

Faculty Senate Minutes #382

December 9, 2011

10:00 AM

Room 630 T

Present (39): Jana Arsovska, Andrea Balis, Erica Burleigh, James Cauthen, Demi Chen, Kathleen Collins, Lyell Davies, Virginia Diaz-Mendoza, James DiGiovanna, Mathieu Dufour, Jennifer Dysart, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Terry Furst, Jay Gates, Lior Gideon, Demis Glasford, Maki Haberfeld, Devin Harner, Richard Haw, Veronica Hendrick, Shaobai Kan, Karen Kaplowitz, Kwando Kinshasa, Richard Li, Yu Ma, Vincent Maiorino, Evan Mandery, Sara Mcdougall, Mickey Melendez, Catherine Mulder, David Munns, Rick Richardson, Raul Rubio, Manouska Saint Gilles, Francis Sheehan, Staci Strobl, Pat Tovar

Absent (10): Michael Alperstein, Elton Beckett, Laura Greenberg, Norman Groner, Tim Horohoe, Anru Lee, Roger McDonald, Brian Montes, Richard Ocejo, Denise Thompson

Invited Guests: Provost Jane Bowers, Dean Anne Lopes, Professor Marianne Giordani, Mr. Conrad Cho, Mr. Ryan Jackson, Mr. Christopher Neff, Ms. Nichole Pease, Mr. Lawrence Uebbing, Mr. Jesse Williams, Mr. Masami Yamakado

Agenda

1. Adoption of the agenda
2. Announcements & Reports
3. Adoption of Minutes #381 of the November 30, 2011, meeting
4. Review of the agenda of the December 12 College Council meeting
5. Elections of faculty to serve on 3 search committees:
 - a. 10 faculty members to serve on the Campus Safety Advisory Committee
 - b. Search Committee for Registrar
 - c. Search Committee for Director of Human Resources
6. Discussion and review of security issues at John Jay
7. Review of the final Pathways 30-credit general education curriculum
8. Discussion of the current personnel process of reappointment, tenure, and promotion, and identification of problems, if any, and possible ways to improve them
9. Issues of concern to John Jay students who are veterans of the military services
10. Invited guest: Provost Jane Bowers
11. Invited guest: Dean of Undergraduate Studies Anne Lopes

1. Adoption of the agenda. Approved.

2. Announcements & Reports

3. Adoption of Minutes #381 of the November 30, 2011, meeting. Approved.

4. Review of the agenda of the December 12 College Council meeting [Attachment A & AA]

The Senate reviewed the Proposed Policy Regarding Change of Grades After Final Grades are Filed and once again agreed to support and vote for the policy. The Senate also discussed a proposed policy that would henceforth establish that all policies approved by the College Council shall apply to all students and courses, graduate and undergraduate, unless a persuasive argument is made by the Graduate Studies Committee or by UCASC or any other entity bringing forth a proposal that the pending matter should be limited to graduate or to undergraduate students or courses.

5. Elections of faculty to serve on 3 search committees

a. 10 faculty members to serve on the Campus Safety Advisory Committee [Attachment B]

President Travis has asked for 10 names, from which he will select five faculty members to serve on the Campus Safety Advisory Committee required by New York State Education Law. President Kaplowitz explained that she had reported to him that she had sent out a call for self/nominations and only seven faculty members are candidates; his response was that he will accept the seven names, if approved by the Senate, and will select five from that list. The Senate voted to recommend Professors Janice Dunham, Karen Kaplowitz, Charles Nemeth, Rick Richardson, Francis Sheehan, Staci Strobl, and Liza Yukins.

b. Search Committee for Registrar

The Senate approved the two faculty members recommended by the Executive Committee to serve on the search committee for a registrar. Our previous registrar availed herself of the Early Retirement Initiative and Cheuk Lee is serving as Interim Registrar. Professors Victor Herbert (Public Management) and Roger McDonald (Political Science) were approved.

c. Search Committee for Director of Human Resources

The Senate approved the three faculty members recommended by the Executive Committee to serve on the search committee for the director of Human Resources: Professors Silvia Dapia

(Foreign Languages & Literature), Professor Salomon (Sal) Guajardo (Public Management), and Professor Yi Lu (Public Management).

6. Discussion and review of security issues at John Jay

At the request of students who raised the issue at several Town Meetings, the Senate discussed the far distance between Westport and the New Building and the difficulty of arriving on time when traveling from a classroom in one building to a classroom in the other in the 10 minutes allotted between classes. Students are asking for a 15-minute time period between classes or a grace period of five minutes during which students will not be recorded as having arrived to class late. The Senate acknowledged the far distance but agreed that to add five minutes to each between class period would render the evening classes too late to be attractive to students and that mandating that the faculty grant a grace period is not viable.

Some Senators reported that some faculty members are staying in the building and requiring their students to also do so when an evacuation drill is going on, although these professors have no way of knowing that it is a drill. Vice President Francis Sheehan spoke about the procedure of what to do during a fire drill. President Kaplowitz recalled that when this was last a problem, the Senate sent a letter to the faculty about this and that letter was immensely successful; she suggested that it might be time to update the letter and send it again. A Senator added that most do not know the new building and that there should be a walk-through so that people know which way to go during an evacuation.

Senators discussed an incident in which a faculty member's wallet was stolen from his office. This occurred during the move from North Hall to the New Building. The wallet was found in the men's bathroom at the bottom of a garbage can but \$300 dollars were missing. The faculty member received a letter from the administration and the matter is being investigated by the NYPD. There was a significant concern about what happens when faculty members' belongings are moved, and, in particular, what the guarantees are that the boxes will not be opened.

There was a discussion about whether the CUNY Peace Officers will be using fire arms and President Kaplowitz reported that President Travis has stated that the Peace Officers will not be armed. She explained that each campus president must make that decision and that this is President Travis' decision at this time. There was a concern expressed about how investigations of allegations are being handled by Public Safety. It is at the discretion of Public Safety as to whether a matter is reported to the Provost, for example. Several stated that there should be a clear procedure as to how investigations and reporting happen. Some suggested that there should be oversight in terms of how interactions with Public Safety are handled, a form of civilian complaint board. Some Senators said that a Senate committee should be created to fulfill that role and offered to submit a proposal for such a committee in time for the next Senate meeting so the proposal could be on the Senate agenda.

Senators asked about students' perception of Public Safety and what their own experiences have been. It was noted that a third of the members – five members – on the Committee will be students. A Senator suggested that Public Safety officers are seemingly not aware that faculty members can enter the buildings on a 24/7 basis. President Kaplowitz said that she had spoken to the director of Public Safety, Mr. Steven Hollowell, who had assured her that he and the officers all do know this. Several suggested that the College should have an ombudsperson and that this person is someone who should be hired for that sole function, rather than a faculty member who is given reassigned time.

7. Review of the final Pathways 30-credit general education curriculum [Attachment C]

The Senate reviewed the final recommendations of the CUNY-wide Pathways Steering Committee, which had been transmitted to the Chancellor on December 1 [Attachment C]. The Chancellor has not yet responded but he is widely expected to accept the Committee's recommendations.

8. Discussion of the current personnel process of reappointment, tenure, and promotion, and identification of problems, if any, and possible ways to improve them

President Kaplowitz noted that most colleges, including CUNY colleges, are divided into schools, with a personnel committee for each school. She said that John Jay does not have to have several schools in order to have more than one personnel committee. She said that with the more than one hundred faculty members hired over the past few years at John Jay, our personnel committee members are really overworked and some have suggested that not all the members have sufficient time to review the cases to ensure that no errors or misjudgments are made.

She suggested that there could be two personnel committees at our College: one for the social science faculty and a second for the humanities and science faculty. This would cut the work for each member in half. Two Senators, both of whom are on the Faculty Personnel Committee, spoke against the idea.

Senators suggested that there should be more transparency in the personnel process and that the structure of the process should be reconsidered and the process should be more supportive of the junior faculty. Some Senators suggested that each person coming up for a personnel action should have an advocate during the process. The appeals process should also be restructured, it was suggested. Senators referred to the process as being very political in nature. A Senator suggested that perhaps Form C's of successful candidates – those Form C's that are excellently done – could be made available to junior faculty so that they can use them

as a guide. Many praised this idea and suggested that a web page be set up on which valuable information, such as model Form C's, could be shared with junior faculty, as well as advice.

A motion was made to establish a Senate ad hoc committee on the personnel process that would propose to the Faculty Senate ideas for possible improvement of the process and for possible improvement of the understanding by the faculty of the process and of what is required of them. The motion was seconded and approved by unanimous vote. The following Senators were elected to serve on this ad hoc committee: Erica Burleigh, James Cauthen, Beverly Frazier, Demis Glasford, David Munns, Evan Mandery, Sara McDougal, Mickey Melendez, and Staci Strobl. Senator Burleigh volunteered to be the committee's convener.

9. Issues of concern to John Jay students who are veterans of the military services: Invited guests: Professor Marianne Giordani (English Department), faculty advisor of the Veterans Veterans Association; and student veterans Conrad Cho, Ryan Jackson, Christopher Neff, Nichole Pease, Lawrence Uebbing, Jesse Williams, Masami Yamakado [Attachment D]

Professor Marianne Giordani (Adjunct Professor of English) and seven John Jay students who are veterans of military service were welcomed to the Senate meeting. President Kaplowitz explained that Professor Giordani had contacted her to ask her advice about the situation of veterans at John Jay and after having met with Professor Giordani she then met several times with the seven students who are here today and then suggested to the Executive Committee that the seven students be invited to today's meeting and the Executive Committee agreed.

President Kaplowitz also reported that Chancellor Goldstein has just created a task force of CUNY college presidents to study and make recommendations to him about veterans' issues at CUNY and that she has been appointed to serve on it. She said that the students and Professor Giordani have generously agreed to be her unofficial advisors.

Professor Marianne Giordani (Adjunct Professor of English) is the faculty advisor of the John Jay Armed Forces/Veterans Association, a student club. Professor Giordani explained that the students and she have many goals in speaking to the Senate: the first is to alert the faculty to the rapidly growing number of military veterans enrolled at the College, more than 500, the most of any CUNY college by far; secondly, to portray to the Senate a fair and accurate depiction of the typical student-veteran at John Jay, against what she called false stereotypes about the volunteer servicemen and women of today's professional armed forces; third, to inform the faculty about student-veterans' concerns involving a range of problems for veterans on campus in areas administrative, academic, and social; and, fourth, to appeal to the faculty for support and cooperation in general but also for specific remedies wherever possible and appropriate.

Professor Giordani distributed handouts listing the speakers and the topics they have prepared for today's meeting [Attachment D]. As indicated on the program, the seven speakers divided into two groups that took turns at the table, as follows:

In the first group (listed in order of their presentations) Larry Uebbing, Conrad Cho, Ryan Jackson, and Nichole Pease spoke about:

- 1) Bridging the gap between collegians and military veterans;
- 2) Redressing harmful misconceptions on campus and in the classroom about veterans and military service;
- 3) Drastically improving the policies and procedures for enrolling veterans and processing G.I. Bill benefits, and for transferring military academic credits and granting life-experience credits;
- 4) Providing student veterans with facilities, such as a veterans center, with ample office space and a full-time director to coordinate administrative, academic, and social affairs for the rapidly growing veteran-student population.

In the second group (listed in order of their presentations) Masami Yamakado, Jesse William, and Christopher Neff spoke about:

- 1) The development of a fair and realistic attendance policy for enrolled active-duty military personnel and National Guardsmen;
- 2) The development of systems for mentoring and providing networks for veterans in pursuit of civilian careers;
- 3) An invitation to Senators (and other faculty) to visit and socialize informally at the Veterans Association office, participate in the Association's events and activities, and contribute ideas for projects and outings in service to the community.

Lawrence B. Uebbing (CMC, US Navy) gave a brief summary of his background. He was born in Brooklyn and raised in the Bahamas and the US Virgin Islands. He joined the US Navy in 1978 as an Airman Recruit (E-1) and reached the rank of Master Chief (E-9). He served in a variety of billets while attached to various ships and squadrons. Additionally he was a Program Manager with the Naval Air Systems Command. His last positions were as a Command Master Chief, serving as the principal advisor to his Commanding Officers on enlisted matters and with the responsibility for personal and professional development of all sailors and marines attached to the commands. He retired from the Navy in 2005, is currently a sophomore at John Jay majoring in forensic psychology, and plans to go to law school upon graduating from John Jay. During the spring 2012 he plans to serve as one of two veteran mentors at the College.

Mr. Uebbing spoke about the gulf that separates academia and the military and said he regrets the detrimental consequences for both. However, he said, he sees the new influx of student veterans as an opportunity to narrow the breach that has continued to widen since campus protests against the Viet Nam war that has, unfortunately, resulted in today's Operation Iraqi Freedom (OIF)/Operating Enduring Freedom (OEF) veterans being falsely stereotyped in that context instead of being admired for their commitment to personal discipline and public

service, not to mention what he described as the steeling of virtue that many achieve in mortal conflict. Mr. Uebbing said he would like the College to learn about the impressive range of social, technical, and leadership skills acquired by today's professional sailor, air force member, soldier, and marine.

Moreover, Mr. Uebbing observed, John Jay is especially attractive to veterans whose goal is public service as a way of life and who, therefore, wish to pursue careers in law, law-enforcement, public safety, emergency management, and so on. He urged professors and college administrators unfamiliar with the culture of the military and unfamiliar with the men and women of the armed forces to eschew negative misconceptions about veterans, which hinder their progress as students, and instead to get to know veterans as they are; further, he urged professors and administrators to help student veterans facilitate goodwill on campus, by helping them to satisfy their desire to exercise civic virtues in service to the campus community and beyond, and to contribute the fruits of their military training and experience to the educational environment.

Conrad Cho (Corporal, US Army) is a veteran of Operation Iraqi Freedom (OIF), is Liaison of the John Jay Veterans Association, and has been formerly an officer and veteran mentor. He enlisted in the Army immediately after the terrorist attacks of 9/11 and served two years in the legendary First Cavalry. He is now a senior majoring in criminal justice. In 2008 he was among the first of the OIF/OEF veterans enrolled at John Jay to establish its veteran presence and was instrumental in forming the Veterans Association. He lives in the Bronx, where he was born and raised.

Mr. Cho spoke about his personal experience at John Jay in order to illustrate what can happen to veterans who are faced with anti-militarism on campus, but also to show the good that can come from professors who reach out to veterans in positive ways. He said too many veterans become wary of hostile and abusive comments that are expressed to them in the classroom because they are veterans. As a senior at Lehman High School in the Bronx, he had watched the World Trade Center collapse from the window of his high school classroom. Three days later he enlisted in the Army and was deployed to Iraq a year after that. While waiting to be called for basic training he enrolled in courses at John Jay. But he was called to duty before the semester ended. Although he was an A student he received WUs or Fs in some courses because he had been absent.. When he was discharged from the Army in 2005, however, he was re-admitted to John Jay. One of his classes was taught by a professor who repeatedly bashed the military in class, accusing soldiers of being rapists and baby-killers. Mr. Cho said that when he told his professor that as someone who had been a soldier in Iraq, he was offended and upset by those in-class remarks, the professor, instead of apologizing, said publically, "Well, you know that I'm right, then, don't you?" Mr. Cho felt he was effectively being called a rapist and a baby-killer before his fellow classmates. Mr. Cho said he felt he had no choice but to leave the he classroom. He dropped out of college that day as well.

Two year later, however, he returned to give John Jay to give college and John Jay College another chance. This time it was a history professor who tormented him by focusing during

every class on the number of soldiers killed in Iraq and Afghanistan even though the course did not deal at all with current events.

Mr. Cho reported that he was about to drop out again, but that fortunately good things started to happen. The first of these was a sympathetic and encouraging English professor who changed his outlook about being in school. In addition, he discovered other enrolled OIF/OEF veterans (there were only about fifty then enrolled then as opposed to more than 500 now), and a few of them had just begun a veterans club (which would evolve into the John Jay Armed Forces/Veterans Association), which he joined and served as an officer of the club. Among his first appointed tasks, Cho mustered veterans for a short documentary film about the John Jay student veteran. Titled "The Oath," the film was first shown three years ago on Veterans Day, and is available to watch from a link on the John Jay Veterans' website.

As the number of veterans grew, the College was proving to be woefully unprepared to minister to the rapid influx and left many veterans stranded, frustrated, and disgruntled. In response to the administration's shortcomings, Mr. Cho immediately established at the club a base from which to volunteer his services, to facilitate on his own the enrollment and orientation of countless numbers of vets and, eventually, with the help of other volunteer veteran-mentors. He established a network for veterans at the College, via a Gmail account, a Facebook site, and a webpage. Also, because no official veterans' services are supplied at the College during the summer months, he came everyday to the school himself all through the summer to serve as the only point-of-contact for veterans.

Mr. Cho and fellow veterans have taken on the enormous task of a voluntary workforce in service to the College and to their fellow brothers and sisters. Mr. Cho said his point, however, is not to complain or ask for remuneration, but to demonstrate the willingness and the resourcefulness of veterans, in that capacity, while he was also making known that there is a dire need at John Jay for a fully funded Veterans center, run by a full-time paid coordinator. Mr. Cho and the veterans at the meeting strongly urged a Veterans-centered center, one directed by a veteran and supported with a staff of volunteer and paid veterans. John Jay is the CUNY college with the most veterans enrolled, by far, but from their information and research it seems to accommodate its student veterans least of all.

Mr. Ryan Jackson (Senior Airman, US Air Force) is from Soundview in the Bronx. He served in the USAF for four years. He is majoring in International Criminal Justice and is a senior. He will serve in Spring 2012 as the Association's Vice President.

Mr. Jackson also spoke about the issue of anti-military demagoguery in the classroom, as a problem not only distressing for veterans students personally but one that exploits non-veteran students who, being young, impressionable, and inexperienced, look to their teachers as authorities and guides. He said that it is distressing for a veteran to see those students being taught to cultivate an anti-military point of view based upon no substantive basis. Mr. Jackson, urged faculty members to learn about today's military and the actual men and woman who serve, instead of operating with misconceptions, false stereotypes, and dated caricatures.

Nichole Pease (Staff Sergeant, US Air Force), Veteran Mentor and formerly Treasurer and Vice President of the John Jay Veterans Association, is from East Greenbush, NY, and is serving in the Air National Guard (for four and a half years). She was promoted to staff sergeant E-5 this past August and works at the 109th Airlift Wing as an emergency manager. She is majoring in fire and emergency services/emergency management and plans to continue on to graduate school for emergency management. She aspires to have a career in emergency management in both military and civilian aspects.

Ms. Pease addressed the enormous disparity between the mere four credits, which John Jay automatically grants to veterans, and the actual military "life experience" of today's veteran and his/her extensive and rigorous academic training in the military. By contrast, at John Jay students who have graduated from the NYPD Police Academy, a six-month program, are granted 30 credits and those who graduated from the NYFD Fire Academy, also a six month program, receive 27 credits at John Jay for that experience. Ms. Pease provided a detailed account of the academic instruction received by enlisted military personnel, the range of subjects, from history to gender studies to forensic analysis, and the staggering number of classroom hours per day, extended over a year, in addition to the high bar and rigorous testing standards at even the most rudimentary levels of basic training. Supporting her claims with data and illustrating them with examples, Ms. Pease argued that in addition to deserving at least as many if not more credits as are automatically given to the police officers and firefighters, she said John Jay must update its standards and procedures for evaluating and transferring credits on an individual basis for general education credits and for credits for courses in the majors and for electives. Currently, no service of that kind is provided at the College, and veterans instead must appeal to the chairs of departments for a review of their military transcripts, a cumbersome, dubious, and time-consuming task, for which the chairs do not make themselves readily available and simply might not be trained.

Mr. Cho noted that the Registrar has explained that the problem is that nobody at John Jay has re-evaluated credit for military experience or military training for more than over thirty years where as the NYPD police academy work is reevaluated at John Jay every couple of years.

Masami Yamakado (Specialist, US Army), a veteran mentor and a former secretary of the John Jay Veterans Association, is majoring in Forensic Psychology. An infantryman in the 1/69th Infantry, he has been serving in the United States Army National Guard since 2007.

Mr. Yamakado said he is an example of the predicament of 145 other enrolled guardsmen and reservists. John Jay eagerly solicits their enrollment but there is no sound administrative protocol for managing the students' absences when they are called away on duty for training and emergencies. He noted that the students simply cannot refuse to show up for such duty not can they obtain any delays. He said that the Veterans Association has diligently pressed the College administration for a solution but that no progress has been made. In the meantime, he said that he and the others in his predicament, find themselves in a Catch-22 each semester,

risking financial hardship, a lowered grade-point average, and academic probation. Mr. Yamakado explained that he is called to service by the military numerous times throughout the year, including during semesters that he has been enrolled in classes and that while some of the events are scheduled, making it possible for him to notify his professors in advance, others are announced on short or, even, no notice, the latter being the case of when he was called to serve at the very beginning of the semester in response to the dangers being posed by Hurricane Irene.

Mr. Yamakado reported that one of the major difficulties he has had at John Jay is to convey the gravity of his military obligations and why and how they affect his attendance and coursework. He has been deployed on several non-combat and training events, in addition to traditional guard drills, sometime resulting in absences for as long as a few weeks at a time. He noted that John Jay does not have a standard operating procedure for such Federal and State mandated military events, and it is up to the discretion of the professor to determine the student's fate under those circumstances. For him the results have varied, the worst being when he received a WU instead of an INC even though he was keeping up with his schoolwork while away on active duty. Unlike an INC, the WU is treated negatively under the G.I. Bill as a dropped course, in which case the VA does not pay for the course and also penalizes the student by charging him for it. The unpaid tuition results in a bursar's stop placed against the student's further enrollment until the tuition is paid.

Mr. Yamakado stressed his devotion to both his military obligations and to his schooling and said that he would like the faculty to gain a better understanding of what motivates him. He is not, as he said, absent from class because he is "having a good time," but, while in the field, carrying over half his body weight on his back, with less than six hours sleep, hiking up a hill for miles on end, exposed to extreme elements, he frequently brings his textbooks so he can study while serving. By his own account, he does not represent the average National Guardsman in his job description, and he is not complaining about his work conditions (which he said he loves) but said he wanted to convey the predicament of himself and other students with military obligations who are earnestly trying to balance military and academic responsibilities in their commitment to civic virtues.

Jesse Williams (Sergeant, US Army) is a senior at John Jay majoring in Criminal Justice. He is an Infantryman formally stationed at Ft. Bragg with the 2/505th PIR of the 82nd Airborne Division, and he is currently serving in the Reconnaissance Platoon of the 1/69th INF. He has had two combat tours in Iraq, one with the 82nd Airborne Division in August 2006- October 2007 and the second in December 2008- November 2009. He transferred to John Jay in 2003 and left the College in 2005 to enlist; he then came back to John Jay upon leaving active duty in January 2011. He is treasurer of the John Jay Veterans Association but will serve as president in Spring 2012. He currently resides in Manhattan.

Mr. Williams spoke about his fear as a former military man who is faced with uncertainty as a civilian and who is confused about how his military training and values translate into civilian opportunities in the workplace. In thinking about his future he finds he is in need of career

counseling and mentorship. He said he knows he possesses a rich store of skills and experience that employers would hire him for if they understood how to translate those into their own objectives and goals, but he himself is confused about how to help them do that, so he would like not only employers but faculty members with connections to business and government to mentor him during his transition from military to civilian life. His experience, however, is that the College, in its failure to understand veterans who are eager, well-organized, and ambitious to successfully move from a military to a civilian career instead dwells upon stereotypes of the morosely suicidal veteran, the PTSD sufferer, who has a hair-trigger temper, who is alienated from his or her civilian peers. Mr. Williams relayed an anecdote illustrative of that. Upon his third unsuccessful effort at John Jay to see the Certifying Official in charge of processing documents required by the VA and the College for GI Bill benefits, and waiting in the exterior office for an inordinate amount of time before yet again having to give up and leave, he found himself contemplating the bank of lockers in front him, plastered all over with VA suicide-prevention magnets. That, of course, only depressed him, for, as he joked, by the time he left the premises in utter frustration at not having been able to see the Certifying Official, he did indeed almost start to feel suicidal. His point, he said, is that veterans want to be served with practical help in getting their education and careers.

Mr. Williams, in addition, gave an account of his responsibilities as a sergeant, relaying the ways in which he served the men of his platoon as their leader and protector, playing the role of mother, of psychiatrist, of nutrition counselor, and making sure they were hydrated, comforting them in grief, and counseling them on family matters back home. His responsibility was to his troops 24/7 no matter if they were stateside on furlough or fighting beside him in Kabul. He noted that before he was promoted to sergeant in Iraq he was himself carefully groomed and mentored by superiors who saw his potential, that he did the same for those under him, and that now he needs that kind of mentoring again.

In addition, Mr. Williams voiced the astonishment and the frustration of many veterans who are aghast at the undisciplined behavior of students in the average John Jay classroom, a complaint that speaks to the maturity of the student veteran who may be the same age as his fellow classmates but whose habits are disciplined and whose values are such that after surviving military conflict he is happy to have the opportunity to study and advance. Mr. Williams, and several others of the veterans, said it is distressing for them to sit in classrooms in which professors permit students to eat, sleep, listen to music, make phone calls, text, and behave disrespectfully to their fellow classmates and to the professors as well. The impulse of the veteran under those circumstances is to take charge and impose order, but of course none of them do so because they control themselves and respect the professor's authority, although those professors never act to stop the bedlam. Such classroom environments are insulting to the serious objectives of serious students, he said. He added that for the veteran such an environment is also unduly distracting, especially because many suffer from hearing loss, headaches, dizziness, visual impairment and other physical conditions as a result of their service to their country.

Christopher Neff (Lance Corporal, US Marine Corps) is president of the John Jay Veterans

Association. An infantry rifleman with two combat tours in Iraq (2001-2005), he served in Operation Iraqi Freedom One and Three (OIF-1 and OIF-3). He is a senior majoring in International Criminal Justice and resides in Carmel, NY. He will serve in spring 2012 as one of two veteran mentors.

Mr. Neff explained the role of the Veterans Association and invited faculty to get to know student veterans by visiting the office, coming to the meetings, and participating in its events and activities. Mr. Neff especially urged Viet Nam veterans among the faculty and staff to visit them, remarking that the current OIF/OEF veteran especially holds those predecessors in high esteem and are also gratified to hear stories from veterans who served in that war despite lack of support at home.

Mr. Neff noted that, as mentioned by Conrad Cho, the Association started as a student club in 2008 but many veterans found that designation inadequate to its members' service-oriented goals. It is now organized for its members to be able to volunteer to help the veteran community at John Jay as well as beyond the campus. The Association serves enrolled veterans at school who are looking for work, housing, health services and the like, and it serves veterans off campus by providing volunteering opportunities at VA facilities, hospitals and centers, and at private agencies that look after veterans. In the past year, however, because the Veterans Association has been very busy predominantly making up for the administrative shortcomings of the College, its officers have devoted themselves to such services as seeing to the enrollment and orientation of student veterans, of facilitating their GI Bill benefits, of providing counsel to the Veterans Advisory Committee on the matters discussed here, such as transfer credits, attendance policies, and the like, and has not been able to organize as many outreach activities as it normally would. The Association hopes that as John Jay succeeds in solving those administrative problems it will be able to revisit its original outreach objectives as a civic service-oriented student organization.

Professor Giordani spoke about the honor and pleasure it is for her to work closely with these veterans and said that she would like very much her colleagues to join her in serving these admirable men and woman.

Mr. Uebbing said he want to expound a little bit on what Nicole had to say about the level of training and studies many veterans engage in while in the service. He said his example is a bit extreme because he was in the military for 27 years and the E-9 rank which is the highest rank one can reach in the enlisted ranks. He recounted that during one tour of duty he was doing acquisitions and had a multimillion dollar budget and every year he had to justify this budget to members of Congress. So he had the experience of having to do not only manage the budget but having to justify it , having to testify to Congress, and he said that every year he was able to get at least what he asked for or some years he was able to get more. He said, on the other hand, an example that applies to almost every service member happened to him during his first year in the military. He joined in December 1978 and reported to his first duty station in October 1979 and of those eleven months he spent ten months in school. He noted that by the time he finished his initial four year obligation, he had attended a number of other schools, one

of which was ten months long, for eight hours a day, five days a week. And another school was for nine months straight. And so, he said, he accumulated a lot of education that would translate to the university setting but when he walked in the door at John Jay he received the same four credits that everybody else receives. At Brooklyn College, all the veterans receive 12 credits, he pointed out.

Mr. Cho noted that he is not saying that people in the military never do anything wrong. He said there are definitely bad apples in the military just as there are in every other institution. But, he said, bad apples are a small minority. He said more education is needed by civilians because there are great careers to be had in the military as officers. And, he added, if people feel there are problems in the military then they could bridge that gap. He also said that another thing about the credits – and this is relevant to CUNY in general and not just to John Jay – the University tells veterans when they apply to CUNY that they are going to evaluate your life experience and your military experience and give you the credits that they think you deserve. Apparently that doesn't happen; everybody gets four credits when they walk in the door. Nobody gets more but some people get less at John Jay. And well even in Brooklyn its 12 credits flat. It is not a case by case basis. And he said when he came here he took when I come them at their word that they are going to evaluate his record and give him what they think he deserves. He said he may differ on that but he feels it is going to be given that consideration. And that's not happening and you know that make me feel that hey maybe the University is not being completely up front about everything. And I would like to take them at their word because when I give my word on something I am going to give you my word that I am going to do my best I can here and I am not going to work really hard. You can take me at my word. I would like to take the University and John Jay at their words too.

Vice President Sheehan told the students that he wants to thank them but he does not think thanking them is adequate. Noting that we have an all volunteer military service now, he said it is not as if they had been forced into public service, but rather they volunteered to protect us all. And so we thank you! He said he thinks it's much bigger than this room, its much bigger than this College. He said he would like to make a motion that the Faculty Senate fully endorses a reevaluation of the blanket 4 credits. But, he added, there is so much that needs to be done and can be done at the College but we have to also look at the top: if our federal government is saying that veterans on the G.I. Bill cannot receive an Incomplete and resolve the Incomplete without having to pay back the money to the federal government while they are off doing service for this country, then we have to get the Veterans Administration to change its policies. He noted that Professor Kaplowitz is on a fairly powerful CUNY committee and all of us can talk to our representatives in Congress. He proposed that we get our legislators in Congress to recognize that it is wrong to penalize the people who are protecting us while we tell them to go out and protect us. He said the issue is too big to discuss right now, that there are issues of academic standards and issues of academic freedom to consider.

VP Sheehan made a motion that the Faculty Senate authorize Professor Kaplowitz to convey to our College administration our support for increasing the 4 credits given to veterans because we find the current 4 credits to be unreasonable and that that we also authorize Professor

Kaplowitz to work with our College administration in increasing the 4 credits we give to veterans and that we do so without tying it to whatever number of credits is given to police officers or firefighters who complete the NYPD or NYFD academies and that we also recommend to them that, if possible, the person who henceforth does the credit evaluation have military as well as academic experience and that, furthermore, this be accomplished in time for the incoming fall 2012 class and that, furthermore, this be retroactive for currently enrolled students to the extent possible. The motion was seconded and was carried by unanimous vote.

President Kaplowitz said to the students that they have already been thanked, but she wants to apologize on behalf of the College for not doing what we should have been doing, what we should be doing. For short changing them, literally, in terms of credits, for those of our faculty colleagues who have been insensitive and worse, insensitive in some cases, insulting and hurtful and inappropriate, in others. And, she said, for not providing the staff they need. She said they should not be doing the jobs of others they are doing without compensation. She said service is one thing, they have done their service, but they should not be doing other peoples' jobs. She said the College should not be taking their GI money and then take advantage of them and shortchanging them. And for that she apologized. And she apologized for our treating them as if they are invisible. She said she also wants to thank them. She said this is just the beginning. There will be much more work taking place and many more discussions. She thanked them for coming, for educating us, for giving us the opportunity to be of service. She explained that we are already behind schedule and have been keeping the Provost and will be keeping the Dean waiting, otherwise we would continue this discussion now about what we are going to do.

Another Senator proposed that the Senate consider forming a task force of faculty members that have been in the military and can serve to look at the academic structure and how it can be more veteran friendly. Another Senator proposed that the Senate recommend to CUNY that a grade be created to address the issue of military service carried out during the semester that could serve to prevent veterans from receiving grades of F or WU for service-related mandatory tours of duty. Another Senator proposed inviting faculty to have their names included on a list of faculty who are willing to mentor veterans. Another proposed the Senate inviting faculty to have their names on a list of faculty who are willing to be flexible about absences and about alternate assignments when student veterans are called up during a semester.

President Kaplowitz noted that another possibility is the Senate could compose a letter and send it to all the faculty each year or semester about the needs of veteran students, such as the letter the Senate sends each year about hate speech in the classroom, a letter prompted by presentations by gay and lesbian students to the Senate a few years ago about the hateful anti-gay comments in the classroom that faculty members let go uncommented on that create a hostile learning environment for them.

It was agreed that the Senate would discuss these and other possible ideas when the spring semester begins.

The Senate extended its thanks to the seven students and to Professor Giordani through long, sustained, and vigorous applause.

10. Invited guest: Provost Jane Bowers

Senators asked about the Pathways timeline. Provost Bowers spoke about the accelerated time line that is being required by the University but added that because of the general education revision that our College worked on previously, the required work can be done by John Jay within the allotted time. The College must submit its new general education plan by April 1st and our new general education courses will have to be decided by October. CUNY is providing stipends to faculty who work during the summer on Pathways. There will be 8 faculty committees (one for each area of the General Education framework). Implementation (registration, grandparenting, student auditing systems) will be worked on at a later time. Assessment will be part of this process but how the assessment will take place is unclear, the Provost said.

Work on majors needs to take place during this same time. Faculty teaching in nine majors will need to closely evaluate required courses to make the transfer process most effective by identifying courses that will transfer easily.

The Provost spoke very positively about the freshman year experience (FYE) showcase and the excellent work of our students as well as the FYE staff and faculty involved.

Senators discussed their concerns about the security matters discussed earlier in the meeting, particularly the role of the Provost in ongoing investigations. Senators suggested that a protocol be established whereby the Provost is not informed about initial stages of complaints against them as this could have an adverse effect on the faculty member's standing, especially in the personnel process. The Provost said that she would like to think about this carefully to consider all of the factors. She said that reports about the facts gathered from interviews with the various parties involved should be transmitted directly to Rosemary Maldonado, because she is the legal counsel at the College. A Senator suggested we should have an ombudsperson and the Provost said she likes the idea. Senators asked about public safety officers' treatment of students especially in terms of the use of pepper spray and batons. The Provost said there is a protocol of when and how to use force when dealing with students. Some suggested that perhaps an oversight body similar to a CCRB should be created on campus. The theft of the wallet of a member in the Department of Africana Studies was mentioned. The Provost said that 270 members of the College have already had their offices moved to the new building and not one of them has alleged that his or her boxes had been opened.

11. Invited guest: Dean of Undergraduate Studies Anne Lopes [Attachment E]

Dean Anne Lopes discussed the Honors Program. She distributed a handout about the enrollment in the Honors Program [Attachment E]. Professor John Matteson has resigned as

director of the Honors Program and will be the associate director of the Center for Biography at the Graduate Center. Professor Patricia (Pat) Licklider will be the interim director of the Honors Program during the spring 2012 semester and then Professor Dara Byrne will serve as director beginning in fall 2012. Dean Lopes discussed the program and the assessment that has been conducted thus far.

Senators spoke about the veterans who had met with us earlier in the day and the possibility of their participating in the Honors Program as well as receiving more credits than they currently do for the learning that they achieved during their military service. Dean Lopes said she has hired a consultant to develop a prior learning assessment protocol at John Jay. The Dean also discussed improving internships for credit at the College.

The meeting was adjourned at 5 pm.

Submitted by

Virginia Diaz-Mendoza
Recording Secretary

