career and Internship fair will be virtual again this semester and that’ll be taking place March 24 from 12 to 5pm. I will drop a little flyer and my email address in case anyone wants to follow up. I know we are short on time today, so I do want to make sure if you had any questions you’d have my information, and I did send a blast that you can share with your students, share for yourself. Like I said the Fair will take place online, so right now I have about 40 employers that have been registered I’m hoping to get that
number to our average of 50 by the time of the fair. So we are about a month or about six weeks out, so I am hopeful will get a few more representatives so if you do know any employers, maybe outside of your day to day job. If you know some folks who might be interested in attending I would love to have that conversation, so please feel free to share my information far and wide and if anyone has questions I’m happy to answer them and the time we have left.

C (Dara N. Byrne): Kristina, the typical question is about the kinds of jobs and the kinds of employers, since there are 31 different disciplines represented at this college how well the career fair serves students from across the majors. That’s usually the question.

R (Kristina Simonsen): That’s a great question. So we have representatives from so many industries, whether it’s the nonprofit field, federal agencies, city agencies, law enforcement. Within those organizations, however, our roles that I could make an argument any John Jay student can fit. I will send an updated flyer I might have just grabbed that one quickly.

C (Dara N. Byrne): It has the right date, but the wrong, semester.

R (Kristina Simonsen): Okay. I’ll modify that for you. So we do have majors that I can make an argument that John Jay for this fair, we could find a space for any John Jay student. I could pull a report, and if that might be helpful for folks that are interested in seeing a spreadsheet laid out of who’s attending and what kind of roles I’m happy to pull that report, and I could send that out to you. So if you want to just email me and ask me for that just because, for the sake of time, but we do have majors and non-majors opportunities that are available for students, both at the undergraduate level and the master's degree level. That is something that I do ask our employers on the question, so there are more senior level roles in addition to the entry level role. To answer your question of like what kind of jobs there’s just so many listed because I asked them to put in all the information. I couldn’t go through it right now, but I can run a report and I’m happy to send that out to anyone who is interested so feel free to take down my email address that I plugged in the chat and if you just want to follow up with me I’m happy to send you that report, probably by tomorrow.

C (Dara N. Byrne): Awesome Thank you so much Christina. Folks any questions for Kristina, Louise, Kate. All right. Look at that we are like right there on the time I got my soapbox in, and we had data, and we had a valuable pre-webinar display from Louise and lots of good conversation in between. Thank you, folks. Our next meeting is March 14 and I will see you guys then. Usually, we have an after party where I stay online, but this time I have a three o’clock meeting so I’m so sorry about that because I love the after party, I really do. Some of the diehards like David and Robert I will miss you guys this month okay. Farewell folks.

6. Next Meeting Monday, March 14, 2022
AGENDA

Council of Major and Minor Coordinators and Advisors’ Meeting
Monday, March 14th, 2022

Zoom
https://jjay-cuny.zoom.us/j/2020637330
Meeting ID: 202 063 7330
One tap mobile
+19292056099,,2020637330# US (New York)

1. Welcome & Announcements
2. Interventions Development Workshop (Wynne)
3. Major Integrated Academic and Career Maps Project – Update (Sumaya)
4. Next Meeting Thursday, April 14, 2022
Contact Group Name: Major-Minor Certificate Coordinators and Advisors 2021-2022
Maria Volpe
Marsha Clowers
Marta Concheiro-Guisan
Mattluba Khodjaeva
Matthew Perry
Mickey Melendez
Mucahit Bilici
Nancy Velazquez-Torres
Nathan Lents
Nivedita Majumdar
Professor Kimora
Richard Haw
Richard Perez
Robert Till
Rosemary Barberet
Rula Galloway-Perry
Sadie Huang
Samuel Graff
Sandra Swenson
Sara Bernardo
Sara McDougall
Seth Baumarin
Shenna Trinch
Shu-Yuan Cheng
Silvia L. Mazzula
Sumaya Villanueva
Tarun Banerjee
Timothy McCormack
William Gottdiener
Wynne Ferdinand
Yvonne Purdie W.
mvolpe@jjay.cuny.edu
mclowers@jjay.cuny.edu
mconcheiro-Guisan@jjay.cuny.edu
mkhodjaeva@jjay.cuny.edu
mperry@jjay.cuny.edu
mmelendez@jjay.cuny.edu
mbilici@jjay.cuny.edu
ntorres@jjay.cuny.edu
nlents@jjay.cuny.edu
nmajumdar@jjay.cuny.edu
kimora@jjay.cuny.edu
rhaw@jjay.cuny.edu
rperez@jjay.cuny.edu
rtill@jjay.cuny.edu
rbarberet@jjay.cuny.edu
rgalloway@jjay.cuny.edu
shuang@jjay.cuny.edu
sgraff@jjay.cuny.edu
sswenson@jjay.cuny.edu
sbernardo@jjay.cuny.edu
smcdougall@jjay.cuny.edu
sbaumarin@jjay.cuny.edu
strinch@jjay.cuny.edu
shcheng@jjay.cuny.edu
smazzula@jjay.cuny.edu
svillanueva@jjay.cuny.edu
tbanerjee@jjay.cuny.edu
tmccormack@jjay.cuny.edu
wgottdiener@jjay.cuny.edu
wferdinand@jjay.cuny.edu
ypurdie@jjay.cuny.edu

Bryce Tolbert
Chantelle Wright
De Landa Hunter
Belinda Burns
Brian ???
Vincent Papandreos
Dara N. Byrne

00:00:00 Alright, welcome to our march major coordinators meeting major and minor coordinator and advisor meeting, could you believe that we're in March we we have two more months left in the Semester.

00:00:15 In September, I thought man, this is going to be a long, long it difficult year with so many changes and I thought it would drag a lot, a lot more than it has I can't believe that it's it's march you'll notice that, on the the agenda for.

Unknown Speaker

00:00:33 yeah.

Dara N. Byrne

00:00:35 Release i'm just going to mute you yes.

Unknown Speaker

00:00:38 savvy.
And yes, that you'll have you'll notice that on the agenda for today is is a conversation around the fall schedule. Now I know some of you are not.

- The person who is responsible for the schedule, some of you are, but I think that, because we're all impacted more and more and more by decisions made by the schedules and our students.

- are increasingly worried about the schedule, it just made sense to have a conversation in here about that.

- That I think is both in terms of sharing information, but also in terms of.

- Thinking more holistically about the student success faculty success puzzle that comes by way of a schedule, where we have multiple modalities and choices available to us, but before we begin that we have a couple of announcements to start.

- Kate when chantelle I know you had a couple of announcements, if you would like to go in that order okay.

Kate Szur

Okay, so i'm going to start there good afternoon everyone just wanted to to update you guys that this morning around 11 o'clock we did send out Progress Report request to about.

- Over 2000 sections and that represents over 6000 or 7000 students and about 1300 faculty who have received this progress report request and i'm very happy to say that.

- A mere two and a half hours later 15% of you know, we have we already had responses for about 5% of the Faculty so we have.

- And some questions.

- also happy to share just so you know that some faculty from computer science actually did check with me to make sure that I did send that this request and it's not spam so i'm happy that everybody is on alert.
And about 15 to 20% of the students so far that your colleagues have submitted responses for.

are identified as at risk our staff will be reaching out to the students after the closing date so we're waiting for a better weeks so everybody can submit their responses.

And we'll be following up with the students available so circle back to you to let you know the outcome of the outreach.

Dara N. Byrne

Thank you, Kate.

When.

Wynne Ferdinand

yeah, this is a joint announcement with Professor McCormick TIM I don't know if you want to talk about a little bit about our plans.

Tim McCormack

i'm sure so shout out to all the chairs an email that follows up on what i'm about to say some of you may have received this email already because you're already in the writing loops, so to speak.

guess what i'm saying there is you've already helped me out with some other writing things previously so i'm going back to the well to get more.

We are teaming up with win and the general education program to try and work with faculty to support faculty we're teaching general agent education courses.
• 00:04:08 To try and find out what sort of writing instruction is already going on there, but also to support faculty to improve the reading instruction that they're doing.
• 00:04:18 So we decided to do this as an open forum just invite as many faculty as could will want to come to a date.
• 00:04:27 And if they can't make that one that can come to the next one, just to hear about what's going on and then we're hoping to collect the best ideas.
• 00:04:36 And forms a sort of checklist of writing instruction practices that maybe everyone who teaches Internet could benefit from so want to stress there, that is, this is an open forum, this is not a curricular endeavor it is just simply a way to meet and talk about this important issue.
• 00:04:58 So the date on that when is Friday March 25 1030 to 12.

Wynne Ferdinand

00:05:07 And this links back to the.

• 00:05:10 Five year Jeanette assessment plan, and also the many conversations that we've had about.
• 00:05:19 A shared language for talking about some of these important skill development work in Jeanette and how that.
• 00:05:26 Might connect to the.
• 00:05:30 Expansion of students knowledge around justice issues too so looking forward to good conversation.
• 00:05:37 America some amazing writing fellows who will be sharing some of their research in this area that day, too, so we can see.

Dara N. Byrne

00:05:47 Here, are there any questions so far for either Kate when or TIM Oh, there you go cool mark.
Kumar Ramansenthil

00:05:54 hey this is for Cape if the student concerning student is not in the list that is provided to us how do I send that out.

Kate Szur

00:06:08 So you have students in your class that are not on the list that you received.

Kumar Ramansenthil

00:06:15 Yes, who i'm concerned about.

Kate Szur

00:06:17 Okay, so you can email me directly, we have.

- 00:06:20 Actually, we did receive a question like that from another faculty Member and I i'm going to have to look into the speaker's enrollments.
- 00:06:27 was pulled from cuny first so our first check is whether that student is actually enrolled in your class or they're just they just think that they are enrolled.
- 00:06:37 So if you if you find students that are in your class but they're not on the list, please do send the names to me, so we can investigate why that's happening.
Kumar Ramansenthil

00:06:45 I don't know that this is basically about students who are enrolled in my class, but who are not completing certain things so we're but that there are.

Kate Szur

00:06:57 But they are not on the list of.

- 00:06:59 Students Okay, so that might mean that they do not have an assigned cohort or somebody who's able to follow up with them, you can still send their names to me and i'm going to find someone to connect them to.

Kumar Ramansenthil

00:07:13 Thank you.

Unknown Speaker

00:07:14 yep.

Dara N. Byrne

00:07:18 Okay, and chantelle you had an announcement about the Faculty seminar.

Chantelle Wright
Thank you hi everybody, so I wanted to share with you faculty development on many faculty development seminar that we are hosting in collaboration with the.

- Teaching and Learning Center and April 1 from 930 to 11 or 1230 on how we can work to integrate the Nice competencies into or curriculum design i'm going to drop the rsvp.
- Flyer in the form, but we welcome faculty to sign up for this, since it will be hosted by on Dr Henry smart from cj m.
- Department, who will be demonstrating the fantastic work they've done and sort of integrating career readiness readiness modules into his.
- Curriculum for that particular major and then will be fought they'll be followed by a panelist by some of the other folks within huge er who've worked with.
- Into internship courses within the department, and so I am going to drop that in the chat, but if you have any questions feel free to email either myself or.
- Gina from the tlc will be happy to answer, and I should also mention that we were paying about a faculty for their participation in this if you commit to the entity.
- So feel free to let me know if you have any questions and share with with those of us who aren't here might be interested in attending thanks.

Dara N. Byrne

Thank you so much.

- Hey any questions for shauntel in I really appreciate the way that that faculty been reaching out about integrating more experiential learning into their courses.
- And some of our programs are thinking about this in terms of adding an integrating and so it's a big challenge because.
• Someone as we see in the case of Dr. Smart, someone has to take a leadership role in order to carry it and thread it through.

• If you're thinking about how to move from a course or handful of courses into something that makes sense for all of the students in the major and I would highly recommend.

• It attending the seminar so for those of you who are already thinking in this direction as major coordinators.

• Okay Thank you so much, any questions for Chantelle.

• All right, thanks John tell thanks when thanks, Kate and TIM Thank you so I'm sure some I'm sure when you looked on the agenda and saw this thing about the schedule for some people, I was like oh God I can't wait to hear what she has to say about this um.

• And that's why I wanted to put it here because I noticed that and I noticed that last semester we had just a lot of questions and concerns about what.

• What directions, we were supposed to go in, in terms of scheduling in terms of thinking about the options for students, what CUNY was telling us to do, and so on, and for me, a lot of that was I wouldn't quite use the word anxiety inducing as much as just.

• You know, through a bunch of unanswered questions out there in terms of what is the plan, what are the goals.

• What's the framework that I'm supposed to be operating within and I don't even do any scheduling I have nothing to do with the actual schedule as well, so you could just imagine if I was thinking that.

• What it means for those of you in the department we're doing these things, but also thinking about it in terms of.

• The way your lives have shifted the way that you are fielding questions and concerns from students and so on, so I wanted to take this opportunity to get into it, because the first draft of the schedule is due April 1.

• And, and while I don't have any say I am tied at the hip to the wonderful Kathy Lauren who is always trying to work as closely as possible with departments to achieve a goal so let's start there, I think the big question here is what is the goal for the program we finally turned a corner.
In this hole in the ongoing pandemic, or what we're hoping is a downturn in the pandemic, where we don't have a scheduling mandate in front of us, for the fall.

There is a scheduling aspiration and I want to kind of talk a little bit about scheduling aspiration versus the scheduling mandate I'm Kathy who is speaking to the.

The Council of chairs, right now, which is why she's not doing this she's speaking to the Council of chairs, right now, was able to kind of have a lot of.

insight in her analysis about what is happening in the schedule now than what was happening in the past, and some of the things you should take a look at.

So the schedule that's being rolled over into course dog is actually a pre pandemic schedule.

Okay that's, the first thing to keep in mind it's a pre pandemic schedule and so that means that if you're thinking about what does this mean for all goal when you're wondering what to develop in terms of fall goals.

I'm just going to meet you Professor missoula and that schedule hasn't been optimized yet for that, so there is a window of time to really think about how you can figure out what is right for the needs of your faculty and your students, which is why I think there is a.

Student success kind of framework in here that that we should kind of keep in mind I'm going to come to that a little bit later so, broadly speaking.

In the current the current schedule that we have right now 59% of our classes are in person 5% are hybrid which is counted as online and 35% are fully online that's our spring schedule the overall goal for the fall the aspirational goal is about 65% in person, including hybrid.

So hybrid no longer counts as part of the online category it's counted as in person and 35% online, which means that truly online classes, that has a 5% gain.

In our capacity right Why am I getting into that micro detail why would Why would 5% even matter well because we've not yet.

done an actual schedule in any of the programs that matches what you can afford to mount and.
addresses the needs of your students we've not done that yet we've always been for the last two years we've been responding to mandates and targets and things related to the pandemic and so we're kind of crossing into this new space where we think based on.

about where we are right now that 6535 is going to get us into a space where there will be a hybrid in person and fully online classes to match the various needs and how our students are are doing you'll notice.

That i'm kind of leading to the conversation that we had last time, where I said I don't think it's fair to say anymore.

That our students aren't doing well, because a class is in person, and they want it to be online, in fact, our soaring failure rates are happening across the board in all of the classes, because our students are in.

A context of challenge right it isn't that the class is challenging challenging they are struggling.

Overall, that is, that the environment in which they are navigating and they are trying to learn and move forward in it Okay, and so what does that mean it means i'm not going to tell you.

What will be one of the few people who's not going to tell you to prioritize one mode over the other.

In fact, what you really need to do is look at your data about how students are doing in these in the modes that you're choosing you definitely need to have some flexibility and options.

You guys know that i'm doing the survey as part of my my emergency management master's program and in peaking at some of the feedback in their.

faculty staff students are all saying the same thing I want flexibility, a lot of students are saying i've been online for two years.

And I changed my whole life around to suit being online I can't undo it in two months I need some options, so that I can still take advantage of being online some students are saying, I really like being on.

On campus I like learning that way, some of you are saying the exact same thing you're fine with work from home you're fine being on campus you're fine and hybrid and so what I think is clear here.
• 00:17:12ls that we have an opportunity to build a schedule that has an array of options, and I think, especially for the upper level classes.

Unknown Speaker

00:17:23Right.

Dara N. Byrne

00:17:25There are students who are going to be juniors and seniors who have been entirely online.

• 00:17:33For the majority of their john J education and have a certain kind of life attached to that so they're going to be.
• 00:17:42Looking for options that allow them to keep.
• 00:17:47Straddling the kinds of things that have allowed them to stay moving forward, so I think you should prioritize that wherever possible stretch the the the opportunities for there to be.
• 00:18:03An in person, a hybrid and a fully online.
• 00:18:07Especially around classes, where Karen i'm just going to meet you, especially in the places where.

Jennifer Rosati

00:18:16they're just.

Dara N. Byrne

00:18:17there's a lot of volume right so.
Vincent Papandrea

00:18:20 But that is for sure.

Dara N. Byrne

00:18:23 But, based on what we discussed at the last meeting, I really would urge you to take a look at what kinds of interventions.

- 00:18:32 You can put around the places where your deep fws have soared okay it’s not the fact that the classes online or in person.
- 00:18:42 It doesn’t matter it’s that they’re they’re not doing well in some critical classes in many of the majors that you that.
- 00:18:52 that are at the College, in fact, some of you are teaching courses that have never been high fail classes and have gone from a 6% rate to a 36% rate over the last two years that's not going to go away with a fall schedule right.
- 00:19:12 And so you know we continue to say we have resources we have strategies your faculty in here have built a lot of really awesome interventions that are working, but it's not going to be okay to have a fall schedule without.
- 00:19:31 scale up scalable fall interventions to meet those students, where they are okay I i’m excited about what's going to happen with the fall schedule, because I think we're getting closer to two in my my hope getting closer to being an institution, where.
- 00:19:52 You know, with a better.
- 00:19:55 A better workplace policy in place would be the kind of institution, where depending on how you need to build your life in your schedule that these up these pathways are possible.
- 00:20:12 The last thing i'll say because I see that Professor kV has her hand up the last thing i’ll say is that Kathy said, to tell everybody.
- 00:20:22 If you have a particular vision in mind, please reach out to her to talk about it, what the the ranges here of 6535 are aspirational goals, there is no mandate, so if you fall at 55 and 45 there is no.
There, there is, there is no there's nothing coming at us from central about that, I think.

That what we're finding, though, is that people are looking for options, we also know that, for example, if a student is taking two classes in person.

It's really hard to then follow it with a fully with a synchronous online class for the period, right after because they're still at school.

and finding a spot to log on because of our capacity issues and so on to log on and do the class like that they tend to look for that's when they tend to look for really great asynchronous classes, to be able to take advantage of what that kind of flexibility allows them to do.

Francis Sheehan

Okay.

Dara N. Byrne

I hope that makes sense, I think this is a really great time to look for opportunities to design the schedule that you want the rollover that you see again is a fall.

Rollover it's a pre pandemic rollover but the ball is in the department court to really build the kind of schedule.

That takes advantage of what you've learned through the pandemic and i'm really excited about that, and what we have learned about.

Our interest in flexible options, in addition, he got to have scalable interventions in place for fall because those dfw are really, really high.

Which means that the students are coming in to if it's an upper level class they're coming into your classes, having at least one, two or three of those already on their transcript okay.
00:22:38 All right, I'm off my soapbox Professor kV.

allison kavey

00:22:42 I think you I actually wanted to talk about summer, because I think it's relevant to this.

00:22:47 yeah because the summer schedules are also do I'm wondering what your suggestions are in terms of offering our face classes that maybe students are DFW going in right now again in the summer, so that they can maybe catch up and get some.

Dara N. Byrne

00:23:01 Like absolutely and if they're lower level students chances are likely that undergraduate studies has resources to help pay for them.

00:23:10 So we've been we've been turning out quite the success rate by putting students in challenging classes in the summer, most of the summer, as actually.

00:23:23 always run primarily online, there are some that run in person, but, regardless of the mode the summer students do really, really well we piloted a lot of our.

00:23:35 Summer momentum kinds of initiatives in science and I see Professor she had is here who can testify to this stuff working that there's something about isolating the course.

00:23:48 and focusing on, especially if it's a critical course for success in the major that really, really works, what we do on our end is we we basically say if you pass this class will pay for it.

00:24:00 And, and while we really would pay for it either way they they actually do even better, so the average grade is is there somewhere between a's and b's in the summer and we tend not to see them back again so it's the the idea that.
People cared about them that they weren't successful they weren't embarrassed they got an opportunity to.

Get support and help that and isolated a challenging course with with your number one focus is just that thing that takes a dfw out.

Which is why I think in the pandemic it's not just the curriculum or the mode it's the competing attention with a global disaster right so.

The idea that you do five classes, that you must do that many classes, because of your financial aid, while also coping with the extremely difficult conditions.

And I so for anyone who's thinking like Professor kV about key course and driving students towards it, and please let us know what it is, especially if it's for lower level students, Kate we can go all the way, all the way up to juniors right.

we're somewhere in that zone right.

Unknown Speaker

This is what we've been using.

Dara N. Byrne

The federal recovery money to do is to.

It I know students get their bills paid for, but the proposal that I submitted to the College was to target students for summer classes who were behind.

And and pay as a scholarship so that they would take the class, and it is been amazingly successful So yes please use your summer schedule strategically and if you let me know what the classes are.

We will we will absolutely run a campaign focused on students going into that and hearing about the opportunities to pay for it.

Okay, Professor Stuart.
Arthur Storch

00:26:24 hi how you doing so just a little something on this topic that I started when, because of the pandemic and I think it's had benefits beyond it.

- 00:26:34 Is that I was concerned about students testing positive and then having a quarantine for 10 days 14 days Whatever the case may be, so I started running every all my live classes, I have both live and remote.
- 00:26:48 My live class I run it as a zoom class so even though they're all in the classroom I have it, you know live on zoom and recorded at the same time right.
- 00:27:00 So I that first semester, I did have cases like that, where someone has positive they couldn't come to class for a while, what i'm finding now.
- 00:27:09 Is that, just like a regular sick or the train is not working, I don't I don't get I think abuse of it, I get.
- 00:27:16 Because it's not everybody doing it, but I do find that it's helpful for those kind of cases where someone could fall behind they miss a class and now.
- 00:27:26 One they can log in from wherever they are, and if they can't login at all the recording I posted later that day, and so that every class as it's taught in the classroom is available to be observed.
- 00:27:41 So anyway it's a little suggestion I have for dealing with this issue, and I find it's working.
- 00:27:47 And it saves me another thing which was I used to do on my own time test reviews via collaborate before we use zoom.
- 00:27:56 And so I always did that a couple of days before the exam now I don't have to do that because i've recorded every single class and they're all available to the students so just a little suggestion, it might be helpful in this idea of not losing people along the way.
- 00:28:11 hmm.

Dara N. Byrne
00:28:12 Thank you.

- 00:28:14 Tamara.

Kimora

00:28:15 Thank you, Derek hi everybody, so I was listening to what you're saying and great news dare to hear that there is no mandate for fall I think that's good I think those.

Dara N. Byrne

00:28:25 I would say, for lacking but.

- 00:28:27 If it changes, nobody come.
- 00:28:29 back and say.
- 00:28:31 say you said, there is no man, a.
- 00:28:35 Day.
- 00:28:36 There is no man.

Kimora

00:28:40 I always you know that's a good point.

- 00:28:43 Personally, I found it Oh, I want to be tactful here, I always want to be tactful.
- 00:28:48 I didn't find it real productive when the Chancellor said that it needs to be at such and such a rate in person and such and such a rate online.
- 00:28:55 I think that it's really important that we recognize and I think we all do, because we work with the students so closely.
• 00:29:00 that we need to respect their needs and if online works for them great and if it doesn't, then we need to have you know in person, and you know all these variations I think options.

• 00:29:08 Is what we want to think about in the future because, whether we like it or not, many colleges and universities in this country and in the world.

• 00:29:15 are opting more and more for online just because things have shifted so much because the pen Deming and you said it just right.

• 00:29:22 There, when you were saying you know they switched online change their lives and now people want them the other way, so I'm glad we have more options that's really great to hear, thank you.

Dara N. Byrne

• 00:29:29 yeah I look my my bottom line on all of this is that we need resources for our faculty including more faculty as resources.

• 00:29:39 Because a lot of the work to keep things moving fell on the Faculty who didn't get I mean who who who helps faculty design a new stuff for their classes you guys do it on your own right and.

• 00:29:59 And everyone, since you know we've never really done a whole.

• 00:30:05 global pandemic before everyone was making stuff up as they're going, and so the stuff of switching and switching and switching it still always falls to the person leading at the front of the classroom and leading a program and so on and so forth, and so I.

• 00:30:23 I like the idea, but it always I always think about the resources that are available and and there's so few of you there's so few of you.

• 00:30:36 And, and how to do this in a way that is humane for our faculty our students and our staff I I really don't know, in fact, that is what prompted the whole master's thesis in in terms of asking those questions seriously because I don't know and the research out there doesn't show.

• 00:30:58 A model where the the academic disruptions part of a disaster on a school campus is part of anyone's plan you know it's not like we have a prepared committee that just knows what to do and a.
You know, a backup system of online class shells that just kicks into place people built those things right, and so I think that it is a really good time without.

As of this moment a mandate in place to instead of thinking about what are the classes, that you want to teach in the fall it's what is the what is the future of the Program.

And the that everyone can have something where they can thrive, because the success of our students, the students that you're teaching if they're not making it out of their freshman classes.

right that false that's going to impact the upper level classes and so on, we have transfer students, that are not making it out.

of their community colleges and there are a couple of departments that had massive cancellations this.

spring, not because of the modes that the classes were in there weren't there weren't any students, because we were down a couple hundred Community college students who are not making it out right, so I think.

Now that the sort of like the guidance is out, if this is your opportunity to really lead with what you do best and.

but also to not forget the things that you've learned about what's not working for students, what you've designed that's really worked well and think about the scale of the problem.

With the data that we shared the last time I mean it's huge I just i've just not seen numbers like that, before and so that sort of reaching out to five students at a time isn't the same, as you know, if you're running.

You know sophomore classes fully online some sophomore classes fully online in the fall, what are the strategies that are going to be on those sophomore classes to strengthen the outcomes.

Right likewise for students, that are here in person, those are going to be students that are taking classes that are in person hybrid and online by their own choices.

What what are they what's the plan what's the departmental what's the program plan for strengthening their understanding of how you thrive in that kind of environment right.

inverted.
Nivedita Majumdar

00:34:09 I yeah Thank you um I asked a question on chat whether you know the the data on students access, whether we have a breakdown on how.

- 00:34:19 Students are doing in person fully in person classes versus fully online classes and moving forward, I think it's something we'll need to pay attention to because it's a very critical time and my sense intuitively is you know, ideally one things that.
- 00:34:40 Flexibility and student success go hand in hand, but that we might be surprised to see that that may not be the case.
- 00:34:49 You know that may not be the case, there might be difficult choices ahead of us, I mean.
- 00:34:54 What I experienced in my class i'm sure is a common experience, I would say about 60 to 70% of my students in my online classes were working while they were taking classes and sure strategies can help, but I don't know how far they can go and you know.
- 00:35:14 For us, wanting the kind of success that we want the graduation rates etc and let's have the flexibility of modes, so I think there are hard choices ahead of us so as much as I dislike mandates, as everyone else.
- 00:35:28 I just don't see that it's all very straightforward so but i'll end with the question if we have some data that would be good to know, thank you.

Dara N. Byrne

00:35:37 yeah so the meat i'm taking it you weren't here last month because that was the focus of the whole meeting, but I can send you the Minutes for that as well as the handouts, that we had that covered.

- 00:35:52 The range of data around the the dfw.
• 00:35:57 And the long and the short is that the numbers are astronomically high, regardless of the mode.
• 00:36:05 I think it's also important to remember that students have been socialized about how to perform in a physical learning space, since they were in kindergarten.
• 00:36:15 Right they've been taught how to behave when they're in school, at least, at least at a minimum like what I used to do and I was in school to pretend.
• 00:36:23 Like I was absorbing all of the information, even when I was not right, and so there is none of that that we do as an institution, I know there are many of you that do a lot of things in your class, but on the whole, and it's not.
• 00:36:41 Like we have and we have, we have an online undergraduate school that is building or has built.
• 00:36:50 Practices and customs and behaviors around how to be successful in John J online undergraduate school and so yeah you're going to get a lot of things that are seeing Oh, this is different and so that's kind of why I'm asking this question about now that it's in your hands.
• 00:37:13 Without a mandate what what does your program intend to build and if what we do.
• 00:37:24 Is just roll over the schedule that we had in 2019 and put that up for the fall then it's like we didn't learn anything about ourselves, and about our students and about.
• 00:37:39 How to really put new things in place for the fall and that's going to be a disaster for the students but it's also going to be a disaster for us right we're never going back to a pre pandemic anything.
• 00:37:56 There are a lot of really awesome things that were built and designed and leveraged during the pandemic that really I hope that many of you will think about how you push these things forward into what you do with your programs of study moving forward i'll say.
00:38:20 I just want to say the word issue that I brought up students who are doing that really should probably be an asynchronous soon classes, I mean a synchronous online classes not zoom synchronous classes, which are really different thing and.

- 00:38:34 I think that one of the things depend epic is brought to light is our students are multitasking quick desperately just to survive and.

Elizabeth’s iPhone

00:38:42 If you think of the.

Unknown Speaker

00:38:43 online.

allison kavey

00:38:45 World as being one in which asynchronous has sort of long been the standard those students can use their time flexibly and they can make decisions about when they do their work and.

- 00:38:58 Parse out their time quite carefully, if we take what is essentially a john J class schedule put it in zoom synchronous and then expect them to not go to work, I think you see the bigger collisions.
- 00:39:13 And i’m not sure it’s doing synchronous was ever a great idea, to be honest, I don’t think it works that well.
- 00:39:20 And i’m not saying that there’s any data to support that other than my own observations I just think that it.
- 00:39:25 Takes the best part of a classroom rid of it and then.
- 00:39:30 Complicates the.
- 00:39:32 The online.
version by sort of limiting the amount of online work they do so that's my opinion it's my experience, but I do think that we should very carefully parse through the modalities and say asynchronous.

00:39:44 zoom synchronous and in person, because asynchronous and synchronous are not the same thing.

Dara N. Byrne

00:39:51 yeah and and.

And I think that it's an interesting thing when we don't get to trade off of what prayer institutions have done in terms of preparing students right.

00:40:09 You know I don't know if anybody's ever had the the the the joy of sitting in a kindergarten classroom or a preschool classroom and.

00:40:20 Trying to tell the students to sit down listen no you can't do that you know you're doing a whole lot of things to try and norm their behaviors.

00:40:29 And without you know that, in a way that's what mandates try and do is norm some behaviors here's what you're going to do here's by when you need to do it now that that is gone and we are supposed to really think about what it is we want now.

00:40:53 That would then mean that there's a sliver of a window before somebody comes back in bureaucratic clothing, and please don't let it be me.

00:41:04 Who says hey i'm looking at all of the things that you built and here's what you now need to do that that happens right that's what administrators, do we take a look at how things work to when and and try to understand why, and so on, but that's not happening for fall.

00:41:25 You know the the most that I have seen is a is a is a memo that went out last week.

00:41:32 With a couple of guidelines, in addition to some some.

00:41:38 feedback from the Faculty Senate to be mindful of if you guys haven't seen those things I would.
• 00:41:44I would say that you should really take a look at those because it sort of sets I think a good framework for thinking about what it is you're trying to build, but it is squarely in the department's hands to make some choices right.
• 00:42:01And that could be exciting if we also again tie it together with what are the.
• 00:42:10interventions that you put in place to address some of the things that you actually already witnessed or experienced if we don't put anything in place, then you know.
• 00:42:24In the fall you can't tell me hey.
• 00:42:29This didn't work because i'm going to ask, so what was put in place, because you knew that the students weren't doing well in this course.
• 00:42:41And i'm not at the not I don't mean that, as you but, but we, we have a lot of data right now.
• 00:42:48And, and a lot of innovation as well at the hands of our own faculty and shockingly resources.
• 00:42:58that's like those things never happen at the same time right ideas innovations opening and resources to get things in place okay.
• 00:43:11Any other questions or comments about this.

Kumar Ramansenthil

00:43:20And I know that my struggle is slightly different.

• 00:43:26So.
• 00:43:26The last two semesters.
• 00:43:28What we have been noticing is whenever we offer online section that gets filled up first.
• 00:43:38right on one side, we do not want everything to be we don’t want computer science to be an online major we want to accommodate but.
• 00:43:47We are able to balance who's actually asked him to the competition because they needed versus what they who's taking it taking advantage of it.
And I know there is no solution for this at all that's why I raised my hand took my hand down to raise my hand took my hand.

Because I had no idea how just because it's great that you can offer more online courses, but.

Should we offer more online courses in the upper section, because those are the students have already been used to being online, so they built around.

A structure of your day good work, so we give them more online 300 level course and for entry level courses, but the lower 302 hundred became more in person that's what i'm just thinking through it that's all.

Dara N. Byrne

Well, the good news The good news is that.

I think that, because we don't have a mandate in place.

Things like changing changing the modality of classes, especially if they're lowly enrolled or needing to add things before July or end of July, and so on, becomes a little more possible.

Many of you had that very sticky situation kumar especially you, where you needed more of something some of you wanted to change classes from one modality, to the next and couldn't because.

There was a mandate that we had to respond to, so I think some of that flexibility to pivot.

so that you can figure this out again remember you were scheduling in a way that hasn't been done before so there's there's no actual way for me to answer that except for you to i'd say follow that hunch.

i'm going i'm going to bet that you have a lot of upper level students that are hoping really hoping that they're going to be some flexible options and.

And, given that they are trying to finish their degrees and I hear that a lot from students my whole life changed.
In the last two and a half years, I just want to, I just want like two semesters to finish, so I can get I can get this done without having to pivot all the way back again and so on, so.

I think that's a really great question but remember that you have Kathy there, and so that ability to move things a little bit in.

In June, July, when you start, I mean that we're going to know for sure what's happening and definitely in your major know for sure very early what's happening and can make decisions without penalty.

Kumar Ramansenthil

that's good that's great news so, even though we have some certain modalities the April 1 and June, July 1 comes in, and we see that Okay, we need to change it.

is still have the flexibility.

slide flexible.

Dara N. Byrne

that's why I say it.

Through aspirational target as opposed to one that was mandated so you guys all know this in in December, we were not able to do that.

Even though I mean there were some clear cases where it should have been done, but we weren't able to do that because we had to hold to a particular kind of number, and even then, then we didn't make the number right, so we were only 59%.

in person, even after trying our best to make that goal.

To see him.

I can't hear you.
Francis Sheehan

00:47:32 I have, I have a directional microphone.

- 00:47:36 It's a second second Mike shut off.
- 00:47:41 I was doing what author was doing where if a student was absent, I was recording the my lectures I do synchronous online and I.
- 00:47:52 But I do it in a very interactive way you know i've actually invested in a 47 inch monitor right now I can have I there are 47 people in this room, I can see all of you, at the same time.
- 00:48:04 I could do that with my classes and so it's very it's very interactive I use, you know, so you know what they call online clicker type things and to try and keep them engaged because it's it's just a nice thing about it is, I know everybody's name the very first day of glasses right.
- 00:48:26 I'm a I'm a whiz now.
- 00:48:29 I'm such a great memory it's it's printed at the bottom of the square.
- 00:48:34 But then the Chancellor came out or Vice Chancellor or somebody came out and said, if you are going to record your class.
- 00:48:41 You have to first read a statement to the class that says that they have a right not to have their image shown or their voice recorded.
- 00:48:51 Which means they don't have to participate and that's totally contrary to, then what i'm trying to achieve, so I had to stop recording.
- 00:49:02 And it's a real and then I think the students, you know they were upset with me because I then didn’t have a recording if they are Apps it and there's lots of good reasons why they were absent, but there was no way for me to you know.
- 00:49:19 blackout or to take out the voices, because in part of drawing out the discussion.
- 00:49:26 The students that's part of the teaching and so it was very frustrating to me that they took away that tool and I think it really is hurt the course.
• 00:49:37 But there's no way I'm going to tell the students, thank you for signing up for a synchronous course you don't have to participate if you.
• 00:49:44 want you know just.
• 00:49:46 Just don't even put your name there because I can't I can't record it with your name there yeah it to me that that defeats the purpose so.
• 00:49:55 I wish there was be and what I was doing was very responsible, I did not, I did not allow the students to download the.
• 00:50:02 Recording we have a fantastic zoom package, where it's all stays you can force it to stay up on on the college's server they can watch it anytime they want with the password but it's not available to anybody else.
• 00:50:19 And then, after a while it expires, you know, after a week or so you missed the whole class, you know you really should watch it within a week or two and I really I felt like that was a I thought that was.
• 00:50:34 A real hardship and and how I wanted to make that available to the students and I don't know what the workaround is for that I really don't because I can't even do the transcripts because the transcripts puts that person's name who's speaking wow.
• 00:50:51 yeah so.
• 00:50:54 So it's not a lot want to try.

Unknown Speaker

00:50:57 yeah.

Francis Sheehan

00:50:59 Except for the weather.
Dara N. Byrne

00:51:01 that's interesting because all of the things the materials that you're describing are very helpful for increasing engagement and likelihood of success in the class.

Francis Sheehan

00:51:13 And, of course, who do I call on, I call on students who look like they're not fully participating.

- 00:51:20 that's just the way it goes right.
- 00:51:23 And they know that so.
- 00:51:27 So I don't know what the answer is I'm just I think we yeah if you're recording and not doing what the Chancellor said, you must do.
- 00:51:38 yeah I I just like to follow the rules as best I can, and I don't know how to work around horse.

Unknown Speaker

00:51:47 that's really interesting.

Dara N. Byrne

00:51:50 i'm going to take a deeper look at this one.

Francis Sheehan

00:51:54 Okay, because.
Dara N. Byrne

00:51:55 it's got to be something else that can be done and Professor storage.

Arthur Storch

00:52:03 yeah hi so I don't have a good answer for your Francis fingers problem because i'm doing it with live classes, when I did teach them online secrets because I one semester actually had the same class.

- 00:52:17 One was online syncretism one was asynchronous so I did not, I advise them that they don't have to have their cameras on and I don't pick on them unless they voluntarily raised their hand but, but in the classroom.
- 00:52:34 One thing is I don't have the camera rolling on me at all, I have is the.
- 00:52:39 I shared the slideshow presentation and I have the MIC on, but in reality the MIC is only on his on my computer where I'm standing.
- 00:52:48 And so the recording you never hear the students who are participating you're really only hearing the teacher talk.
- 00:52:55 And, as my fact I when I had more time, when I was doing I was I would download the recording I put it in Camp Asia, and then I edited out.
- 00:53:04 Where the students spoke, but you couldn't hear them anyway right just to get rid of the blank space, is why I did it so that it would be one continuous you know audio stream so in the classroom you don't, we would not have the same problem that you're having doing it as a synchronous.
Online class.

Arthur Storch

But like I say when I didn't synchronous on online I just had was totally voluntary, and I wish I could see all the pictures like you did so I get to know my students but.

- I, like you, I followed orders and and did not do it that way you know by therefore the recordings you when you won the students.
- got the audio is being recorded if they don't want their voice recorded, then they won't speak, they could chat you in the chat bar, you know that would be the option.

Dara N. Byrne

I would have such a struggle with this it's it's you know it's a whole new style.

- it's a whole new style and you know my style in the classroom is to move up and down the aisles like a Baptist preacher, so this is this would be really hard for me to.
- Be this well choreographed to cut things out like that and it's interesting again the mo changes and it falls on faculty to figure it out and to adapt and so on and so I deely.
- With a mandate free world.
- There is an opportunity to think about what works well for all the stakeholders in here so that we can all have a successful fall schedule and not one that.
- feels like this is this, the only thing that I have to do, but rather how can I draw on the thing learned and incorporated into the kind of schedule that works well for the students, as well as all of these innovations right.
Now you know.

Arthur Storch

I like to move around, too, so what you can do I don't move as far as you.

- I sit on the desk I do things like that you know.
- left to right, but for someone who.

Robert Till

really want.

Arthur Storch

To go in and out of the aisles I mean they have remote bikes that you could go with you from just like to have the quicker, so that you can click the sideshow not being at the computer so those things exist to adapt to accommodate teaching style you know.

Unknown Speaker

interesting.
OK, I see that Professor Till came and Kathy color and so I'm guessing the PAC meeting came to an end we're just wrapping up here about the conversation with scheduling for.

You know, developing a successful schedule I'm going to move on, because I know that we only have a couple of minutes left and there is still wins so Maya and Vinny that wanted to share some information.

Okay, when.

Everybody um so kind of I guess in relation to this prior discussion I'm actually I'm going to give you a link and you, we could continue this discussion asynchronously but.

A lot of departments have tried out some different strategies over the past couple semesters to get students.

Either prepare help students prepare for what's to come in a semester help students recover from loss of learning at the end of the Semester or meet them somewhere in between so you've heard me talk about these strategies, a few times.

and

With a few colleagues in undergraduate studies we've been talking about offering some kind of like interventions development series this spring, where you know we can pay.

Groups of faculty from the departments or individuals to formulate a plan if you're interested in pursuing sort of the next.

The next idea you've been considering I'm.

Sorry I'm just having a little window issue here with my paste, but I think this is going to work.
- 00:57:20 So I just put together a couple discussion questions I thought today, maybe we could just get a little feedback from everybody thinking about these um.
- 00:57:31 Academic support learning loss recovery kinds of models.
- 00:57:37 What else can we do to support your goals.
- 00:57:42 And I'm pasting the questions in the chat so you know I'm just interested today and hearing from people about issues you'd like to address that could run the range from skills development to content knowledge to.
- 00:57:56 The motivation students.
- 00:58:00 Might be looking for these days.
- 00:58:04 What kinds of.
- 00:58:07 Information or activities could we put together to explore different models for academic support.
- 00:58:15 What else what other data can we provide you with and and who might get involved what opportunities are there for collaboration around academic support so I'm.
- 00:58:27 The Office academic support and learning technologies has a supplemental instruction program you've heard about, and several of the coordinators here have talked about different interventions they've been piloting.
- 00:58:41 So I just thought fan base has any requests we can work on integrating them into our spring plus.

**Dara N. Byrne**

00:58:53 Thank you any questions for when.

- 00:58:59 Thanks when I think that it's.
- 00:59:01 Going to be really awesome showcase the different kinds of things that that faculty have done and as we get ready for the fall.
- 00:59:10 Okay, so Maya.

**Sumaya Villanueva**
Good afternoon, everybody so happy to see so many of you so as many of you know, we have been working on the integrated academic and career maps since last year and I wanted to give everyone an update on where we're at.

- We have a total of seven major maps that that have been pretty much done at this point.
- And we are at the face of sharing with you the final version of those maps so as kumar knows we have one meeting tomorrow with Laura derived from.
- The graphic designer to make sure that there's certain information that gets included, and so is the case as well, for our.
- Low in society major plan, a meeting with the someone for that major to finalize it and i'm in the process of sending something to our psychology friends, so that we can all.
- be on the same page so long story short, is that the original seven majors that we were working on.
- should be completely done very shortly, and then we're working on five additional majors the five majors that we're working on this semester include the three sciences so cellular and molecular biology.
- toxicology forensic psychology human services and international criminal justice, those are the five that we're going to be.
- Working on this semester, and we.

To cover feed goes by the end of this term.
So, by the end of this semester we should have a total of 12 major integrated maps completely done and we have a plan to expedite things for the 20 remaining majors.

So the next phase, though, of this work will entail having some discussions about now that we’ve done all this work, in collaboration with all of you, the career development.

team and the advising team is where can we position or place these integrated maps, so that they are accessible to you, more importantly, of course, our students and anyone else who would need to have access to them, because if we place them.

In, for example, the major advising pages, which are super helpful.

But my fear is that the students will have to make you know do so many clicks to get to that integrated map it gets lost in the shuffle.

So we want to have some conversations about where do we want to place these and I had a conversation earlier with Dara about some ideas about how to do this in an efficient manner.

But just wanted to let you know that the work is progressing and my goal is that, by next year, this project will be fully completed.

Any questions about this.

Kumar Ramansenthil

And we take a huge poster print out and put it in front of our departments to get over there, and besides, of course, putting it in a.

Soft copy.

Sumaya Villanueva

yeah that’s that’s one idea sure I mean yeah.
Dara N. Byrne

01:02:59 And i'm not just saying it's a great idea because I wondered that myself but didn't say anything.

- 01:03:04 In case I sounded.
- 01:03:07 Very.

Unknown Speaker

01:03:09 Right like I know.

Dara N. Byrne

01:03:11 But I do think there's something to be said about you know the visual and you know when you see it in multiple places eventually it starts to click in what it is that you're looking at.

- 01:03:24 and seeing it by the Department.
- 01:03:28 Students are going physically by the Department students are going to take a closer look at that.

Kumar Ramansenthil

01:03:36 i'm the most technical departments will start.

Dara N. Byrne

01:03:41 He didn't ask for a qr code or anything.

- 01:03:45 glad so glad.
- 01:03:48 Thank you.
Any questions for some Maya.

amy.

Amie Macdonald

Thanks Sarah that all sounds wonderful i'm wondering if, in the interim, that the majors and programs, may we please have access to get the help of our colleagues in graphic design to.

gloss up some of our materials, please.

Sumaya Villanueva

that's an interesting request amy and.

Leave that they have a new person right in charge her name is kiera if i'm not mistaken, so I don't know how I noted in the past.

We would be able to put in requests for having the graphic design department collaborate with other areas and creating.

materials I don’t know how they’re doing that these days I just we just ended up you know building, you know some communication with Laura de bry.

And because she's already roped into doing this work, I guess she needs to you know bite the bullet and complete it with us, but I don't know if there's a different formal process for doing that these days amy, to be honest.

But that's a great question.

Dara N. Byrne

just go and be noisy i'll be noisy for you amy and then i'll ask for qr codes, while i'm at it, because i'm TIM Watts that.
• 01:05:27 Okay, and last but not least, we have vinny who has is responding to a lot of inquiries from this group about miners and and things to do with minors and events with students okay vinnie.

Vincent Papandrea

01:05:42 Hello everyone, and let me start off by saying TIM I agree qr codes are the way to go, that's actually you know we put them on everything now for some reason you know.

• 01:05:52 We didn't use them for a very long time, and all of a sudden this generation all they want is qr codes, because they don't want to type anything out, they want to take a photo but.

Dara N. Byrne

01:06:00 it's doing qr codes for your majors Thank you.

Vincent Papandrea

01:06:05 So what I am here to talk about is two different things um now that we are in the heart of conversion and getting students to accept the offer and eventually register, so I was hoping in the month of May.

• 01:06:22 Oh sorry let's all enable in the month of April, for those of you that want, and this actually comes from kumar so thank you very much sort of like a neat the majors night.
• 01:06:31 Where if you want us to send an invitation to students that are accepted into your major.
• 01:06:37 And then we can do very something clean and simple, it could be myself you and students that have been accepted into that major try to get them to convert to get really interested.
- 01:06:47 Also, if you want to give them any advice on hey listen, you might want to make sure you take him at 105 or 115 or whatever it is your first semester, you could do that so.
- 01:06:57 If you are in this is only if you're interested if you want reach out to me, and we can build out for the month of April of the meet the major night.
- 01:07:06 Then, for what we've been talking about for minors is I would love to do in May.
- 01:07:12 Like i'm a minor madness, where we can do again on zoom either groups of or individual minor nights.
- 01:07:21 So, then, the students will be able to meet with and talk about the different minors, so when they go into the academic advisement sessions in June.
- 01:07:31 They already have the idea of miners in their head, so if you want to partner with other offices or, if you have multiple miners have phones with yours.
- 01:07:39 It's going to be very clean and simple are probably be myself and you in a room in a zoom room having students talking about the program is just a way to get the information out.
- 01:07:50 But so sort of like meet the major in April and May minor madness in May, so a way to you know get some word out and get some early interest prior to that evening meeting with an academic advisor and register.

Robert Till

01:08:06 So.

Vincent Papandrea

01:08:07 If interested shoot me an email all of you should have it, if not i'm going to put it in the chat.
• 01:08:13 And if you have any other recommendations or you think there's something else that we should be doing, please let me know, but I think it's a good way to tackle.

• 01:08:22 Particularly the students that have been admitted to the College and then for the miners those that actually said hey i'm coming here's my deposit.

• 01:08:31 So we can tackle for them when they register for classes they're registering, not only for major classes, but minor classes starting for their first semester, so thank you.

Rosemary Barberet

01:08:40 Sorry vinnie quick question how is this does this duplicate what JESSICA Stevens is doing right now i'm confused.

Vincent Papandrea

01:08:48 So we're just gonna Stevens is doing is for current students.

Rosemary Barberet

01:08:53 So don't worry we're now talking about three times a year, so in the fall you're going to do an open.

Vincent Papandrea

01:08:58 house.
Rosemary Barberet

01:08:58 When the majors and then the spring we do JESSICA Stevens thing and then late spring for the new admits, we do that all over again.

Vincent Papandrea

01:09:06 Well, the JESSICA Stevens piece of it is for students, that are currently enrolled at john J so it's getting them while they're already here at john J.

- 01:09:15 So i'm wondering if any of you want to sort of get ahead of that and introduce your miners or.
- 01:09:22 or talk about your majors prior to them even registering for classes, so they might have come to an open house.
- 01:09:28 The they have those little videos that we have that we put on the website, but this is just another piece again it's just an optional piece, I know that there were some miners that wanted to have.
- 01:09:39 Access earlier on, because the JESSICA Stevens piece, you know it's in their first second semester.
- 01:09:46 You know this is a way to get them even before and it's actually might help us convert some of those students that are on the fence between Austin another institution.

Rosemary Barberet

01:09:55 Well, what about the general orientation that takes place in the summer, as well as transfer orientation i'll.

- 01:10:00 Being all this information that.

Vincent Papandrea
So, now that orientation is in August and it's very general what they get they don't really go into specific.

- So this is really just a dedicated night for you in your major or you in a group of majors that you decide that so say there's.
- Six majors on anything English department online or something anything which department, you can present all six that night it's just a way that you have a dedicated night, you know that's what i've been hearing from when I was talking about the open houses there wasn't enough.
- Outreach about the miners So this was a way to do that and the majors was just a hey, why not to help convert them to have them choose us over another institution.
- Kumar brought up that recommendation, when we were talking about the the computer science students and trying to get them from admitted to submitting their seat deposit and coming here.

Rosemary Barberet

Because, in addition to this, I also do three.

- advising orientation sessions, with my advisor and the advisement Center.
- For each semester, yes i’d like to be replaced by a video, obviously.

Vincent Papandrea

So.

Rosemary Barberet

Many times I have to.
dredge out the same PowerPoint and information, given that lately that the numbers attending heaven very low, I mean you tell me It just seems that there's an awful lot of this going on.

Vincent Papandrea

agree so this was more of an opportunity, as opposed to an ask, so I am just giving the opportunity, if you want this i'm more than happy to help do this with you to get the students.

In front of you, I don't know how well attended it's going to be, but I know these are the students like they are just accepting the offers now.

So they're at the very beginning stages of being excited and coming to the school and you know we're trying to do our first accepted student days in person.

In smaller but in April, we have a couple of proposals, up to the President, right now, to see if we could do that we're going to do some general stuff on the stage and justin the theater but you know we're just trying to really doing what we can.

Dara N. Byrne

expect one piece that I think is really important, here, that a lot of students.

base there miners on the classes, the gen ED kind of gateway class that they took in their first year.

There, sometimes it's there's no rhyme or reason they took the class they loved the class and or the Professor usually it's both.

And that's that is a common reason why students will switch majors and when they don't switch majors they added as a minor or a double major.
Because of the experience that they had in their freshman year, and so I think for those of you who are some of you are in here as.

Without a major you your program is a minor you representing a minor only you might want to think about that piece.

Less in terms of talking about your what your whole minor does, but really building a lot of excitement around that first course that they're going to take.

Sometimes we think of genet as these sometimes some students think of genetics these throwaway classes and they're just registering for what fits in their schedule.

Now that we have flexible things happening there's actually another way to help students, think about the gen ED in terms of.

What that building block is and what that can do for another pathway of study, and I think that.

carving out this night for minors could be really exciting, if you think about that that again that first class this isn't just a one on one that you're getting it over with, but this one on one puts you.

On the path to a body of knowledge that could intersect with your major and other areas of interest we regularly have students with two and three minors.

Because of what they took in their freshman year and other classes, that they had to take in Jeanette and they watched them stack up and they're like oh look at that.

I have three classes in anthropology I could do I only have a few more to do and I have a whole minor and they stick with it so so think so, so do think about that opportunity.

Because again we have stepped some of you are here for your miners and I would really love to see you at at this event building up some excitement for students about their foundational year at the College, which is also the year that most predicts.

Whether they're going to graduate or not okay.

Vincent Papandrea
And if you don't want to go yourself, I mean what we've always found is peer to peer conversation as sometimes being the best.

- So if you have a student that you know that is in the minor that you're like this is an amazing spokesperson, you know I will be in the zoom room with them and they can talk about their experience in that we're actually going to be starting up a peer.

**Dara N. Byrne**

That an honorarium for those students when.

**Vincent Papandrea**

I'm sorry.

**Dara N. Byrne**

got an honorarium for those students.

**Vincent Papandrea**

Can I do.

**Dara N. Byrne**

to help me.
01:15:24 I would help you out but I minus for for students at the College, but I.

**Vincent Papandrea**

01:15:29 will go to college.

**Dara N. Byrne**

01:15:31 And I would love to help you out with this, because I do i'm drawn to the swag.

01:15:36 great idea to.
01:15:37 Have students students who have taken these classes and have enjoyed them.
01:15:43 To talk to represent miners as well.
01:15:47 All right, and I see bryce you agree so good stuff.
01:15:51 you agree with me an email.

**Vincent Papandrea**

01:15:54 or getting behind.

01:15:56 You pick a day during the week what time works best for you and then we'll do it and it's like I said it's probably just gonna be myself and you or representative doing this, so then it's not anything grand but it's enough to get students interested and.

01:16:11 Studies i'm sorry.

**Dara N. Byrne**

01:16:13 athey mute yourself honey.
Vincent Papandrea
01:16:15 Oh don't you answer the phone.

• 01:16:20 But thank you.

Dara N. Byrne
01:16:22 Thank you folks please get in touch with me and vinny will be paying honorarium to students, either by cash or by swag who participate.

Vincent Papandrea
01:16:34 But we don't have cash.

Dara N. Byrne
01:16:37 I'll see what I can do.

• 01:16:38 I'll see like.
• 01:16:40 Okay awesome any any last comments anything, and I know shauntel was on the agenda, she went her her topic was actually an announcement so she went at the very beginning.
• 01:16:54 All right, so I shall see you all on April 14.
• 01:17:00 Thanks everybody.

Unknown Speaker
01:17:02 Thanks.

Kimora

01:17:03 Thanks.

Dara N. Byrne

01:17:04 thanks for the after party if there any takers.
AGENDA

Council of Major and Minor Coordinators and Advisors’ Meeting
Thursday, April 14th, 2022
Zoom
https://jjay-cuny.zoom.us/j/2020637330
Meeting ID: 202 063 7330
One tap mobile
+19292056099,,2020637330# US (New York)

1. Welcome
2. Announcements
3. Fall 2022 Freshman and Transfer Outlook – Vinny P
4. Onboarding Schedule Builder – Kathy K, Kathy MP, Bryce T
5. CUNY Career Launch (Paid Internships for all majors) – Kathy C
6. Next Meeting May 11, 2022
Members:

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Jimmy Papandreou
Kathryn Crawford
Cherian Joseph
Council of Major and Minor Coordinators and Advisors’ Meeting  
April 14th, 2022  
Transcript

Dara N. Byrne

00:00:00 Alright, everyone, welcome to april's major and minor coordinator and advisor meeting can you believe this is our second last meeting of the year.

- 00:00:12 And there's so many of you that I haven't even seen on campus because we might not have the same days, but here we are once a month meeting in the same place.
- 00:00:24 And amy now that i'm seeing you, I have a draft response to you today in my mailbox that I haven't even finished yet my I am so sorry, my dear.

Amie Macdonald

00:00:34 Oh thanks.

Dara N. Byrne

00:00:38 Okay, we have a couple of announcements to start so when when, and I think it's just when making an announcement and then we move on to Vinnie Papandrea from admissions.

Wynne Ferdinand
hi everybody, I just wanted to share to students leadership opportunities i’m going to put the flyers in the chat in a second The first one is.

- **00:01:00** Three teaching fellows it's a summer fellowship for people interested in teaching careers.
- **00:01:06** it's a partnership with teachers college great opportunity to get actually outside with New York City high school students, teachers college masters students and john J students.
- **00:01:17** learn about the art of teaching the second one is pure leaders for our humanities transfer program and we're inviting applications for that.
- **00:01:28** Mostly for students who are transfers in our humanities majors but you know there's a special case or a minor out there we'd love to hear about them to I will put the flyers in the Channel.

**Dara N. Byrne**

**00:01:41** Thanks when and just a quick thing about the Columbia partnership the folks at TC are actively recruiting our students through that program So if you have students that are serious about careers in teaching, this is.

- **00:01:59** Really, a pipeline for them and i've not had a scenario where they are not trying to get our students to go into the into the masters of education.
- **00:02:11** And they also work on paying for the students, so the stipend that the students receive comes from TC we cover the cost of their tuition.
- **00:02:24** Through through our funding partnerships, but they cover the cost of their salaries, which is much larger than what we would normally be able to afford and they're hoping to see those students.
- **00:02:37** likely with scholarships as well in their graduate programs, so please take that flyer if you want it by email when is happy to send that
out as well, because this really is a pipeline program we've been doing it for.

- 00:02:53 This is, I think your three or four very successfully and it only cost us less than $3,000 and they're investing.
- 00:03:04 Almost $20,000 a year in this pipeline, so please take advantage, we know lots of students are interested in teaching careers, but one of the things we found.
- 00:03:16 It through the partnership with Columbia is that the those who have a master's degree, are more likely to stay in the profession and they're also more likely to rise in leadership roles in the O D and things like that which is exactly what we want for to be possible for our students.
- 00:03:40 and any field any major there they they are happy with any any major it's the interest in education that they're looking for.
- 00:03:50 Okay.
- 00:03:52 Any questions for when about the two opportunities for students.
- 00:03:58 All right, i'm going to turn the floor over to vinnie pop and dryer, who is a crowd favorite with information about admissions and recruitment to the majors and so on.

Vincent Papandrea

00:04:12 So Hello everyone.

- 00:04:13 Thank you for having me back again I was talking to Dora and so last month, we were supposed to have an enrollment management retreat, so I put together a little fun game of some horrible news of romantic dislike at cuny and some forecast so.

Dara N. Byrne

00:04:30 I'm gonna.
• 00:04:31 Stop the recording.

Vincent Papandrea

00:04:33 So I thought about presenting it to.

• 00:04:35 hear so then.
• 00:04:36 You would also be able to know sort of what's happening behind the scenes, not just a john Jay but also within cuny So hopefully I can share my screen.

Dara N. Byrne

00:04:46 And I can vinny this is, this is not what we agreed to you're gonna get me dragged out of college.

Vincent Papandrea

00:04:52 Oh no.

• 00:04:54 I promise I promise.

Dara N. Byrne

00:04:57 All right, enrollment is great everyone.

Vincent Papandrea

00:05:00 there's, no, no, no, no there's good.

• 00:05:01 and bad sorry.
• 00:05:04 don't worry.
• 00:05:21 Alright, so this is John J undergraduate admissions jeopardy, so I have three categories that are on here at CUNY: a Community colleges freshmen and national trends.
• 00:05:32 So the way that I'm going to do this is make this just I'm going to just go through, and ask the questions put what answers you think in the chat.
• 00:05:41 And we'll go from there alright and we'll see how this goes so let's start off with CUNY and Community colleges for 100 alright, so this is the number now percentage the number.
• 00:05:55 This number is the decline and enrolled students at the Community CUNY colleges from spring.
• 00:06:05 So, in the last two years of CUNY, the Community colleges have lost how many enrolled students put, whatever your number you think in the chat please.
• 00:06:21 Alrighty 3000 5000 3000 5000 10,000 5000 right, the only part Jamie, thank you for putting it in the form of a question, you know the rules of jeopardy, but alright, so the answer for this one is.
• 00:06:41 What is 19,031 students, that is just at the Community college level.
• 00:06:51 Right let's take that to 200 this Community college had the largest decline so out of all the CUNY Community colleges, which one had the largest decathlon.
• 00:07:04 Is it a warrior kingsborough you see a UCC kingsborough be MCC MCC MCC looks at the MCC is the EP, and it is be MCC they lost over 5000 students.
• 00:07:22 And what that means for John Jay is be MCC is our number one feeder from.
• 00:07:30 Community colleges, so we have the biggest impact when it comes to the number of students that have declined at the Community college.
• 00:07:39 So let's go to 300 there are currently this many fewer students enrolled in the CJ a major at the Community college, so this semester there's this many students less enrolled in the CJ major.
• 00:08:01 505,000 2800 right.
And the answer for this one is 2000 now 2000 is a massive number, and I just want to put that into context, what that means so far for the fall.

We are currently down 27% or the equivalent of 170 students date over date for cj a students that have said they're interested in coming to john Jay in the fall so far there's been three files, so far, and those are usually the largest and being down 27% or 160 students is massive.

Did I say away give you some really good news fun way all right now, this is the total declining students at all cuny colleges, so you know 19,000 that the.

unique Community colleges, what about all of qt.

Unknown Speaker

He giant.

Vincent Papandrea

All cuny.

So we already know it's more than 19,000, what do you think it is.

For all of tuning 40,000 30,009 4020 3535 100,000 luckily not bad, but it is still bad it is 34,227 students that cuny as a whole has last.

Two are encoded.

And then, last but not least in that category, this is the average percentage of transfer students each fall we receive from cuny Community colleges.

5555% 90 9060 6090 6070 all right 30 and the answer for this one is 66% we are the number one senior college that gets feeders from the Community college so with them being down 19,000 plus students, we are the most effective.
So this is going to have not only short term but some long term.

Unknown Speaker

as well.

Vincent Papandrea

So I only have a little bit more time, but so would you prefer freshmen or national trends, because I have to interview thing and I don't want to take up much time, so what which one which one you prefer.

eight freshmen alright alright freshmen alright so let's start with freshmen john Jay has declined this amount of new freshmen and fall 19 to fall 21.

New freshmen coming in just for a new freshmen coming in, week normally we get a class of 1850 hundred 903,000 and alondra.

that's a big number so it's 285 students, so our normal goal is 1854 freshmen coming in, and we are, we have.

And that is a big impact in us, but the good thing this year is we are on trying to not only meet our goal, but to actually meet our new higher goal.

Of freshman to becoming it and we actually have of all the senior colleges, the most seats deposits, to date, and may one is being the decision deadline.

And we also have a good mix of diversity academic and also racial ethnicity, so we have not been able to we don't need to change our group in order to hit our number, because that was our biggest few.
All right, what three senior colleges saw increases in their fall enrollment from fall 19 to 21 there were only three senior colleges, out of all the senior colleges at cuny.

That saw an increase in freshman enrollment, what do you think they are hunter Baru city CC and wine look at you some my okay.

All right, Burke hunter.

And here we go it's a room with 258 students city with 473 students and hunter with 773 students, it has become hunter city and brooks.

mission to basically cannibalize the other senior colleges and Community colleges, with the no SA T rule.

And they're not being high school regions for the past two years, all a student needs to have a middle at GPA to now get into the one of the top senior colleges and they are cannibalizing their goal has increased, for example, the hunter their normal goal is about.

freshman to come in and their goal for this year per second year in a role is 3000 So where are they getting those extra students from.

The same pool that we will be getting students from so more competition with our sister schools Okay, and this is the number of total freshmen that's a client at cuny Community colleges did the room.

yeah, this is the freshmen decline, so we did the 19,000 so we know 19,000 students did not come back at the Community colleges, how many freshmen.

did not go to a Community college issue between 19 4019 and 21 so just freshmen, we know that Community colleges were down 19,000 students, how many of those refreshing.

so that is less than you know, a third so that's good and bad things we can see that there will be more freshmen that can potentially go through the process.

The continuing students is where they got hit the hardest but that's where we get hit where our cj a program because they are no longer on track for graduating.

On time or graduating at all, because they have stepped out so 14,000 students at the Community colleges have left that we're not freshmen.
• 00:14:59 So retention numbers, there are a lot worse than the new students that came.
• 00:15:06 And we'll do two more this Community college had the largest decline of freshmen but yep largest decline from full 19 to 21.
• 00:15:21 What Community college are the largest ECON gutman be mcc mcc mcc and once again you're right the mcc so out of that 5900 half of them war freshmen coming in, and that is big issues for us again.
• 00:15:42 And last but not least, these are the names of three senior colleges that increased total enrollment since spring 2020 so every other senior College has decreased.
• 00:15:53 Total enrollment including us at john Jay, but these are the only three senior colleges that increase total enrollment after school so that means retention and transfers and freshmen.
• 00:16:10 Anyone want to take a guess.
• 00:16:16 Some ideas right with one of them.
• 00:16:18 So first is Baruch with 577 students hundred 75 but the big one that's not a surprise to me, and it should not be gpu other is SPS 427 and why do you think that is.

Dara N. Byrne

00:16:34 Online Willie.

Vincent Papandrea

00:16:39 Absolutely their motive instruction they're able to go, we know for a fact that our students, a lot of them that left hand leaves for jobs for whatever family reasons because coven.

• 00:16:50 And they have the flexibility to offer fully online degrees and we are john J, as you know, only offer one degree completion program on the undergraduate level and only a handful.
Unknown Speaker

00:17:01 Of crashing.

Vincent Papandrea

00:17:04 So.

- 00:17:06 We'll go to national trends, maybe next time I'll come visit but I'll stop sharing there, but I don't want to leave with all bad news.

Dara N. Byrne

00:17:14 Please don't do.

Vincent Papandrea

00:17:19 All bad.

Dara N. Byrne

00:17:20 Give a summary on this, yes, yes.

Vincent Papandrea

00:17:24 So let's start I'm going to share my screen, one more time.
Unknown Speaker

00:17:31 Here we go.

Vincent Papandrea

00:17:34 Alright, so this is fall 2022 freshmen snapshot so here is John J.

- 00:17:43 Compared to this year, compared to last year.
- 00:17:47 You know number of students at the end we click out of it so, then you can see, basically, all we are up 12%.
- 00:17:59 From where we were last year on freshmen see deposits, which is extremely extremely important last year was the first time the ball pre coated we use have a 90% conversion rate from seat deposit to enrollment since coded that went down to 80%.
- 00:18:21 So we are planning between we have a 10% sort of.
- 00:18:25 Gap that we're trying to manage in between the two so with this number last year, we lost 350 freshman after may want, so we are in good track in order to hit our number, and to do what you know, in order to maintain our class now let's look at transfers.
- 00:18:46 Transfer.
- 00:18:48 On the other hand, here's John Jays here we're only down 2%.
- 00:18:55 Let's look at the other schools.
- 00:18:58 City down 32%.
- 00:19:01 Wow Hunter down 22% Lehman down 8%.
- 00:19:07 So, luckily.
- 00:19:11 We are not seeing the as big of an impact on the students, we have less applications but we've been able to convert them we've done a lot with our.
- 00:19:24 Virtual accepted student days or virtual open houses we're actually doing in person accepted student tours every Friday.
- 00:19:33 Through the month of April, we did a lot of events both in English and Spanish we found all the names of every CUNY stop out.
That did not enroll at another school over co bit and reached out to them, to see if they wanted to transfer here, knowing that they would have at least 24 college credits over 2.0 GPA.

And are fully proficient and then we did the same thing at the Community college level so we've been reaching out to all the students that left trying to entice them to come back.

And then I've been working with Mark Flower on people in em to try to see what we can do for scholarships or other incentives in order to get them to come, so the picture itself is.

The leak, but there are some really good rays of sunshine, that is being done, that we could potentially.

be able to make our classes and that's because of the people that are in this room.

That we're able to do this, the help that you've given me during the open houses during the accepted students.

But even the special programs and the stuff that's a longer is doing with ACE and all the summer stuffer early start on a long day.

Getting those students involved and seek just a you know it really does take a village, and you are the foundation, so I want to thank you.

for letting me present like I said, the numbers don't look great, but with the team that we have here John Jay I, you all know, we have faced worse.

But with the leadership that we have around this room and around other departments, I feel like we are in a much better shape than any of the other senior colleges and then but large discussions are going to need to happen, of the future of transfers and then also looking at other schools.

To possibly you know recruit from and looking at and I talking to women about this, you know building more articulation agreements with some of the Sunni.

Many colleges, which has been doing so gratefully so there's a lot of other opportunities that we're looking for, but it's all because of everyone that's here in this room so.
Dara N. Byrne

00:21:46 Just a quick question before you run I know you gotta run, what is your hunch about.

• 00:21:52 What freshmen are looking for very on campus kind of life, he said you're doing a lot of on campus tours and activities and things like that those are well attended, is it more the the transfers that need online kind of flexibility, but freshman still want the the traditional experience.

Vincent Papandrea

00:22:12 For for the most part, yes that's what we're seeing the fresh the true first time first year freshmen coming out of high school.

• 00:22:20 they've been back in the deal we were that's the majority of our students in person for some time now, so for them going back to a classroom setting is not as jarring as some of the transfers.
• 00:22:33 The transfer students they've gotten used to this balance of work life, family and the flexibility that comes with that.
• 00:22:43 So the transfers in particular are looking for that same flexibility, not to say that some freshmen are there are still some out of state freshmen.
• 00:22:52 That wants to see what cold, it looks like before making the jump to coming and moving to New York.
• 00:22:58 Because New York always ends up being one of the first, if not the first state to respect up anytime that there's a new variant so i'm there is some students but flexibility is key, but definitely more on the transfer side that we find.
• 00:23:16 Any.
Dara N. Byrne

00:23:18 vinnie they're.

Vincent Papandrea

00:23:18 All part of the search committee the.

Dara N. Byrne

00:23:21 Questions people want your information there's a request for some information if you could send a follow up about national trends and a request for information about that snapshot if you.

• 00:23:35 Absolutely that.

Vincent Papandrea

00:23:36 yep and what I can actually do for you also, which I think you should all have like be able to have access to do so cuny.

• 00:23:44 Just launched, like all this data is in tableau, which is a part, you know it's through cuny central all you need to do is request access to it, and they have not just enrollment data but p&p transfer data enrollment like there's a lot of different sub like little reports, some of the.

• 00:24:06 Some of the reports, the data doesn't like go until like 20 like full 20 is the final semester.

• 00:24:13 So you have to look in a couple of different places, because there's that from like the fact books.

• 00:24:17 But a lot of the other ones that you can go and go and in the last two years, so you just have to look in a couple of different places.
• 00:24:22 So I'll put together some reports but I'll also send you the access form that you can request so, then you can pull up this data anytime you want, because I live through this data daily.

• 00:24:34 So enrollment management right you gotta every data driven.

**Dara N. Byrne**

00:24:38 Then vinnie can't Thank you enough, this is why you were a crowd favorite over here, because you bring a lot of information that.

• 00:24:47 Our major and minor coordinators and advisors would otherwise never have access to we're always asking them to respond to things.

• 00:24:57 That are happening with courses, but they don't always get to see the big picture, and when you talk about it, especially jeopardy style it's just way better than anything that I could ever do so I'm with complete and total gratitude.

**Vincent Papandrea**

00:25:12 Absolutely my pleasure anytime that you want me to come, I will be here.

**Dara N. Byrne**

00:25:16 Oh, you best believe you're gonna.

**Unknown Speaker**

00:25:18 be on the agenda.
Vincent Papandrea

00:25:21 yeah let me know honestly if there's any other specific topics that you want to know anything else admissions related any any type of trends.

- 00:25:28 Even when it comes to your programs, if you want to reach out to me and talk about application trends, with the major that you’re you know that you’re ahead and you want to see all the Kobe has there been a dip and increase what's going on there.

- 00:25:44 I know I cj is doing a lunch at the end of the month, including some new students that are coming in and some continuing students to help sort of get them to decide to enroll a john J if any of you ever want to list.

- 00:26:03 Get students that have been admitted or or even the students that submitted a seat deposit that are you the further down the funnel and you want to send a hi it's nice to meet you I you know email I could give you that to like you know, whatever it is, we could work this together.

Dara N. Byrne

00:26:19 I think one thing that might be a good conversation for you all to hear it kind of is is a conversation vinny you and I had a couple of months ago.

- 00:26:30 About fully online degree programs, and what actually is marketable for.

- 00:26:37 What you could actually recruit from an understanding more about the landscape out there, because I think there are many of you that might be interested in fully online programs and.

- 00:26:49 And what i've learned from vinnie is just because you have one.
• 00:26:54 doesn't necessarily mean you're going to get students into it, which is a very different thing.
• 00:27:00 And I don't you know we can talk about this after vinny goes, but you might want to let me know if that's something of interest to you because we can talk about that next in May, as many of you are having these conversations in your departments.

Vincent Papandrea

00:27:19 well.

• 00:27:19 Really gotta jump off, I had a good sleep to the interview.

Dara N. Byrne

00:27:21 Thank you all so much you.

Vincent Papandrea

00:27:23 Please reach out anything I can do for you i'm here for you as well, but thank you for everything you do for me by all.

Dara N. Byrne

00:27:28 By yeah and I think having a perspective from what he does in being aware of the competition out there.

• 00:27:40 And what some of the the programs that are doing well in the online space that might be similar to yours what they have what they do and don't do so that if you're having these conversations you do so with a a sort of.
A good perspective on where you might land in what you're thinking of so.

You know I had I'm aware of several different programs that have capacity and interest in doing things that are fully online, and when I spoke to vinnie about it, I mean his.

Some of his feedback was kind of sobering in the sense of how john J is perceived by in the larger landscape in terms of our justice focus and how hard it is.

to recruit for us when justice and law and these kinds of things aren't obviously named in our programs and and and and it was something to think about.

Especially as we look at the adult learner space, there are I can't remember it's something like 800,000 new Yorkers that are that work for New York.

With some college credit, but not a full degree, and I think that there are, and some of them are students who former former students of ours, in fact, the registrar had done.

A foia of the New York City, to see how many of our.

Students with credits from john Jay or use john J transcripts to get jobs but didn't have degrees and the number was astonishing, I mean absolutely astonishing, and I think little bits and pieces of this information would help you.

If you are planning to do online to be strategic about where you might want to focus right, so there are a lot of students who work.

In several and about 12 different agencies in New York City that have 30 or more credits from john Jay and and I think they should earn degrees from john Jay and that might be something worth talking about, so let me know either, either in the chat or by writing to me.

about what your thoughts might be about having vinny back and a few other people to talk about online programs, and if your if your departments are looking into things like this.

Alright kind of hard to top john J jeopardy.

But Kathy.

lauren you're up next followed by Kathy see from.

From the career Center Kathy K.
Katherine Killoran

00:30:35 Some good he ended on an hopeful note.

- 00:30:39 I also wanted to point out that you know, offering online programs aren't necessarily creating a whole new major if there is an.
- 00:30:51 expedited process for just adding distance learning format to our existing meters so it's not development of a full proposal.
- 00:31:02 So, before I get into schedule builder I have a couple of other announcements, I wanted to tell you about.
- 00:31:11 Number one is so does everybody know registration for for will start on April 26 for a perceived years, and you know go back with by class standing.
- 00:31:24 And so the upper sophomore cohort for advisement will start their registration on April 29 so I wanted to share that with everybody fingers crossed and.
- 00:31:37 Also, I wanted to share a recent problem that we are seeing with degree works and some of you might have been contacted by students, but the requirement terms for certain students seem to be lapsing back to 2009.
- 00:31:56 If you have been contacted by students, we are aware of the problem, probably for the last two weeks, it was mostly happening to students who change their major or readmitted for summer.
- 00:32:10 Due to the fact that they weren't turn activated for summer yet or.
- 00:32:17 Other sort of involved things in uni first today we think we figured out the solution which is actually cuny first issue, so when the system comes up, we hope to rectify this problem.
- 00:32:33 The students information in cuny first is accurate, as far as their requirement terms go.
- 00:32:40 But in degree works is showing us 2009 So if you see students were advisement with that situation, you can use the word if feature and choose the version of the program that they should be in okay and i'm hoping i'm hopeful.
Before registration opens, we will have this problem solved. and
That leads me into today's issue, which is. onboarding schedule builder but before we talk about schedule builder I wanted to just make a few comments about the cuny first slash peoplesoft upgrade that's going on starting tonight as Tony first will be down through the 18th then we'll come back up on the 19th.
The changes you've received an email from the provost yesterday with a memo from pro university provost and lemons which sort of lays out some of the changes. or some of the advantages cuny has to upgrade because we're way behind on the system so it's going to happen, and there are some pluses so you know the environment when you sign on on the 19th will be much more graphical.
it's also going to make any force more user friendly on mobile devices and.
It will have some improvements in navigation.
I am going to share my screen, if I have the rights.
Can everybody see the handout in front of you.

Kimora

Yes, yes okay cool.

Katherine Killoran

So when you log in this is what you're going to be confronted with So this is the these boxes are called tiles there's some new terminology about Kenny, first, so this is called the interaction hub Now this is going to be your landing page when you login.

By the way, when you come back on the 19th you should clear the cookies from your computer because these will, in order to get the
new version you're going to need to clear your cookies these will put new cookies on your computer.

- **00:35:21** And then.
- **00:35:22** So i'm going to point out, right here number two there's a boxes here that say employee self service so that would be your HR information.
- **00:35:33** And then something called campus solutions administrator that's where you're going to find everything else, so the advisor Center the Faculty Center in the student Center will all be located under the campus solution top.
- **00:35:48** Then there's some changes to the navigation, so at the top, I think it's the right side of the screen you'll see something called home, which will return you to this page.
- **00:36:01** There are enhanced search features so to me first is very hierarchical and if you don't know what to look under sometimes it can be.
- **00:36:10** hard to find things, so this is a good improvement, so if you're looking for something like how to do class permissions you can probably put class permissions in a search.
- **00:36:21** and find the page that way so that's really helpful and then there is another icon here called notifications that's really to do so i'm not sure if as faculty or staff will have to do this and then these three.
- **00:36:39** Like three dot pipe here is called the actions list, and this is where you can personalize your homepage or change your preferences and also that's where you sign out.
- **00:36:52** of Community first and then, most importantly, on the right hand side the nav bar icon which is kind of a circle.
- **00:37:02** Number six, that is where you're going to find your favorites and your most frequently used visited pages so and i've been told that the favorites that you have set up now should carry over into the new version.
- **00:37:19** So i'm really happy about that because I have a lot of favorites on cuny first so you should be able to navigate pretty sort seamlessly once you get in.
- **00:37:31** let's see on now.
Besides the interface changes once you get down below the second level.

which will be either the advisor Center student Center a faculty Center cuny first is looking gonna love much the same as it does now, so this new graphical approach really only applies to the first two levels of qt first.

let's see, in addition to those changes that are described, there is one major change that has not been obvious in a lot of the communications, and that is for students.

When they go into the student Center to register, they will now have a link that says link to something called schedule builder and this is kind of an outside application.

That students will use to register, they can no longer register within cuny first so it links them out to a separate program called schedule builder.

Now some students are already familiar with federal builder because they might have come from a Community college that has been using it.

They will get some communications about schedule builder and they'll be some materials and some.

Support for them at J express i'm assuming and also in the academic advising Center.

As we there are resources on the cuny homepage for using schedule builder which, I believe.

charmaine sent out to you via email before this meeting, so you can explore their or.

anytime you want to look for training materials, you can go to the Community website and just use the search button and put in schedule builder and it will take you to the resources.

we're hoping to come up with some resources that are sort of more tailored for john Jay you know my usual short.

brief hand, step by step handout so we can come up with some of those for you, while schedule builder is mostly a student facing tool you all, should have access to schedule builder because you all have advising rights in cuny first.
So baby steps we are just learning the system ourselves so you know we will tell you more as we learn more.

So today we have Kathy no net pub on the director of the advisement Center here with with us and also Bryce Tolbert, who was a new employee who took the place of Daniel old as the director of academic support services and.

The portfolio project so his his portfolio includes Tutoring and the portfolio project Bryce comes to us from the MCC where he was a very experienced advisor and academic.

Success professional and i’m going to have him come on the screen i’m going to stop sharing and we have a very short PowerPoint to give you a little sample of what schedule bill to might look like.

Bryce E. Tolbert

Right so yeah Thank you Catherine again, my name is Bryce Tolbert I am new here I think i’m approaching about two months now, so you know feeling right at home, but uh as.

As Kathy said I come from the MCC I was an advisor for many years, close to a decade, when he was at its height.

of approaching 27,000 students so very familiar with advisement and then we got schedule builder I want to say about two or three years ago, so like a year before the pandemic.

So I have used it with students, the short presentation we have today is really just to show you what students see when they go into it and I can have some kind of some anecdotal.

You know, notes from what students have said they’ve liked about it that i’ve worked with I talked to quickly just let me know i’ve been told I talk very fast, so I will try and slow down now.

So as Catherine said the you know you're going to find a new landing page, so these couple of first couple of slides don't will no longer makes sense because CUNY first, will you know look different.
00:42:11 And about a week so ultimately I want to start with you getting to or the student I should say getting to schedule builder so can everyone can see my slides right.

**Kimora**

00:42:23 Let me make sure, yes.

00:42:25 yeah yeah Thank you.

**Bryce E. Tolbert**

00:42:27 So when a student clicks on schedule builder it will already prompt them it’s pretty intuitive it will prompt them with all the information they need to.

00:42:37 Provide right so it'll give them the options of semesters that are available for them to register so it’ll say, do you want to spring, do you want to do summer, do you want to do fall, so a student will just click the appropriate semester, they are registering for.

00:42:55 And then from there, it should already be at the school that they are registered in, but if, for some reason it’s not they can select the school.

00:43:02 This sometimes comes up if students are taking he permits, they can go in and change that but, again, it should already be under logged as john J for students, that are registering from there john J cuny first.

00:43:16 home at that point it's pretty much a you know, a search menu now for students already advised sometimes depending on how they were advised their plan will already be in there, but if they have a list of.

00:43:29 list of courses, they were advice, for they simply type that in and then i’ll give them a menu so as you see here, I had math 105 bio one on one.
And a student would just select the class that they were advised for it's very search friendly, I think the next component here i'm going to stay here for a little bit, because this is where I think students like this service so.

The first couple of slides I was showing you a split screen when students login they will have this screen where it will show a Monday to Friday or a seven day, depending on their settings.

On the right hand you see the work week or you see you'll have seven days, depending on how the student has it.

In that area on the right, they can block off when they do not want to be in class or IE when they're busy.

So they can block off hey I work at six o'clock so i'm blocking off, you know five o'clock after because commuting I don't want to be in school Saturday and Sunday so i'm blocking off Saturday and Sunday.

As they start typing in classes, it will auto it'll auto fit all the classes to all the possible combinations of said courses that they lined up that fit into the desired schedule.

So if we get a brand new student that has a lot of options, and you know they're kind of like i'm free to go whenever i've seen.

You know, there are 3000 different you know combinations of classes, that you can take so students really like that feature, because it gives them a multiple.

options of schedules and again for students, that may not be thinking you know how it's going to.

How it's going to connect with their job or obligations it's a good tool for them to start working on time management so that's the conversations I would normally have with students for that feature.

So, moving on so again that's like the the the I think that the premier feature that students like because they can really block off when they are busy.

But it gets more granular than that.

So there is a button that says class details, so this was pretty big for us that could be mcc when things were when everything went remote in some classes started coming back online sorry coming back in person.
Because you would click class details, and it would give you whether it was online whether it was hybrid whether you know where it was located.

And if you see all the way on the left side there are additional options, where you can isolate so we've had a couple of conversations today about online.

modality so again if a student is interested in picking only online classes, or just when it hybrid or want to be in person, they can isolate their searches based on those features.

And again, everything is being updated based on the features and the filters, they are given.

So, again students will keep typing in their classes it'll keep populating, and so they had their ideal schedule so let's say a student finds one class they like.

But you know they're there for classes, they like, but one of them's not really fitting.

What they can do is they can they have this option to click and kind of lock the classes, they like in so again it'll update the feature, and the only rotated the classes that are unlocked.

So again, it gives the students, a lot of flexibility to look at a lot of different schedules.

Once the computer gives them a schedule that they like, and agree with, there will be a button down at the bottom, it says it's grayed out right now.

That says get this schedule will become blue and essentially it'll take them to a another screen.

and say it says see here says get this schedule and then it will take them to one final screen.

That will give them action options and results, so this is very similar to the old school cuny first where it's like are you sure finished enrolling.

And then, after this page, it will give them the old school either red X like there's an error or green check successfully you have been enrolled.
00:47:37 Now, similar to the old CUNY first registration process if there is a red X it'll clearly explain what is happening, you don't have the pre racks you know you have a hold in your account.

00:47:49 And then from there if students have questions they can go to J express or speak to the appropriate offices to follow up but, again, it is very clear.

00:47:58 about what is blocking you know them from successfully enrolling in this class so again in the results on the end they'll either say success.

00:48:08 With the Green check or error or I think it's failed in red writing failed unable to register for X, Y or Z reason.

00:48:17 But that is the quick overview of what students will be seeing in schedule builder again I think students.

00:48:25 You know, with this kind of interface if they're going to be able to pick it up fairly easy it's basically typing in the classes.

00:48:32 Blocking off the time they're busy, and then moving along until they got the right puzzle piece, and then finishing by getting these classes and confirming their registration.

00:48:43 So I don't know if there any general questions or anything that I can go back over that was that I might have leaned over to quickly.

Dara N. Byrne

00:48:57 Any questions for bryce.

00:49:01 Who will of course be sending this exact presentation out to everybody.

Bryce E. Tolbert

00:49:06 I think I think was already attached to that one out, but I could also send it back out yes.
Dara N. Byrne

00:49:14 Come on.

Kimora

00:49:15 Yes, thank you, Dr.

- 00:49:17 bryce thanks so much for the presentation, I had gone to the training some familiar with this, but I just wanted to get a clarification, as you know, we're right in the middle of.
- 00:49:26 Summer registration on Community first and i'm thinking it isn't very user friendly, so the student can say oh i'm I want to register, but this looks unfamiliar to me and we go right to what you just explained.
- 00:49:37 am I saying that right right how, how do they find it like just Bingo real fast.
- 00:49:42 system.

Katherine Killoran

00:49:43 it's going to be in their student Center now they're going to have no choice when they go all right link to schedule builder.

Bryce E. Tolbert

00:49:53 yeah so one of the slides I gleaned over it like it has like a big there were two ways to get you can go through degree works.

- 00:49:59 Is a book on top, and then.
On the old cuny first under their classes of the current semester, it said launch schedule builder but as Catherine saying there's only one option now so great.

Kimora

Thank you, both so much kit.

Katherine Killoran

i’d like to invite Kathy Monette bone or the weeds to interject anything that I might have missed that they think it's important for you guys to know.

Kathy MP

um I can just add you know our my all of us here at the academic advising Center have had limited interface with the tool as of, yet we are looking forward to what we understand to be a lot of benefits to the advisor student relationship as it pertains to course selection you.

As advisors, it seems as though we're going to have a lot of a lot more opportunities to engage with students in this process, via that platform.

More so than we then we can currently with the envelope feature, so we are looking forward to that there's going to be more to come on this absolutely.

But one of the things that that as bryce was sharing that in in conversations that I recently had with a colleague who is another institution actively using the tool.
• 00:51:17 Is that everything is happening on one screen right so as students are moving things around and trying and trying to find the schedule that's going to best meet their availability needs they're also seeing a preview of the schedule, as it would.

• 00:51:34 As it would look should that be the finalized version of it right, so this is all happening happening simultaneously, whereas now.

• 00:51:41 You know students have to toggle between screens to to go Oh, I want to look at another I want to see if something else is available and then come back to the schedule and then go back to the to the.

• 00:51:54 To the shopping cart all of it will be viewable to them.

• 00:51:59 In one screen so it's going to take a while, because it is a lot of information presented at once that was what my colleague pointed out, and I also.

• 00:52:09 noticed that as well bucks it will eventually once you get accustomed to it which doesn't take that long in my in my one hour conversation with him I my eyes were already.

• 00:52:20 Getting trained to look for certain things, but I think it's just going to mean fewer clicks and, as we all know.

• 00:52:27 Anytime we can minimize the number of clicks we got to make an order to get to the information we need.

• 00:52:32 Is a good time so that's what i'm looking i'm looking forward to and i'm also looking forward to sharing more as we learn with this group and also the College at large, so thank you, Brian for showing Thank you Cathy K.

Louise Freymann

00:52:48 And Jen just to add to what what Kathy said.

• 00:52:51 We've talked about in our office we've talked about the importance of letting students know as early as possible that this is happening and exactly where they can go.

• 00:53:01 To get a better understanding to see instructional videos and get a better understanding of what to expect, because just even a
general heads up this is coming you’re going to really like this, when you get used to it.

• 00:53:13 Instead of it's not having students go into cuny forest and suddenly see everything look different, we all know what that's like.

• 00:53:21 Just if students know that it's coming why it's coming and where to look to get some instruction and encourage them to you know practice that's all I wanted to add.

**Dara N. Byrne**

00:53:32 Thank you, Louise kumar.

**Kumar Ramansenthil**

00:53:36 Hi, this is actually for Lewis, she pointed above about 20 videos that students can.

• 00:53:43 Learn this new shipbuilder it can be, can you share those videos with us because i'm very sure i’m going to get a lot of questions about this term her students.

• 00:53:54 So instead of me sending them to you know to different people I would rather tell them where is the video link and you can take a look at it and also, I also want to learn more about it.

**Dara N. Byrne**

00:54:05 So I think I think what what we should do is organize an email with a couple of things put together bryce's presentation link to the different videos as well as.

• 00:54:20 A copy of the letter that went out to all students, so you have.

• 00:54:25 The communication from Vice President PR and all of the kinds of resources that students see as well as the resources that are
available for you guys so it's all under one cover instead of continuing to add it to the agenda, email that you would have gotten a couple of days ago.

Kumar Ramansenthil

00:54:45 Thank you so much awesome.

Dara N. Byrne

00:54:50 awesome Thank you any other questions about this, you guys are taking, I have to tell you that you're taking the news of a whole new dramatic shift that is unfolding in 30 seconds you're taking it very well because earlier this week, this is not the way we sounded and undergraduate studies.

• 00:55:11 So I appreciate how how calm and smiling and supportive, those of you who are still on the screen, you know, Francis you look so calm i'm.

Francis Sheehan

00:55:24 God we survived the pandemic we.

• 00:55:26 can survive this.

Dara N. Byrne

00:55:28 I love it I love it Thank you Okay, so the last item, this is a great one Kathy see please talk to us about the cuny career launch and the role of john Jay is that this is super super exciting.
Katheryn Crawford

00:55:45 Yes, so hi everyone, my name is candy puppet on the associate director for experiential learning within the career Center.

- 00:55:51 Yes, I just want to chat about cuny career launch, which is a really fantastic summer program that we're supporting and we don't is actually one of the hopes.
- 00:56:00 For this cuny wide program until it's paid internships for students during the summer so it's really fantastic it's $20 an hour it's a six week internship and students can select from different sectors that they went to work in so john J, in particular, we are the government slash believe social services hub.
- 00:56:21 So we are really supporting the partnerships with those those industries in that industry and so students can apply for multiple different industries to see what they are interested in.
- 00:56:33 And it's a really great opportunity for a paid internship that students can really develop their skills, it is.
- 00:56:39 Targeted to students who have no experience internship experience at all, so those are kind of like the priority for this program so students who, if you know students if you've talked to students and they have.
- 00:56:50 No internship experience, this is a perfect opportunity for them to get some experience and get paid so, unfortunately, I had to be on my phone for this, so I can't put stuff in the chat but I will definitely send you the flyer.
- 00:57:04 And all the links that you can start to send to students, the deadline is April 29 for the for the application deadline so we're pushing it and, hopefully, getting a lot of students to apply to cuny i'm Curry lunch.
- 00:57:21 Any brief quick.
- 00:57:24 conversation any questions oh.
Katherine Killoran

00:57:26 yeah Catherine, how do we have a specific number of students slots that we’ve.

Katheryn Crawford

00:57:33 got for GA in particular for the our hub for the government's have if we have, I believe 200 slots.

- 00:57:39 But there it's happening all over the different communities and I we're still trying to figure out, I think, was one of our questions if students can.
- 00:57:47 apply to what if they're interested in stem or anything like that those are the hubs are at different colleges so we're trying to figure out if students if john D students can go to that hub, but for us at john J, we have 200 slots.

Dara N. Byrne

00:58:02 that's pretty cool 200 slots and I think that it is an exciting opportunity to get students meaningful summer opportunities paid opportunities on that.

- 00:58:18 Ideally, the our friends in the career Center I know you guys are going to be helping them to link that to their future goals and the work of their majors so i’m excited to hear what happens, and please know you'll be back in the fall to update all of us.
- 00:58:37 You know Kathy do you track what majors the students are coming from, or is there, something that the major and minor coordinators and advisors should be doing to to funnel students to ensure there's a good distribution.
Katheryn Crawford

00:58:54 yeah, I think, because we are partnering, of course, with CUNY Central, so it is we can, I believe, part of the application or the pre-screening applications students tell us their major so we can keep track of the majors.

• 00:59:07 I we can definitely if if this specific majors are interested to know how many students are applying and they want to up their numbers, we can definitely work together to get that information to different majors to different departments.
• 00:59:20 But I would, I would just free for all just send it out.

Dara N. Byrne

00:59:30 Any questions.

• 00:59:32 No, this is not, these are not some is party asked if they're also given college credits, we get college credits when students are enrolled in courses taught by faculty.
• 00:59:44 There is absolutely no other way for students to get credits, other than being in academic courses that's what our academic internships do.
• 00:59:55 There are other ways for students to get internships which are non-academic internships, even though they might be doing similar work if there is no faculty Member present, we cannot.
• 01:00:10 I will not call them an academic internship or assign credit for them, and so these are it doesn't change the fact that these are meaningful opportunities for students, but for our institution and most institutions.
• 01:00:25 Out there that's, the only way that you can claim credit right because there's a great attached and only faculty members are allowed to assign grades.
• 01:00:35 Thank you for that.
• 01:00:36 Students are sometimes confused about that too.
Katherine Killoran

01:00:39 But I wonder if it's an appropriate placement, the students probably could register into an internship course in the summer.

Dara N. Byrne

01:00:46 And the only problem with that kathy's that they have to pay for the course separate and distinct from their financial aid.

• 01:00:48 have to pay for the course separate and distinct from their financial aid.

• 01:00:53 package and and and and that, as you know, is a is a challenge for our students to do.

Katheryn Crawford

01:01:00 yeah I would also say to that that um.

• 01:01:04 The internship they start the internship July 11 so the class has already next about six weeks, so I I wouldn't recommend the student doing the class just because they're going to be.

• 01:01:16 The classes, already been six weeks in in into it and because the the internship starts so late within the middle of July, just so that's just something additional so.

Dara N. Byrne

01:01:27 What we've been able to do with the the the teachers college internship program there is a course there that there's a course the Faculty Member we.
• 01:01:40 pay for the students tuition while Columbia pays for the students salary.
• 01:01:46 And and I think it's a beautiful partnership so if if it were possible to do this in a way, where students weren’t paying out of pocket for the tuition and.
• 01:01:57 earning a salary, we would probably call it a fellowship to to distinguish between the the the difference.
• 01:02:05 But these are all great questions and reflective of how much we think about ways to get our students to the most are there any questions for Cathy we're coming up to the end of our time.
• 01:02:21 awesome Thank you Cathy.

Katheryn Crawford

01:02:23 Absolutely.

Dara N. Byrne

01:02:25 Alright, so folks it is Thursday, I want to give you that astounding three minutes back in your life but it's a Thursday right before the holidays and spring break.

• 01:02:40 You know, we only meet one more time and I just I.
• 01:02:44 Just would encourage everyone to.
• 01:02:49 Make use of their spring break as best as possible to be kind and gentle and maybe take it down a notch because, as you know, when you come back, that is the beginning of the last leg of this marathon and all of you are sprinting to the end.
• 01:03:10 So please be kind to yourself, take a pause do whatever you can to refresh and recharge, just as I hope that our students are doing, but especially because, as you know, I think of all of you, as my first responders in this student success work that we do together.
• 01:03:31 I'ma need you in a couple weeks, so please, please take care of yourselves, as we work together to ensure that we.
• 01:03:40 Carry the undergraduate experience to a close, for the spring semester of 2022 okay so with that enjoy your break I will see you later I'm going to stay on for those of you who want to.
• 01:03:57 You know close the after party out with me you're welcome to stay otherwise see you guys next month.

Kathy MP
01:04:04 Everyone.

Kimora
01:04:06 Everybody take care, thanks to.

Kumar Ramansenthil
01:04:09 Thank you.
Council of Major and Minor Coordinators and Advisors’ Meeting
May 11th, 2022
Transcript

Dara N. Byrne

00:00:02 Okay hi everybody, welcome to our last.

- 00:00:06 major and minor coordinators and advisors meeting for the year.
- 00:00:14 Can you believe, we made it, I mean jeez this was quite a year, we thought that.
- 00:00:22 We thought the things we're picking up at the end fall of 2021, only to then go through oma cron and then, here we are, with a semester that we successfully made it through hybrid in person and on campus.
- 00:00:39 And we live to tell talk about it so congrats to everybody for making it this far and I know you have a lot of grading to do to get to the end of the Semester i'm excited about that and i'm also excited about.
- 00:00:55 Seeing thousands of students graduate in case you haven't heard, we have our largest graduating class.
- 00:01:03 This year in the history of the College.
- 00:01:07 Oh it's something to really be proud of and there's no such thing as a student who graduated from college without the support and engagement of the Faculty so thank you everybody, for all that you do so.
- 00:01:21 As you know, we have a special presentation and conversation for today i'm going to turn it over to some Maya who will guide us through what is ahead for us.

Sumaya Villanueva

00:01:35 Yes, thank you so much Darren Thank you everyone for being here for our last meeting so you all received information earlier this.

- 00:01:47 Month about this upcoming meetings, so we have been working with our partners from opportunity network this past academic year and we meaning.
- 00:02:00 The academic advising Center in the Center for career and professional development, have been working very closely with opportunity network in order to.
- 00:02:12 upscale basically the the tools that we have within our staff in terms of working with our students, so that they're thinking about not only their.
- 00:02:26 journey academically speaking and course planning, but really thinking more comprehensively.
- 00:02:33 about what it is that they want to do in terms of their career in in that vein we've been working toward ensuring that our staff.
• 00:02:45 feels more comfortable and more well versed in having some initial conversations related to students career interests.
• 00:02:56 So we thought that, for this meeting, we wanted to give you an overview of the interesting work that we've been doing this academic year with our staff.
• 00:03:08 In next year, we have plans for you all as faculty and major coordinators who work very closely with students as well in helping the students think.
• 00:03:22 In a more holistic manner right because the students don't think about you know their choice of major and future career plans separate.
• 00:03:31 Right oftentimes what you will hear is that they're making their choices in terms of what they want to study, because they're thinking ultimately about what it is that they want to do career wise right and we know.
• 00:03:44 That by and large, students, come to college, because they see it as the doorway to be able to have a career, not just a job right.
• 00:03:54 So, with that in mind i'm going to pause there and i'm going to turn it over to my colleagues that opportunity networks, so that they can fill in what it is that we're intending to do.

OppNet: Emily Chow (She/Her/Hers)

00:04:11 Thank you so much for your amazing work and foundation levels today Hello everyone.

• 00:04:17 So great to see you all via zoom so as a Maya mentioned really for this conversation we really want to share with you a little bit about our.
• 00:04:28 nation and our work, as well as our partnership so far so some I alluded, a little bit of the work that we've.
• 00:04:35 done with the academic advising and career services Center and then also looking ahead on what our work will look like with our advisors and coordinators that are in the room today.
• 00:04:47 And then we're actually going to participate in a few reflection exercises with the team really getting some of that input in terms of what advising looks so far, as well as you know, if we are thinking.
• 00:05:00 Of intentionally integrating goal career conversations in your advising what is that one takeaway you'll like to have and bring out with your students and so before we start will love everyone to just quickly share in the chat box.
• 00:05:16 How you're feeling stepping into this virtual space together so feel free to start chatting in it's super nice out today so excited to take a walk later to enjoy the New York City sun so feel free to type into the chat box.
• 00:05:31 So we can learn a little bit more about you all.
• 00:05:37 Alright, as with everything, and these are a few compete agreements that we set with every meeting, so I will take 30 minutes 30 seconds for folks to just review these Community agreements here before we move on into our presentation.
• 00:05:56 At least, that I just see some things going into the chat box excitement intrigued curious happy to be here great so thanks for those folks that have entered it that into the chat box.
Alright, so lovely rounded by the awesome so up cartoon network, a little bit about us and who we are our mission is.

Great our mission is to connect the drive curiosity agency of students on the past two and through college and into farming careers and that's centered in our vision which is really being able to envision nation and connected through communities and networks actually me in the pursuit of social justice and educational equity. Association burden know people can create their own paths to success the honors their passions ambitions and full identities.

And really how we accomplish our mission and vision is through several ways, so our main in house programming is what we call our fellows program and so with our fellows they both rest three six years experience they start with us. The summer after 10th grade and stick with us all the way until graduation, and so we provide a lot of structure support in terms of college guidance networking and a lot of career exposure.

In line with that in terms of the workshops that we deliver in house it's really integrated and foundational held do these for career fluency pillars, so we really focus a lot on the idea of college access transitions success. Career awareness and exposure professional workplace skills and then ending with networks and social capital.

And really our intention as an organization, we see college and career as intrinsically linked and connected and so when we see in college access that equals as well to a student's career and post secondary success.

Last but not least, in addition to our transition to e learning, we also opened up our offerings a to a platform called uninterrupted, and so this is where we house.

Our career fluency curriculum and this will also be an offering that we will talk through that has been provided as a resource for the john J students and leadership team to use during their advising sessions.

Also, just want to let everyone know there'll be a lot of me talking for the next few minutes to share more about our work and again if anyone has any immediate questions after the this part of the presentation feel free to let us know, but again we'll be going into breakout rooms, a little bit on in the session.

So i'm diving into our partnership and specifically what we have done so far for year one for john J. The team that we represent, is our partnerships program and we launched partnerships around 10 years ago, and this was a response to the amazing work that we've already built.

Foundation Lee in House there are fellows program so we've heard a lot of schools and organizations come through and ask about how really can we can expand that work to a lot of nations across the country.

A lot of organizations across the country non Asians, and so, with that we've tapped into 90 plus schools and organizations through partnerships.
we're currently working with eight across 18 cities and serving a 15,000 students that were reached through our capacity building work within this fiscal year.

And so, our collaboration with john Jay really started back in September 2021. And really when we were building this partnership together and our goals, we have really three intentions of what we want folks to come away with.

So the first one is making sure we equip staff with resources instructor to support student conversations, as it relates to academics and career, and so this really involved.

codifying processes around career conversations for different grade levels again being able to have students build upon these knowledge and concepts they've learned from year to year.

And last but not least, it's really important for us to think about ways to build momentum and knowledge sharing between academic advising and career constantly right so.

But also, intentionally having bits and pieces of zombies career conversations within advising knowing that then referrals can be made to career services to really continue and hone in on those concepts.

And so across this to your partnership and again.

year one was this past year, our first year really was supporting the AC and the CB D teams to integrate integrate career discussions into their first year sophomore and transfer advising.

whether these were 30 minute conversations that students are coming in with 75 minute group discussions or just one on one advising sessions being able to integrate career topics into those advisors to bridge that gap between advising and career constantly.

And so here are two is really expanding that support for all the advisors and coordinators in the room, specifically for junior and senior advising.

And specifically how that will work, I will talk through so i'm going to start first with just aligning on these are really the goals that we set.

up at the beginning of that partnership so really broad high strokes, the idea that we're equipping students to succeed in their full in your internships and post Grad plans in terms of career.

And then from advising standpoint, you know students know the gen ED major and elective requirements to graduate from john J.

So i'm going to do next is talk about what we did this past year, as I mentioned kind of preview and then pivot to what this next upcoming year will look like.

Alright, so again, the first year of our work began in September of last year, and with that first.

few months, essentially, we really focused it on really looking at what we call Community listening sessions, so we engage in these sessions we heard from students and we heard from advising and career staff.

On what are some college and career supports pain points and resources that would be helpful to enhance these advising conversations so after these.

Listening sessions early on in the in that year 2021 then we went into a small group of us so up net and john Jay leadership came together to outline what are the important career topics and priorities that each grade year should take away with for each of these students.
After lying on that we then work with a core group of leadership to co develop what we call advising guys.

So, think of these as talking points as a little bit more structured direction on how to naturally integrate career parties as a starting point in these advising conversations.

We also work closely with the AC and the CCP D teams to also integrate any strategic communications that are shared with students before and after and advising session.

And then, last but not least, well throughout this time we've also support the advising team to deliver these conversations just holding space. If anyone had any questions what these advising sessions can look like, etc.

And I think this is also super exciting and so with this type of work you're able to really bring out some of these talking points that i'm listing here.

So back in fall, be able to start having students, think about passions values and skills, especially for you know, the first year students.

And then, when we look into the spring first year students knowing this is their last mandatory advising touch point.

be able to have them set any academic and career sparkles and then for the sophomores and transfers, be able to demystify and talk about the idea of networking and for transfer students.

really thinking about major decisions and elo exploration so again, these were intentional advising topics that you know through staff feedback through leadership conversations we felt were important to integrate into advising as talking points within a session.

And last but not least, our career services team is also amazing they were able, obviously, to subdue the one I want to follow up advising and also built out specific Meta major action planning sessions.

To really supplement a lot of these conversations, so it was really a lot team effort to build advisement.

career integrations into the past year.

So, looking ahead, and so, for this upcoming year and today's session in particular we're really focused on the idea of Community listening.

So hearing from you all, you know what is the support and pain points when it comes to major advising as well as be able to draft these goals and priorities within your sessions.

And so what you will hear today, as well as the feedback we get through your surveys will help shape the advising guides we will create for you all within the fall academic year.

And in addition, this will be supplemented by uninterrupted content that your students will access April asynchronously as a resource.

And so, the last thing to note is really by the end of our work together, our intention is that major minor coordinators and advisors really feel comfortable initiating these conversations in an organic way with referrals to career services and so, if anything, of what I said, really.

kind of spread spoke out to you and you really want to be involved, this process we are looking for folks that can also support as well, and with that i'm going to look at the chat box to see if there any questions.
• 00:16:16 Yes, so if.
• 00:16:18 Someone might.
• 00:16:19 Your hand so for.

Sumaya Villanueva

00:16:20 me, I think that Carmen Cortez had her hand up earlier and cooler had a question which he asked me on the chat in a concert.

Kumar Ramansenthil

00:16:30 Okay, I have one more question but I'll wait for.
• 00:16:35 Carbon to go first.

OppNet: Carmen Cortez

00:16:37 Oh no that I had my hand out to end up actually to make sure that your question got elevated and.
• 00:16:44 This is for you.

Kumar Ramansenthil

00:16:46 Thank you so much, so I saw in the first slide where you have mentioned about videos where you talk about resume building do our students have live resume building.
• 00:17:00 assistance with this partnership.

OppNet: Emily Chow (She/Her/Hers)

00:17:05 So.
• 00:17:06 that's that so that's really it, so let me go back track so in terms of resume support if we feel.
00:17:14 That during major advising it might be helpful to have some form of resume conversations then that's something we can work with a team to build but we don't directly provide one on one resume support God.

Kumar Ramansenthil

00:17:30 Oh sorry Sir Hello so sorry, do you have a vision, not just video but.

00:17:38 A bank of staff sample resumes based on different.
00:17:42 fields that we can give it to our students saying that if you're interested in cybersecurity years example, this is how we should build your resume.

OppNet: Emily Chow (She/Her/Hers)

00:17:52 So we definitely like to acknowledge that, obviously, a lot of meters do their support in different ways, our goal is to provide a high level resource.

00:18:03 In terms of support, so in terms of raises standpoint let's say you want to build that into advising what we can offer on our end is through our platform uninterrupted.
00:18:13 Just sample resume templates but not specific to majors that can be shared with students.
00:18:18 So a lot of these conversations and questions you brought up actually will fit in really great to our breakout room conversations, later on, so if you could put a pin on that that would be awesome and you could definitely bring it up into those conversations.

Kumar Ramansenthil

00:18:31 Absolutely, thank you.

OppNet: Emily Chow (She/Her/Hers)

00:18:32 Thank you, before we jump in I will love to open up the space for some, I have to add in any additional notes or questions before we jump in into our breakout rooms.

Sumaya Villanueva
We are indeed kumar to answer more directly, some of your questions we are exploring different options about how we can make resume assistance more accessible to students in a way that is helpful to them and it's not just relying on individual meetings with our career development team. So there, there are some things there, there are some platforms that we're exploring again it all comes down to whether we have the funding to be able to do it, but we're exploring options for that as well and, as we do this work, we will continue to share that information with all of you. But with That said, I bet that's All I will say at this juncture, I think we have a lot to discuss, and I want us to be able to make the most of the time that we have here so Emily take it away.

OppNet: Emily Chow (She/Her/Hers)

awesome so with that i'll ask you to actually pass it off to Sandra was going to facilitate this part of me.

OppNet: Sandra Nanita (She/Her/Hers)

Well hi everybody i'm Sandra i'm from option as well, and I have the pleasure of introducing you to our first reflection activity.

kumar you actually gave a great introduction to this activity, because some of the thoughts and ideas and questions that you brought up is exactly what we're holding space for when we go into breakout rooms so i'll give a quick intro and yeah we are going to just use this time for everyone to get into smaller groups and you'll be in breakout rooms for 10 minutes, just to be mindful of time. And you'll be answering and asking these questions amongst yourselves right so really honing in on what challenges.

You want to lift up, based on these two questions, what is most challenging and academic conversations right and we have an example on the slide.

Which is you know if a junior or senior comes up to you, and is like you know how can I align my major my academic plan with like some ideas I have for careers i'm interested in right.

That might be something that you can pinpoint in your group that is a challenge that has come up for you, but it could be anything.

And then also what is most challenging and career conversations right So here we have an example which is you know if a junior seniors talking about maybe their
internship experience the skills that they have you know how does that connect to career options related to the major.

- So this is a place where you can hone in on those and then what we'd love is after maybe like the midpoint mark and you'll have one of one of us either someone representing John J or someone representing off night in your room.
- But at the midpoint will switch over to talking about strategic supports right, and this is where we'll get clear on like assets that you all bring to the table.
- And specifically using this guiding question how's your staff, particularly effective at supporting students.
- Career and academic success right, might it be related to like your network might be related to your own like story and professional experience in your field, and you can bring those up.
- So beautiful, I am going to just mention one more thing, before we get into breakout rooms, which is that everything that will be talking about will be.
- Jotted down and we created a Google document that just already put into the chat which is awesome thanks jess and this worksheet is breaking it's broken down.
- By group numbers and that correlates with your breakout room so, for example, if you're in breakout Room three your group will be answering and writing down like what lifts what comes up for you in the table for group number three.
- So you'll see all of that and yeah I will not hold us back any longer i'm excited for some of these breakout room conversations and you should be receiving a prompt really soon to get into your breakout rooms.

Jessica Brady (she/her)

Hey Sandra i'm just going to chime in if you don't receive a prompt it's because i'll be leaving your breakout room and we'll be using the main room as a breakout room, so you won't be invited to go anywhere because we'll just do our work in here everybody else.

- You'll get sent to breakout rooms in just a moment.
- Awesome thanks jess mm hmm.
- Just bear with me one, second, while I make sure everybody gets into their room okay feel free to take a look at the Google Doc Doc and start brainstorming some things that might come up for you and I think that we are good, so I will share my screen.
- So yes, as you heard some I mentioned my name is JESSICA i'm a.
- Member of the team and op net and i'll be leading the breakout room today so just want to get a quick sense of the room, do you all want a minute or two to think about your answers to this, or do you want to dive right in and discuss as a group and see what comes up.
- Strong feelings either way.
- Okay well if there's no strong feelings, then, for the sake of time we'll dive right into conversation and we'll start with the first question here, what is most challenging in your academic.
- Related conversations and i'll open the floor anybody can can dive in and get us started i'll then i'll take notes for the group.
Silvia Lorena Mazzula

00:24:50 Let me get.

00:24:52 My video is really bad.
00:24:54 I even need to put it on but I'm Sylvia and I'm part of the psychology department, I think one of the challenges that we have is the perception that students come to the major so majors forensic psychology and a lot of the students want to be what they see on TV.
00:25:11 Which is very different than the reality, so I think the challenge is more so, of how to keep them interested in the field.
00:25:23 While they're learning that they're not actually going to become you know, one of these stars on TV that are three different careers in one character kind of thing.

Jessica Brady (she/her)

00:25:39 Great Thank you so much, my mom my mom did forensic science so she knows that pain that you're speaking about herpes well I've heard that from her many times I'm Francis I see your hand raised, please alright.

Francis Sheehan

00:25:52 So on that same theme, you know we are a society of instant gratification and it's hard for students to realize, in order to do what they might see on si si si Miami New York, you know pick a city.

00:26:11 there's a tremendous amount of work that goes into that.
00:26:14 And, as I start with general chemistry saying you know we're basically learning the alphabet and then we're going to learn words and then you know and it takes time, but you could all master this, but a lot of them, they just think they want to jump right to.
00:26:33 And do whatever is necessary, just the past, so they can move on to higher courses and we to rein them in and say wait a second you know there's a process here it's hard to get that across it's very challenging to have students understand that this is not an instant thing that.
00:26:54 You know you just don't learn everything you need to know you know, in a day a week or semester or a year even four years.

Jessica Brady (she/her)
Thank you so much.

Yes, Danny I see your hand raised yes.

Shu-Yuan (Demi) Cheng

I come from the same department their major with Francis forensic science.

And then I echo boss of Linda comments and one of the challenges we have I have actually is convinced the students say the forensic science is not major for them. Because a lot of students that are we watch TV Oh, they have read to cook in size, a high school they think they are good, but when they come they struggle so it's. Very difficult to convince them to the science, you can have interesting but may not be a major for you to study. And then also forensic science is real science, so we really need to have a science background and science is built on top of each other so year by year, you can ask it and you need to go and get older to. build up your ability your skill, then you can be successful into the field, so I think the casing is what if they are not in the major it's tough to convince them to change. And they opened open crying and say no, this is not my thing and then another thing is they don't understand this, a sequence, they need follow take time to build up areas. And also return management, they didn't realize how much time they need to spend in always not in the classroom, but a lot of a struct they need to really spend on that so let's talk.

Jessica Brady (she/her)

Yes, thank you so much for sharing Christopher I see your hand is up and then we're going to pivot to some of these other ones that we can try to get to some of the strengths as well, but go ahead.

Christopher Herrmann

Thank you so yeah Chris Herman cj bs major so yeah I agree with a lot of what has been said, and you know I know Kathy chlorine and some i've spent.

Countless hours sequencing a lot of the courses for the cgs major so again understanding that there, there is a building block kind of mentality, I do think that students have this.
They think there's a you know that famous read staples easy button somewhere that they can just push the button. And it'll spit out a paper or spit out a good grade or calculate whatever they need to be calculated I think there's a big misnomer there. And I know you know for our major cgs specifically, we have a lot of students that are coming in from Community colleges, so we have actually more. cgs majors coming from the outside they're not starting off as freshmen at john J so they're coming in with kind of an unknown set of building blocks let's call it in their freshman and sophomore years so when we get them junior year typically. You know we're not 100% sure where they've come from and what they've learned and, more importantly, what they haven't learned and I think that you know we have a lot of students struggling in our 300 level four level courses, as a result of our call it like incomplete instruction.

During their freshman sophomore years.

Jessica Brady (she/her)

Great that's really helpful and thank you for sharing um so.

See how much we can get done quickly here, what about challenges for career conversation, so what comes up when you think more specifically about that conversation you're having the students, yes, Chris again.

Christopher Herrmann

Yeah this is, this is an easy one, I think, for cj bs and for psych and for forensic science and from forensic science right which is again the students just have complete unrealistic expectations.

They expect that they're going to get their college degree and the FBI is going to contact them, the day after graduation and say hey Where would you like to work. You know what kind of job would you like, with whatever federal government agency or whatever high profile, you know kind of position and a lot of them don't.

Kind of understand, I think, realistically, what it takes to you know, become a special agent with the FBI or become a profiler or become a again whatever high profile job they've seen on TV last week.

Jessica Brady (she/her)

mm hmm.
Tim McCormack

00:31:24 yeah i'll just piggyback on what Chris said.

00:31:27 You know, and it sort of relates to what everyone has been saying this easy button.
00:31:32 metaphor is really a good one, so this career wise the students don't realize that they need to start building their career from their freshman year at the College so.
00:31:42 conversations with students about internships about summer employments about scholarships about applying for grants, you know building your your career direction from the get go even if you're not quite sure where you want to go, you can still do a more general sort of internship or.
00:32:05 study, work, study assignments, that would transfer to wherever you're headed and I teach mostly freshmen students and it's really hard to even have the conversation.
00:32:18 About.
00:32:20 You know, taking these baby steps towards a career because, like Chris said they think they're just going to get their degree and whatever their dream is in the back of their head is going to be a reality of our graduation day.
00:32:31 And they don't realize.
00:32:32 that the path air starts from the beginning.

Christopher Herrmann

00:32:38 With TIM about writing skills, I know we've talked about that and other other meetings as well.

Tim McCormack

00:32:45 yeah you can always add that into any conversation now can you.

00:32:49 say yes, as the writing program director, I can certainly speak to that yes, the students have you reading to the students have unrealistic expectations about what they need to be able to do with reading and slash analysis and writing.
00:33:06 You know they they're they're not you know, and this is in the career section, but you know they're not thinking that the writing that they do in school relates to their career or their ability to write is going to enhance their ability to get a professional job.
00:33:23 With being i'm sorry to interrupt with being whisked.

- 00:33:25 away back no.

Jessica Brady (she/her)

00:33:27 We just have the rest of the group join us, which means I think i'm.

- 00:33:30 not really in the room.
- 00:33:32 Okay.
- 00:33:32 i'll let her take the screen back over real quick anybody who is in my room who didn't get a chance to to share, you should be able to type into that Doc so feel free to capture any notes that we didn't get to discuss but Emily take it away.

OppNet: Emily Chow (She/Her/Hers)

00:33:47 All right, Thank you everyone it looks like folks i've been populating the Shia lots which is amazing, we have time for maybe one share from the room, so if anyone would like to share what were some hell or beans or takeaways from your group feel free to share that now.

- 00:34:05 And unmute yourself.

Sumaya Villanueva

00:34:21 Well, we had a lively conversation in a lot of it had to do with students and realistic expectation.

- 00:34:28 For why the major will teach them and also what careers, they will be able to go into once they graduate so i'll just pause there but that's in a just a lot of what we spoke about.

OppNet: Emily Chow (She/Her/Hers)

00:34:44 awesome so thanks for sharing, we will take a lot of these notes into consideration for our planning, but with time let's jump into our second activity.

- 00:34:56 So now we're really going to focus on hearing from you all, what are relevant academic and career topics you feel as advisors are critical for your students seniors so.
• 00:35:07 The first conversation was kind of a foundational level say to really get you thinking about these career conversations now we're actually going to work together in teams.
• 00:35:15 To build these parties together and so first off thanks for those who complete the major advising survey so for those who did these were the main.
• 00:35:26 Topics that came up that we saw as answers to what academic parties were within your advising so for juniors reviewing classes and credits need to graduate.
• 00:35:36 And then for seniors really connecting major fit and satisfaction with career and even for cnbc kind of that integration in terms of academic career and that how.
• 00:35:46 How that goes together so we're really seeing a little bit of that right now, so in our next exercise in your respective breakout rooms, we are going to.
• 00:35:57 Get an understanding of these main focus areas and to the two that we will add color to the academic party that was listed in.
• 00:36:08 For fall 22 advising so the parties that you just saw in the previous slide.
• 00:36:13 And then, as a team decide for your juniors and seniors for the fall what is that one career party and what is that one correction tip.
• 00:36:24 Step you want students to walk away with at the end of the session something to get them thinking about so that they can actually have these deeper conversations with career services.
• 00:36:34 And then given time in our groups, we would go through the same activity for spring.
• 00:36:40 And really to level set this again the intention again is as students will be equipped to succeed in their summer for internships or post graduation plans so for JESSICA, is going to drop in the jam board that we will be using for this activity all right, thank you.
• 00:37:01 And, as I just mentioned, we will be using these agendas and boards to really figure out and look at these academic.
• 00:37:11 Career priorities and also career opportunities and we have some post, it notes on the bottom here that were really frame or give us kind of.
• 00:37:20 Thoughts that we can add into these career parties or opportunities you'll have admin stuff in these sessions to facilitate these conversations.
• 00:37:28 But that is activity for today in terms of timing how about a we go into breakout rooms for 25 minutes here and then we'll come back as a full group.
• 00:37:43 Alright, so I will let justice, give me a thumbs up if you're ready to go and we'll see you back in 25 minutes.

Kumar Ramansenthil

00:37:50 Quick question, what is the difference between career iot and opportunity.

OppNet: Emily Chow (She/Her/Hers)
00:37:55 yeah great question, who are so career priority is really thinking about what is that one topic of focus, you want to talk about so.

- 00:38:03 For one instance during the conversation, you might want to talk to students about building expanding their networks.
- 00:38:10 And then, when we talk about career opportunity is thinking about what does that action step or action item you want students to take away with so if we say we wants to us to focus on expand the network your action step is okay.
- 00:38:22 Please connect with one person within your major advising faculty to learn more about this internship ever to just as an example, so it's more of content versus action item.

Kumar Ramansenthil

00:38:35 Good Thank you.

OppNet: Emily Chow (She/Her/Hers)

00:38:38 All right, okay just are you ready to go.
- 00:38:42 Okay, see you all soon.

Jessica Brady (she/her)

00:38:48 Once again, if you didn't get a notification, that means you can stay in the main room and work with with me.

- 00:38:53 So we'll just give a moment and make sure everybody gets into the rooms if there's anybody who needs help great just just now, so let me share my screen and we will get started on this jam board activity can everybody see the dashboard.
- 00:39:08 Excellent okay and we're going to be a group for today um so before we dive into our conversation I just want to see does anybody have any questions about this activity or what our goal is for this part of the conversation that I can help clarify.

Unknown Speaker

00:39:28 Okay, great.
Jessica Brady (she/her)

00:39:31 So we will get into it, so what would you like to start with, in terms of the.

00:39:42 me my pencil part there the career priority for juniors next fall what are some ideas that come to mind, and we can pull the ones from the bottom, or we can add our own topics.

Hunter Johnson

00:40:02 i'm just bringing something over from my last breakout room and when you're a junior it seems like that might be a good time to.

00:40:11 Understand which career options exist.

Jessica Brady (she/her)

00:40:15 Absolutely.

00:40:23 When you say that do you mean like with regards to your specific major is it looking at opportunities like internships and things like that to explore.

Hunter Johnson

00:40:33 A little bit everything yeah I mean I advise mostly computer science and math majors and they're huge number of sub specializations and also this kind of thing is changing all the time, so you know it might be time just to start looking at like.

00:40:49 job advertisements, even though you have no interest in applying just to maybe make a plan for what you'd like to be doing and 10 years or whatever.

Jessica Brady (she/her)

00:41:00 Right.

00:41:01 Wonderful so I put that on that to get our conversation started, thank you for kicking us off um well.
Marta-Laura Haynes
00:41:08 I am so sorry I need to leave i'm sorry.

• 00:41:12 i'm I apologize.

Jessica Brady (she/her)
00:41:14 that's fine thanks for joining us.

Marta-Laura Haynes
00:41:16 Yes, thank you so much for this.

Katherine Killoran
00:41:23 Pulling from my library and backgrounds.

• 00:41:26 I would also say that students need to know where to find this information about relevant careers like at a more micro level than just broad categories of jobs.
• 00:41:39 Now, where jobs are advertised.
• 00:41:42 You know sort of what the.
• 00:41:44 skills and knowledge that the jobs are asking for, and it would be a great I think exercise to build into classes in the junior year.

Jessica Brady (she/her)
00:41:57 So understanding, where to find these opportunities.

Katherine Killoran
00:42:04 But not just opportunities they need to learn.

• 00:42:09 The relevant information about what it takes to actually get jobs in the area that they want to go into.
kind of relates back to the conversation we had in the breakout group about teams coming in and wanting to be a forensic scientist or criminal profiler and not really understanding how much work it takes to get to that job.

Rosemary Barberet

or Ambassador and have the one to be ambassador.

Jessica Brady (she/her)

Right.

There okay so i'm going to kind of overlap those a little bit, I see the chat box is lit up so making connections between coursework and skills, knowledge and employers are looking for great I will add that this one seems to keep hitting the wrong button sorry seems like thats related.

Katherine Killoran

I guess, they also miss sort of what the career progression is in that fields.

Rosemary said ambassador, but like what's the entry level position that's appropriate with a bachelor's degree or master's degree.

Unknown Speaker

mm hmm.

Jessica Brady (she/her)

So these are these all sound like versions of.

Making the first two years of college start to feel real right so so starting to put some practical things in place, not just to your point.
Where to find the jobs, but like what jobs actually look like what skills they need what your entry level position is to get to the position you want, so what that trajectory looks like what that timeline looks like does that sounds right.

Katherine Killoran

mm hmm.

Unknown Speaker

Okay.

Jessica Brady (she/her)

anybody else have anything to add on to this theme of conversation or a different option for the career priority that you want to discuss with juniors.

Rosemary Barberet

Well, I mean a lot of them want to know about internships.

Jessica Brady (she/her)

Internships okay.

With that.

throwing it out to the group for consideration with that branch into the career opportunities part, so the discussion is the career priorities about what's out there and how to you know apply coursework.

and have a better understanding of what your career trajectory could look like and then actually finding and researching the internship is the opportunity.
Wynne Ferdinand

00:44:36 Yeah, however, you want to categorize is fine with me.

Unknown Speaker

00:44:39 Okay.

Wynne Ferdinand

00:44:41 It seems like it matches up there, I mean, I think we often have these conversations with students about.

- 00:44:49 They should be they should have an internship experience, by the time they're in their third year.

Jessica Brady (she/her)

00:44:56 Okay.

- 00:44:58 I will throw that out there as consideration.
- 00:45:02 So when you think about well when you say you know you talk to students about having an internship.
- 00:45:08 Experience by by their third year is that, over the course of their third year or like at the completion of is there an ideal timeline that you typically talk about that or do they come into third year hopefully already having that experience on the resume.

Sumaya Villanueva

00:45:24 I believe, just to chime in the expectation is that they will secure an internship by the time they're in their junior year, so it could be when they're lower juniors are juniors but ideally, they will secure at least an internship opportunity at that point.

- 00:45:44 Great many of our courses that are for credit that our internships happen to be at the 300 level.
Jessica Brady (she/her)

00:45:54 Okay.

- 00:45:56 Great that's really helpful and part of my reason for.
- 00:45:59 Asking to make sure I understood clarity is thinking again if we're talking about the fall priority.
- 00:46:06 For your third year your junior students, does the fall, priority should that be researching and making a list of realistic internship opportunities does that feel like a good step for that fall semester, for most students.

Sumaya Villanueva

00:46:25 So JESSICA Ideally, we would be communicating this information to students prior to their third year.

- 00:46:37 Right, so they could have been doing some of the research or trying to understand what is viable for them in their sophomore year so by the time that they go into their junior year, hopefully, whether it's the first semester or second semester they're able to get an internship yes.
- 00:46:54 If that makes sense to you.

Jessica Brady (she/her)

00:46:58 And I'd love to also hear from the rest of the group, you know what your experiences in terms of the timing and what feels like a realistic actionable goals for that fall semester.

Hunter Johnson

00:47:28 You know I, I agree that internships are super important and it's always really hard to connect students with internships, because I, I never have like a list of them, you know and everybody wants one and they're so beneficial to, and that is definitely something.

- 00:47:44 That, I think we should get rolling in the junior year.
- 00:47:47 Like ASAP The one thing is.
- 00:47:51 Maybe it's just because I'm a minor coordinator, I mean a minor coordinator for the mathematics minor I also advise for the CS major and honestly students just don't come to talk to me about this stuff in the junior year.
No, I see them sometimes and the.
When it's too late or honestly, not that many people write me emails and say Can you help me.
Sort of map out my career it's always can I get permission to take such and such course.
So that's a little bit frustrating.

**Rosemary Barberet**

I agree, I get them last semester, and I often hear from them that they're so exhausted that they're planning to take a year off.

Now before even starting to look for a job they can't even because they're so exhausted right.

**Jessica Brady (she/her)**

If we keep that in mind that we have sort of like our ideal and our hope what we're working towards, but then maybe that's not fully matching up with the.

At what students are experiencing or how students are coming to you for various career Center conversations does it feel like there's something that feels like a good bridge or something can that can start to sort of start to help them realize that junior year is the time to start having that career conversation if you haven't started having it yet.

**Sumaya Villanueva**

Well, for what it's worth that on JESSICA, I think that part of having this very conversation with you know all of you is part of that culture changing that.

Mon, to see materialize for our students right and in the reason why I feel also very strongly that having these.

In particular, the internship conversation, for instance, is critical when they're in their junior year also has to do with.

Information that we know we've received a firm students who are at that 60 credit mark, in particular, because we do get so many students who commerce transfers.
And kini data transfer survey that give students specifically said that they want additional assistance in knowing from the time they enter a senior institution, what are their options for internship opportunities, then it behooves us right to.
• 00:50:35 make that information as ubiquitous available to them, as we can possibly make it and.
• 00:50:44 So everything and anything that we can do to advance that conversation with the students, the better off we'll be.

Jessica Brady (she/her)

00:50:52 Okay.

• 00:50:54 JESSICA, yes.

Jessica Stevens

00:50:56 I'm not a major advisor I work on the software program but I, one thing that often comes up when I'm working with students, whether they're sophomores or they've.

• 00:51:07 continued to come back as juniors is that they know that they need to take an internship but that often means that they have.
• 00:51:13 they're often unpaid and so students have to make very difficult decisions around how to utilize their time, and so I think.
• 00:51:21 really helping students understand from a different aspects, because I think students know they need to have an internship whatever that means, but they don't necessarily know or understand how to make a difficult decision when it comes more down to time management.
• 00:51:38 And thinking about their long term goals and priorities, because that may mean sacrificing hours that they're working.
• 00:51:45 Where they're getting paid and what does that look like for their household right so offten times it's a bigger discussion that's linked with this concept of having an internship or having an experience.
• 00:51:55 That is many times, not the is a much larger deeper longer conversation than an advising appointment.
• 00:52:08 So I doesn't necessarily fit with any of this, but I just I think it's important to just kind of contextualize a little bit for students offten times they get to junior year and they haven't had an internship because they haven't.
• 00:52:20 They haven't felt the I'll say pressure I guess of of needing to have one right now, because they still have two years so they're going to keep working to be able to pay to be in school or what.

Jessica Brady (she/her)
00:52:31 yep yeah absolutely no I appreciate you bringing that up that's definitely a real challenge and I hear what you're saying about maybe feel slightly outside of or bigger than the time you have or or.

- 00:52:44 The opportunity to discuss that with students, but it is something that's important to keep in mind for sure, so thank you for for lifting that up.
- 00:52:52 So, in the spirit of time I'm going to suggest that we pivot over to look at the fall of the seniors the last year students for their fault.
- 00:53:02 career priority um and then we can sort of see if, maybe, maybe there's a connection between junior year and senior year, as we have it on here that that will make the opportunities become clear that sound okay for folks.
- 00:53:16 And I will take silence as agreement.
- 00:53:19 Okay, great So what about seniors or students in their in their last just kicking off their last year of school.
- 00:53:26 What feels so we heard from the survey that Emily mentioned that connecting major fit and satisfaction with career interest feels like an important academic priority.
- 00:53:35 To talk about at that time and that feels a lot, like the conversations that everyone seems to be having in breakout rooms, but what about a career priority what feels like an important.
- 00:53:45 career conversation or topic to bring up, knowing that students have just a couple more months of school left before graduation.
- 00:53:59 And again, we can use the ones at the bottom, if any of those feel like a good place to start, and we can pull them up to the top, or we can create a brand new one.

Hunter Johnson

00:54:17 If they're going to go to graduate school, you know they need to start thinking seriously about that in the fall of senior year.

Jessica Brady (she/her)

00:54:24 mm hmm.

- 00:54:29 yep so yeah yeah absolutely a graduate school, and I mean, would you expand that out to any post Grad opportunity, whether it's Grad school or job applications, or I mean, is it just that that's the conversation is what are you going to do after you walk across that stage.

Hunter Johnson
um yeah, I guess, so I think you know with job applications I think it's pretty fluid, you know after you get interviewed you usually get a job interview but.

- you've been building a relationship with the company through an internship or whatever.
- that's sort of a different situation, I was just thinking for for graduate school applications in particular.
- I guess they actually that might be a junior topic.
- right because When did they get admitted When did they find out if they got into their graduate programs, is it anyway, I don't know.
- So I mean not not very many students, a lot of students actually are interested in doing some kind of master's degree.
- So planning when to manage all the application activity seems like something that should be given a little bit of forethought.

Jessica Brady (she/her)

So i'm gonna i'll put it in senior year for now, knowing that this is sort of like our initial conversation, and we can move things around to the appropriate place as we see as we move forward so thinking about.

- And I did see the chat I just want to make sure that I capture this idea, before I move on to the next one and i'm moving lots of zoom windows around my screen so bear with me my screens not big enough to have everything on it at once.
- um so we have in the chat box, that the last one on the bottom right it's like an important priority which would be securing a post Grad opportunity.
- So, whether that's graduate school or jobs or.
- Fellow fellowships or whatever else might be the case.
- How do other folks feel about that does that feel like that's a lot of your conversations.

Wynne Ferdinand

i'm also not a major or minor advisor but I was just sharing that observation.

Jessica Brady (she/her)
that's Okay, no everybody's got important insight, regardless of where you sit within the organization, so thank you for mentioning it, and then we David also mentioned, facilitating career fairs and panels so.

- Putting these opportunities in front of students, I imagine, is the goal there.
- So I can pull that up as well.
- um I know I know that the school hosts career fairs and panels and things like that is that a space where, again, maybe students aren't taking advantage of that as much as they could or they should and that becomes the priority that they commit to attending one in the fall.
- Is that that feel like the reality.

Rosemary Barberet

I mean, I think they're very good idea I get a lot of complaints about career fairs that it's either police departments, or one 800 flowers so um the students don't seem to find at the career fairs what they're looking for.

Sumaya Villanueva

yeah that's an interesting comment.

- I think that was Rosemary Am I correct.
- yep so thanks for us Mary yeah I was gonna say, generally speaking, and this is not just a John Jay situation just in general.
- career fairs are not necessarily the place where people actually get jobs it's almost like.
- Like a junket right where there's advertising about a variety of things, but it doesn't necessarily mean that that that is exactly how students are better of securing we'll work opportunities.
- Not to knock it, but just just just in general, so i'm so in reality to to speak to what we're trying to to get into here.
- Perhaps for the fall in terms of what seniors need seniors need to to be able to have right all of their appropriate be ready right for the different opportunities, so this is that.
- They need to be there, their career tool kit needs to be ready to go at this juncture right, so they that's that's a lot of the work that I think that they need to ensure that they have.
- completed right that they have a resume that is appropriate for the kinds of work opportunities that they're interested that they know how to craft to write their cover letters that are.
- In fact tending to the kinds of opportunities that they want that they have in elevator pitch practice that they have practice some of their job interviews.
• 00:59:47 That they have been able to identify or narrow down different kinds of opportunities that they're really interested in. So those are the kinds of things bad ideally if they have ready in the fall of their senior year they're going to be that much more.

• 01:00:07 You know there'll be ahead of the game come spring, when they're really trying to secure those opportunities.

Jessica Brady (she/her)

01:00:15 Thank you smile that's a great point thinking of it as a toolkit you know just sort of having everything at the ready so when the opportunity comes up.

• 01:00:24 It can be deployed what the rest of the folks think about that is that feel again we're, whatever your role is in in helping students through this part of their academic career journey does that feel.

• 01:00:39 aligned with the conversations you're having and or that you'd like to be having with students, even if you you don't currently have the opportunity to have them does that feel like that would put students in a really confident position jumping into their.

• 01:00:55 Last year at school.

Hunter Johnson

01:01:01 yeah I agree getting the resume ready is a huge thing it's also good to have things to put on the resume.

• 01:01:07 So they could you know there's still some for some reason, possibly like faculty mentor research or like volunteer.

• 01:01:15 opportunity, you know, sometimes.

• 01:01:17 I have a student that has gotten pretty much every accolade it's possible to get it John Jay you know dean's list he's been in the honors program he's a prism alum.

• 01:01:27 And he sent me his resume and there's like nothing on it, you know what I mean um so yeah thinking about things to actually put on the resume is probably time well spent.

Jessica Brady (she/her)

01:01:39 which also goes matches well with the conversation we were having that juniors for the first half of our breakout room time right like getting those opportunities talking about what.

• 01:01:48 You can fit into your schedule on what the balance is to get some of those opportunities on there so that it's all connected, we have a little bit over a minute until folks are going to suddenly pop up back in our room.
• 01:02:01 So again, knowing that this was about listening, we took on a lot of information. I'm going to bring it back to the network, so we can start to figure out what this looks like before we reconnect with you. Any final thoughts, ideas, suggestions, or anything you want me to capture on here that I haven't already.

• 01:02:32 And the floor is open so anyone's free to share. I'm going to jot down the career tool kit idea, yes, Hunter please.

**Hunter Johnson**

01:02:38 I was just gonna say thank you for leading session.

**Jessica Brady (she/her)**

01:02:41 My pleasure, I love hearing all the different ideas in the room. It's great.

• 01:02:47 And thank you for being patient with me when I navigate a bunch of zoom windows trying to make sure I can actually see you all as I talk to you.

• 01:03:18 Folks will be popping back in and appearing on our screen any second now, so I'm going to stop my share so that nobody can steal our answers and when I'm only. She could take over the screen share, but thank you again for everybody's insights and experiences and being a part of this conversation.

• 01:03:36 Hopefully we'll have more opportunities to work together when we get to the customization part of the conversation with the guides and a couple weeks, which Emily will talk about next.

**OppNet: Emily Chow (She/Her/Hers)**

01:04:01 Alright, I hope you all had super productive conversations again.

• 01:04:07 My colleagues and I will debrief after this to hear overall what were the high level themes and takeaways from these conversations, so thank you again for sharing your input.

• 01:04:16 I want to make sure we have time for next steps so anything that we've talked about so far seems of interest to you and it's super exciting, we have several ways will love to have you all support our work.

• 01:04:30 And so, there are two ways in which that can happen, so the first part is, we will have a second quote unquote kickoff discussion. With a smaller part of leadership and as well as major minor cones or new advisors, to talk about the following so.
Really Kohli the input that we've had from today and thinking about what are the advisement goals and topics we want to focus on for next year.

And then really talk about what that advisement guide development process looks like and so, if you are interested at all just going to drop in a link right now.

Please fill out this form and you're interested and be great if you can do it right now, or at least by the end of this week and then we can invite you to this part to discussion.

The next one, is a little bit more details, but essentially a small core group of us.

Those of you who are available during the summer, we will plan to co develop these advisement guides.

And so, these are broken out into three separate sessions and what take around six plus hours which seemed like a lot, but in terms of you know the content and the structure.

is really helpful to be able to develop a really true and helpful resource for you all so again if you're interested in that as well, feel free to fill out the interest form, if you are available during the summer.

And then, last but not least, we will be back for the next semester, and so will provide you more details as a school semester.

And again, the last reminder just put it in there, if you could please complete the major advising survey by the end of this week, that would be amazing it helps us get more information outside of almost cheered for today.

And with three minutes left Thank you so much for time i'm going to pass it off to some if she has any last notes or takeaways and then with that this is the end of our session.

Yes, thank you Emily and thank you JESSICA.

All of our friends from advocate at work for facilitating this conversation Thank you to all of our major coordinators.

for being here and sharing your knowledge, if you completed the survey that was sent prior to the meeting fantastic because we do want your feedback if you haven't please do so.

And next steps as outlined here, we still need some of you to work with us and, again, the idea is that we want to be able to provide.

The best guidance to our students and there's no one better than you all to help us think about what are the kinds of information that our juniors and seniors need to know.

as they prepare for the world of work in the future, and so, if you are interested in collaborating with us that, please let me know.

fill out the forms that were provided, but if not, you can email me also so Emily least frightening chantelle right.

megan metheny and myself will be working on this, so, so please know that you're not alone, but we need you, so please, please, please consider joining forces with us, so we can do some fantastic interesting work next year, so Dean burn any any final words.

you're muted if you're trying to say something that.
Dara N. Byrne

01:08:22 Together clan public face.

01:08:27 Can you hear me.

Sumaya Villanueva

01:08:29 Now we can hear you.

Dara N. Byrne

01:08:33 I would think Thank you everyone for.

01:08:36 Just this really exciting session Thank you matt for leading us through this and the discussions in the breakout rooms were just really eye opening and I know we're going to have some exciting stuff.

01:08:50 For the fall, so thank you everybody have a wonderful wonderful summer and if there are any volunteers for this summer to participate, we would appreciate that.

OppNet: Emily Chow (She/Her/Hers)

01:09:02 Thank you everyone.

Kumar Ramansenthil

01:09:05 bye.

Kimora

01:09:07 bye everybody.
Silvia Lorena Mazzula
01:09:10Thank you have a nice weekend bye bye.

Arthur Storch
01:09:13bye everybody.

Sumaya Villanueva
01:09:14hey everyone.

OppNet: Emily Chow (She/Her/Hers)
01:09:18smile, do you want to stay on this meeting invite so we can talk through a few things.
01:09:22yeah alright sounds good, but yes see you see you just.
01:09:37mashallah Marta David do you have any questions for us, before you leave this session.

Marta Concheiro-Guisan
01:09:44In not really.

David Shapiro
01:09:47Like.
Marta Concheiro-Guisan

01:09:49 This mapping is.

• 01:09:53 A.
• 01:09:54 With the organization.
• 01:09:56 How many fans.

Unknown Speaker

01:09:57 On.

David Shapiro

01:09:59 was trying to.

• 01:10:00 appreciate, given the opportunity to participate in this elaborate Thank you.

Sumaya Villanueva

01:10:05 you're very welcome, thank you, everybody.

Marsha Clowers

01:10:08 I was trying to fill out the form, but my GA.
Committee on
Honors, Prizes, and Awards
John Jay College of Criminal Justice
Committee on Honors, Prizes, and Awards
Zoom meeting at 10:30 – 12:00
Minutes for March 7, 2022

Presiding Chair: Brian A. Kerr, Vice President of Enrollment Management & Student Affairs

Members Present:

Brian A, Kerr, Danielle. Officer, Anru Lee, Gloria Proni, Catherine Mulder, Michaela Herrit

Recording Secretary:

Michael Lee

Visitors:

Call to Order: VP Brian Kerr called the meeting to order at 10:37am. Quorum? Yes

Introductions:

The committee made introductions. Brian Kerr, no longer “Interim” but officially the Vice President for Enrollment Management and Student Affairs. Gloria Proni, Associate professor in the Science. Cathy Mulder, Associate professor in Economics and also a previous winner of the Faculty Service award. Anru Lee, Anthropology professor. Michaela Herrit, senior in criminal justice. Danielle Officer, Senior director for Student Affairs, Conduct Officer. She manages the Center for Student Involvement & Leadership, Student Transition Programs and the LGBTQ Resource Center. Michael Lee, assistant to the VP of EMSA.

Discussion:

VP Kerr questioned if there was perhaps a way to create a rubrik/metric to better identify award winners.

It was decided that late submissions for awards will not be accepted this year as it would be unfair for those who submitted within the deadline.

The committee noted that a third meeting would be necessary to give the proper time to review all applications for the Commencement Awards. Michael Lee will reach out to schedule another meeting.

The next meeting of the committee will only discuss the awards under the Graduate categories. The third meeting will discuss all Undergraduate categories.

It was discussed that the best student should get the highest award. Awards should be split amongst students and one person will not get multiple awards.

Review of Nominations:
There were only 3 faculty members to consider this year. Jonathan Hanon, Alexa Capeloto and Maria Julia Rossi.

Gloria and Cathy wanted clarification, whose nominations held more weight. It was noted that student nominations have more weight over others. All agreed to this consensus.

**Motion #1:** Motion for Alexa Capeloto to receive the award.

**First:** Catherine Mulder  
**Second:** Gloria Proni  

**Discussion:**

Cathy believed that MJ Rossi was the best candidate, however the nomination came from another faculty member.

Anru notes that Professor Hanon’s nominations were more for his work as a student rather than a faculty member.

Brian feels that Alexa would then be the best candidate when looking at the award requirements. Both Danielle and Gloria agreed.

**Vote:** Favor [___6___] Opposed [_____] Abstained [_____]  
**Action:** Motion Passed

**Meeting Adjourned** at 11:31am
COMMITTEE ON HONORS PRIZES AND AWARDS
March 17, 2022
3:30 – 5:00pm

AGENDA

1. GRADUATE ACHIEVEMENT AWARD
2. GRADUATE PEER MENTORING AWARD
3. GRADUATE STUDENT SERVICE AWARD
4. GRADUATE VETERAN AWARD
Call to Order: VP Brian Kerr called the meeting to order at 3:32pm. Quorum? Yes

Discussion:

It was discussed that students should be required to submit separate applications for each individual award they want to apply for. This is to ensure that the students are writing their personal statements that make sense to the award they want to apply for. This will also make it easier to filter out students who do not meet the award requirements. A smaller group from this committee should reach out to Michael Scaduto to find out what the application process is like and how we can change it for the better in the future.

Review of Nominations:

Motion #1: Motion for Natasha Flowers and Angelica Gomez to receive the Graduate Achievement Awards.

First: Brian Kerr
Second: Danielle Officer

Discussion:

Brian Kerr noted what the requirements were for the Graduate Achievement Award. No letters of recommendation are required for this award. Catherine Mulder believes that letters of recommendations should not be weighed too heavily as they are always positive. There were many strong candidates but, it was narrowed down to 2 in the end. Michael Sachs abstained from voting as he made an error by writing a letter of recommendation to a student in this category.

**Action:** Motion Passed

**Motion #2:** Motion for Tirza Ben Ari and Nodira Pirmukhamedova to receive the Graduate Peer Mentoring Awards.

**First:** Danielle Officer  
**Second:** Anru Lee

**Discussion:**

It was noted that paid service jobs should not be considered as they are not volunteer work. Gloria has originally chosen students from John Jay organizations but later changed her votes to reflect this.

**Vote:** Favor [__6__] Opposed [____ ] Abstained [____]

**Action:** Motion Passed

**Motion #3:** Motion for Saaif Alam to receive the Graduate Student Service Award.

**First:** Brian Kerr  
**Second:** Gloria Proni

**Discussion:**

Michael Sachs noted that Saaif is always active during the Town Halls and helping students with disabilities. He also noted that Saaif has provided a lot of service to the college and did not receive an Undergraduate award. Catherine noted that Saaif received a letter of recommendation from President Karol Mason for his advocacy for students with disabilities.

Michael Sachs abstained from voting as he wrote a letter of recommendation for Saaif.

**Vote:** Favor [__5__] Opposed [____ ] Abstained [__1__]

**Action:** Motion Passed

**Motion #3:** Motion for Agatha Funes to receive the Graduate Veteran Award.

**First:** Brian Kerr  
**Second:** Michael Sachs

**Discussion:**

There was a question whether it mattered which country the student was a veteran for. Are these students eligible for the award? Michael Sachs noted that the applications were vetted by Michael Scaduto that all obtained the necessary DD214 form.

The consensus was that Agatha was the strongest applicant for this category. All but one person believed Agatha was the top pick.

**Vote:** Favor [__6__] Opposed [____ ] Abstained [____]
Action: Motion Passed

Meeting Adjourned at 4:24pm
COMMITTEE ON HONORS PRIZES AND AWARDS  
March 23, 2022  
11:00 – 12:30pm  
AGENDA

1. Undergraduate Veteran’s Award  
2. Leonard E. Reisman Award  
3. Howard Mann Humanitarian Award  
4. Scholarship & Service Award  
5. Distinguished Service Award
Presiding Chair: Brian A. Kerr, Vice President of Enrollment Management & Student Affairs

Members Present:
Brian A, Kerr, Danielle. Officer, Michael Sachs, Gloria Proni, Michaela Herrit, Cathy Mulder

Recording Secretary:
Michael Lee

Visitors:

Call to Order: VP Brian Kerr called the meeting to order at 11:03am. Quorum? yes

Introductions: The meeting began with a recap of the Graduate award recipients from the 3/17/2022 meeting. It was noted that a completed agenda with names of all winners is needed to be sent to College Council for approval.

Review of Nominations:

Motion #1: Motion for Kevin Torres to receive the Undergraduate Veteran Award.
First: Brian Kerr
Second: Danielle Officer

Discussion: An overview of the award requirements was noted. The award candidates were tallied and the winner was voted on.

Action: Motion Passed

Motion #2: Motion for Jehovahnie Saint Rose to receive the Leonard E. Reisman Medal.
First: Brian Kerr
Second: Cathy Mulder

Discussion: An overview of the award requirements was noted. The award candidates were tallied and the winner was voted on. Cathy Mulder believes that first generation college students is prioritized when she picks her candidates.
Vote: Favor [___6___] Opposed [_____] Abstained [_____]
Action: Motion passed

Motion #3: Motion for Hadja Bah to receive the Scholarship & Service Award.

First: Brian Kerr
Second: Michael Sachs
Discussion: An overview of the award requirements was noted. The award candidates were tallied and the winner was voted on.

Vote: Favor [___6___] Opposed [_____] Abstained [_____]
Action: Motion passed

Motion #4: Motion for Oluwaseun Ogunwale to receive the Howard Mann Humanitarian Award.

First: Brian Kerr
Second: Danielle Officer
Discussion: An overview of the award requirements was noted. The award candidates were tallied and the winner was voted on.

Vote: Favor [___6___] Opposed [_____] Abstained [_____]
Action: Motion passed

Motion #5: Motion for Laura Alarcon, Ketchaina Milcent, Romisa Salem, Monae Ollivierre, Sharmin Yousuf to receive the Distinguished Service Awards.

First: Brian Kerr
Second: Cathy Mulder
Discussion: An overview of the award requirements was noted. There are 5 winners in this category. Danielle Officer was mindful of candidates who service positions were paid positions. These positions are less impactful as they are more of job and actual service. Michael Sachs noted that CUNY Corp. positions are stipends and are not the same as College Assistant positions. Cathy Mulder wants the volunteer requirements to be more clear to applicants. The award candidates were tallied and the winner was voted on.

Vote: Favor [___6___] Opposed [_____] Abstained [_____]
Action: Motion passed

Meeting Adjourned at 11:51am
College-Wide Grade Appeals Committee
(committee didn't meet)
College-Wide Assessment Committee
College Wide Assessment Committee (CWAC)

Meetings for 2021-2022 AY

September 16, 2021
October 19, 2021
October 26, 2021
November 18, 2021 (no minutes)
December 16, 2021 - cancelled
February 9, 2022
March 15, 2022 – minutes not yet approved
April 27, 2022 - cancelled
May 19, 2022 - cancelled

Approved minutes from last meeting of Spring 2021 (4-28-2021) also attached.
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?
AGENDA –

1. General Education Assessment - Ferdinand

Wynne Ferdinand joined the meeting to discuss General Education assessment efforts. The group is currently collecting syllabi and examples of student work for review. The syllabi will be reviewed for Pathways learning outcomes. Faculty will be asked to match student assignments to applicable learning outcomes and upload samples.

The college has a rubric for the three Flexible Core learning outcomes. Wynne asked the group if this rubric is sufficient, or if the other specific General Education learning outcome categories should be covered as well. The group recommended only using the Flexible Core rubric for now. This will make results for different classes more comparable while keeping the process manageable. We can consider adding other learning outcome groups in the future.

Wynne also mentioned the focus on writing skills planned for next year.

2. Updates and Announcements – Pooley

- With Middle States coming up DP will follow up with all departments without assessment reports submitted by July 1, 2021.
- Programs have been submitting their ILG maps which show how their program learning outcomes align with our ILGs. Who should review these maps and actually assess how we are doing with our ILGs? Is this something that CWAC could do using a process similar to the one that is being used for General Education assessment?

3. Approval of minutes from 3-24-2021
Minutes approved, no objections, two abstentions

4. **Continued Conversation - Effectiveness of Our Assessment Processes**

   **a. CWAC Membership**

   **How do we increase diversity across departments and groups represented?**
   Best way to recruit is individual invitations. Jon emphasizes importance of student representation. He is willing to reach out to students that he knows to gauge their interest and then work with student council to help find a student for 2021-22. Dyanna and Allison will reach out to faculty and work with Karen Kaplowitz to recruit faculty. It is also possible to have current/recent CWAC members reach out to faculty who are interested and provide them with details about the committee.

   **b. Effectiveness of CWAC**

   **Is the committee effective as currently constructed?**
   Our current main task is reviewing reports and provide feedback. One question was, how to approach administrative departments. Mecki states that structure and strategic goals in an administrative department are very different from an academic environment and it may be up to managerial staff to hold departments accountable. Allison knows that many administrative departments are actively involved in formulating goals, process mapping, and reporting. For overall institutional effectiveness assessment it may be good for one group to look at all departments.

   Kim mentions that we may need to increase membership to be able to review more reports. Another key to effectiveness is the review timeline. Feedback may arrive too late for departments to change their process for the next round. Also, most reports are deficient in closing the loop activities and delayed feedback does not help us to improve in this area.

   Ideas: shorten rubric, place less emphasis on formal report components and focus more on closing the loop. Dyanna could screen reports and divide reports based on their quality. Some departments may be asked to expand upon confusing areas of their reports and/or add explanations for areas that where omitted. High quality reports would require less effort by the committee to review. CWAC members would be asked to deal with reports that need attention. We could help departments with either the assessment itself, or with closing the loop.
1. Welcome and Introductions

2. Approval of minutes from April 28, 2021
   
   Attachment: Att_2 CWAC 04-28-21 Minutes

3. Election of chair

4. Minute taking

5. Review of Committee duties and responsibilities
   
   Attachment: Att_5 Proposal to Establish Campus-wide Assessment Committee

6. Old Business - none

7. New Business
   
   a) Assessment Statistics – 2020-2021 – How did we do?
      
      Attachment: Att_7a September 13, 2021 Assessment Statistics
   
   b) Review of 2019-2020 Annual Assessment Reports
      
      i. The review process – overview
         
         Attachment: Att_7bi CWAC Review Process COMING SOON
      ii. The review rubric
         
         Attachment: Att_7bii CWAC Feedback Form
      iii. Reports received and assignments
         
         Attachment: Att_7biii CWAC Review Teams

8. Looking Ahead – 2021-2022 Assessment Initiatives
College Wide Assessment Committee (CWAC)
Minutes
September 16, 2021
1:40 – 2:55 p.m.
Via Zoom

Minutes by DP

**Present:** Dyanna Pooley (Director of Outcomes Assessment); Allison Pease (Associate Provost for Institutional Effectiveness)

Elected members: Jennifer Holst (MCS) Edward Kennedy (English); Tim McCormack (English); Peter Mameli (PA); Demy Spadideas (DOES); David Shapiro (PA); Sandra Swenson (Science); Jon Salamak (CSIL); Shilpa Viswanath (PA); Gulen Zubizarreta (F & A)

**Absent:** None

1. Welcome and Introductions

New members Edward Kennedy (English), Shilpa Viswanath (Public Management), and Jennifer Holst (Mathematics and Computer Science) were welcomed to the Committee.

2. Approval of minutes from April 28, 2021

Deferred to October 19, 2021, meeting so that all members have time to review the minutes.

3. Election of chair

Dyanna Pooley, Director of Outcomes Assessment, Department of Institutional Effectiveness was elected chair.

4. Minute taking

Jon Salamak, Center for Student Involvement and Leadership, EMSA volunteered to take minutes for the year.

5. Review of Committee duties and responsibilities

Members reviewed the duties and responsibilities of the committee as listed in the charge.

6. New Business -
   a) Assessment Statistics – 2020-2021

   Pooley presented the committee with 2020-2021 annual reporting statistics. Reports were received from 24 undergraduate majors, 9 stand a-lone minors, 12 graduate programs, SEEK, the Library, and POL 101 (separate from the Political
Science Program). Undergraduate submissions are steady and graduate program submissions have more than tripled from 2019-2020.

b) Review of 2019-2020 Annual Assessment Reports

- The review process – overview

Pooley introduced a revised process for reviewing annual assessment reports and presenting completed rubrics. Teams of two members will be assigned reports to review. Teams will follow programs through the process from year to year to better gauge progress and areas for improvement. Completed rubrics will be placed in one of three groups for presentation and discussion by the committee.

- The review rubric

The Committee went over the rubric used for review.

- Reports received and assignments

Pooley provided committee members with a list of reports assigned to each team for review. All materials are available to committee members on Dropbox. Completed rubrics should be posted to Dropbox by Wednesday, October 13, 2021. Presentation and discussion of completed rubrics will take place during Tuesday, October 19, 2021 meeting and continue during Thursday, October 28, 2021 meeting if necessary.

7. Looking Ahead – 2021-2022 Assessment Initiatives

Pooley briefly introduced initiatives for the committee this year which include review of assessment processes and procedures in alignment with our MSCHE self-study. The committee will be key in implementing improvements as identified in the self-study process. The Committee will also explore how John Jay might encourage equitable assessment practices that align with our culturally responsive curriculum imitative.
1. Approval of minutes from April 28 and September 16, 2021

   Attachment: Att_1a CWAC 04-28-21 Minutes

   Att_1b CWAC 09-16-21 Minutes

2. Review of 2020-2021 Annual Assessment Reports for Academic Programs

   Attachment: Att_2 CWAC 20-21 Rubric Groupings
Members Present: Dyanna Pooley, Jon Salamak, Demy Spadideas, David Shapiro, Peter Mameli, Allison Pease, Jennifer Holst, Edward Kennedy, Shilpa Viswanath, Gulen Zubizarreta, Sandra Swenson, Tim McCormick

I. Approval of Minutes

- April 28, 2021: Approved, 10-0-0
- October 16, 2021: Approved, 10-0-0

II. Review of 2020-2021 Annual Assessment Reports

- Most important things:
  - Analysis: did they really talk about the students’ strengths and weaknesses? If they had low scores, did they comment on them?
  - Recommendations: are they making tangible recommendations? Are they action items based on the assessment findings?

- Town Hall style – 2 minutes to discuss each report

- Africana Studies (David Shapiro & Edward Kennedy)
  - Data was present, but insufficient analysis (very brief)
  - Very improved from previous assessment; they took Dyanna’s feedback
  - Recommendations geared more towards faculty steps and not steps towards learning

- Global History (Edward Kennedy)
  - Assessment was unclear and inconsistent
  - General discussion of recommendations, but nothing specific
  - May have scored better depending on the presentation of the data

- Human Rights (Edward Kennedy)
  - Starts off well, falls apart at analysis; data is presented but not processed
  - No plans at all when discussing how to go forward

- International Crime & Justice (Edward Kennedy)
  - Overall, very excellent
  - No schedule for programmatic recommendations
• **Computer Science** (*David Shapiro*)
  - Faculty wants students to meet NSA standards, but are frustrated because they cannot get better “without more money”
  - Action items have been repetitive throughout the years – does this actually help, or do they need to go into a different direction?

• **Fire Science** (*David Shapiro*)
  - Cross-referenced 2016 data and 2020 data?
  - Hesitant to be critical due to difficult semesters compared

• **Anthropology & DCC** (*Shilpa Viswanath*)
  - Feedback from Dyanna helped greatly from previous assessment cycle
  - No sample size? (Dyanna found them, but they are small – unsure if the numbers were all students or not)
  - Poor recommendations and action items

• **Criminal Justice** (*Shilpa Viswanath*)
  - Little discussion of data, despite being fully reported
  - No recommendations, outcomes, or future cycles
  - A major concern is that the program is not being assessed properly, despite representing almost 1/3 of the undergraduate population

• **Law & Society** (*Demy Spadideas*)
  - Huge area of concern; no cohesive program
  - Seems like students are flying blind without an explicit process for their final report

• **Political Science BA** (*Demy Spadideas*)
  - Claimed there was no significant difference towards the end, when the entire data showcased one?
  - Seems to be a disconnect between the department

• **Political Science 101** (*Demy Spadideas*)
  - One of the only reports to mention attempting to include an inclusive curriculum
  - Report this year makes sense as opposed to previous reports

• **Forensic Psychology** (*Demy Spadideas*)
  - Previous cycle had issue with transitioning to virtual learning, seem to have gotten the hang of it this year
  - Learning objectives were not cohesive, no specific departmental plan
• **Applied Mathematics** (*Peter Mameli*)
  - Leap forward from last year!
  - One caveat: Do we allow them to continue assessing CSCI in a binary fashion? Is that our place? A gentle reminder suggesting there may be alternative ways?

• **Economics** (*Peter Mameli*)
  - Internal issues and COVID-19 prevented last year’s assessment from being completely successful
  - Compared two separate courses in the analysis?
  - How did their recommendations align with their Learning Outcomes?
    - Learning Outcomes will be changed or discontinued next assessment cycle

• **Humanities & Justice BA** (*Jon Salamak*)
  - Assessment could be organized much better, it read more like an essay than an assessment
  - Future recommendations were not tangible, many were reminiscent of reminders to faculty

• **Criminal Justice BA** (*Jon Salamak*)
  - Only discussion about grades, but there is more to assess
  - Suspiciously, this looks like the same exact thing they submitted last year
  - **Point of order:** Update our rubric’s “Analysis of Findings” to include *how* the data analyzed

• **Interdisciplinary Studies** (*Peter Mameli & Jon Salamak*)
  - A bit lacking in its organization, but all necessary information is there.

• **Human Services & Community Justice** (*Jon Salamak*)
  - The faculty being seasoned or not seasoned can have a difference on output, but was not explicit on if they will take action

### III. Next Meeting
- October 26, 2021

Submitted respectfully,

Jon Salamak
1. Approval of minutes from October 19, 2021

*Attachment: Attachment:  Att_1 CWAC 10-19-21 Minutes*

2. Review of 2020-2021 Annual Assessment Reports for Academic Programs (Teams 4 & 5)

*Attachment: Att_2 CWAC 20-21 Rubric Groupings*
I. Approval of Minutes

- N/A

II. Review of 2020-2021 Annual Assessment Reports

- Relevant criteria for discussion and analysis:
  - Process and Results: did they really talk about the students’ strengths and weaknesses? If they had low scores, did they comment on them?
  - Recommendations for Improvement: are they making tangible recommendations? Are they action items based on the assessment findings?

- Town Hall style – 2 minutes to discuss each report

- SEEK (Tim M.)
  - Assessment was primarily indirect (direct is ordinarily necessary)
  - Process and results of student learning were unclear and complicated
  - Recommendations included learning from other AES models (e.g., Honors Program) to enhance rigor of assessment

- Security, Fire, and Emergency Management (Tim M.)
  - Strengths included use of rubric for assessment of student learning and direct assessment with summative assessment instrument
  - Weaknesses included use of high stakes assessment instrument, vagueness of conclusions, and significant overlap with prior year report
  - Recommendations included stronger logic linking student learning of course objectives with program’s goals, use of indirect assessment tools, and development of formative assessment instrument(s)

- MPA – PPA and IO programs (Jennifer H.)
  - Strengths included use of direct and indirect assessment instruments, wide scope of assessment covering several courses, and effective leveraging of self-study vis-à-vis external accreditor (NASPAA)
  - Weaknesses included incompleteness of indirect assessment (i.e., discussion and analysis of survey sample selection and results should have been more robust)
Recommendations included request for further examination and detail into comparatively high percentage of lack of student success in foundational course (PAD 700)

- **Master of Forensic Science (Jennifer H.)**
  - Strengths included application of direct and indirect assessment tools (i.e., key lab course and alumni survey)
  - No reportable weaknesses
  - Recommendations included – keep up the good work!

III. Next Meeting
- November 18, 2021

Submitted respectfully,
David Shapiro
1. Approval of minutes from October 26, 2021

   Attachment: Attachment:  Att_1a CWAC 10-19-21 Minutes
                         Att_1b CWAC 10-26-21 Minutes

2. Review of 2020-2021 Annual Assessment Reports for Academic Programs (Team 4 and miscellaneous reports)

   Attachment: Att_2 CWAC 20-21 Rubric Groupings

3. Discussion – Looking Forward - Assessing Assessment
College Wide Assessment Committee (CWAC)
Meeting Agenda for February 9, 2022
1:40 – 2:55 p.m.
Zoom
Meeting ID: 838 4244 1212
Passcode: 992757

Zoom: https://jjay-cuny.zoom.us/j/83842441212?pwd=Z3Z3VDNjbxVYSlZxU1ZHd1hTYmVHdz09

1. Approval of minutes

Attachments: Att_1a CWAC 10-19-21 Minutes
Att_1b CWAC 10-26-21 Minutes
Att_1c CWAC 11-18-21 Minutes

2. Discussion – Proposal to Restructure CWAC

Attachment: Att_2 CWAC Restructure Feb. 3, 2022
Members Present: Dyanna Pooley (Chair), Jennifer Holst, Edward Kennedy, Tim McCormick, Allison Pease, David Shapiro, Demy Spadideas, Shilpa Viswanath, Gulen Zubizarreta
Recorder: Alison Orlando

I. Approval of Minutes from October 19, 2021 and October 26, 2021. The minutes were approved unanimously.

II. Discussion of Proposal to Restructure CWAC. Allison P. gave a brief background on the proposal. She explained that the college has been drafting the self-study for our upcoming Middle States visit to reaffirm our accreditation. One issue that has come up during this process is that we are having problems demonstrating that we use assessment results to link to our planning and budgeting processes. She went over some key parts of the proposal including that it would allow people to specialize in areas of assessment with the creation of the Academic Assessment Committee (AAC), the General Education Assessment Committee (GEAC), and the Administrative, Education, and Student Support Services (AES) Assessment Committee. It also adds another layer of accountability with oversight by the Strategic Planning Subcommittee (SPS).

The committee shared their thoughts on the proposal. There was a discussion related to the AAC, and the role of the committee in monitoring the use and implementation of assessment results. Allison P. said that the committee’s role would to be responsive to implementation through the forms it gives out and their feedback. Dyanna P. said that she is going to add to each annual report what the program stated they would improve on and ask the program to provide an update. She added that we could also provide this information to the SPS as well.

There was then a conversation on faculty representation on the AAC and GEAC. There was a concern about being able to fill all the faculty slots on these committees as it is double the amount of faculty that are currently on CWAC. Another area of discussion was the membership of the GEAC and if General Education Consortium Faculty need to be specifically named as members.

The committee moved on to speak about the AES Assessment Committee. Gulen Z. inquired about the status of AES plans and reports. Dyanna P. said one of the goals of this restructure is to get assessment streamlined and put into place on the AES side of assessment. Another question was concerning a rubric for AES assessment. Dyanna P. said that she is looking at different rubric for AES.

III. Next Meeting

- March 15, 2022
1. Approval of minutes

   *Attachments: Att_1 CWAC 02-09-22 Minutes*

2. New Templates - Drafts

   A) Academic Program Templates

   B) AES Unit Templates

3. Institutional Learning Goals - Discussion

   a) Undergraduate Institutional Learning Goals

   b) Graduate Student Competencies

Documents are located in Dropbox
Committee on Faculty Elections