The Faculty Senate
The City College of New York

Plenary Meeting
November 21, 2013
Shepard Hall 95

AGENDA

Call to order 2:00 PM
Approval of minutes from Oct 17, 2013 2:01 – 2:05 PM
Remarks of the Chair 2:05 – 2:10 PM
Election of Treasurer 2:10 – 2:15 PM
Report of the Executive Committee 2:15 – 2:45 PM
a. Resolution on syllabi
b. Resolution on the events surrounding the reallocation of NAC 3/201
Reports of the Faculty Senate Committees 2:45 – 2:50
a. Educational Policy Committee
b. Senate Affairs
Remarks of the President 2:50 – 3:20
Elections to Committees 3:20 – 3:40
c. Faculty affairs
d. Community affairs
Report from the Online/hybrid Pedagogy Task Force 3:40 – 3:45
Report of the Ombuds None
New business 3:45 – 4:00
Adjournment 4:30 PM
Minutes of the
Faculty Senate Plenary
November 21, 2013
Shepard Hall 250
The City College


1. The meeting was called to order at 2:10 p.m.

2. The minutes of the October 17, 2013 meeting were approved with corrections.

3. Remarks of the Chair—Prof. Jeruzalmi
   • Pleased that the operation of the Senate is moving forward.
   • Urged Senators remember that we agree on issues more than we disagree.

4. Election of Treasurer—Marta Bengoa

5. Report of the Executive Committee
   • Resolution on Syllabi (see attached)
     o A “friendly amendment” to the resolution was proposed by Prof. Wilner and accepted: “grading rubric” was changed to “grading policy.”
     o The amended resolution passed by a vote of 27 in favor, 1 against, and 3 abstentions.
     o There was some discussion re: whether the level of detail in the resolution and the reference to the Academic Integrity Policy was really necessary.
     o Prof. Gallagher clarified that the Academic Integrity Policy and the disability policy are legally required.
   • Resolution on the events surrounding the reallocation of NAC 3/201 (see attached)
     o A “friendly amendment” was proposed that “a.k.a Morales/Shakur Center” be added in parentheses after the first instance of NAC 3/201, and that in every subsequent occurrence “center” should be lowercase.
     o The amended resolution passed by a vote of 22 in favor, 11 against, and 5 abstentions.
     o Prof. Gallagher pointed out that an amendment to the resolution that the space be restored was defeated in Faculty Council.
     o The Senate resolution asks instead that, “in consultation with Faculty Senate, Faculty Council, and Student Government, College officials should allocate appropriate space [emphasis added] to be administered by the students and student organizations that used the center in order to continue to carry out the lawful and beneficial services and activities that they had been engaged in.”
     o Prof. Wilner asked which groups would have access to the space, and Prof. Gutman stated that this issue would be taken up by the Senate Affairs committee.
     o There was some objection to the use of Shakur in the center’s name. Paul Occhiogrosso stated that the Board of Trustees must approve naming. A sign bearing that name had been removed in 2006 because the name was not deemed appropriate by the Board of Trustees. A lawsuit regarding this matter was withdrawn without prejudice in 2011.
     o Prof. Gallagher stated that the community room was gang-neutral space, and that the new space should also be a safe space, but not in the NAC.
6. Reports of the Faculty Senate Committees
   • Educational Policy—Prof. Watson
     o The policy on cross-listing undergraduate and graduate courses within the same department and
       the policy on cross-listing undergraduate courses among departments and programs were
       reaffirmed at the committee’s 11/19/13 meeting (see attached).
     o The proposed redefinition of academic probation standards was also approved (see attached).
       According to the proposal, probation will be defined on the basis of credits attempted rather than
       credits earned. Given the effect of these changes on financial aid and advising, these changes
       would take place no earlier than Fall 2014.
   • Senate Affairs—Prof. Handy
     o The committee discussed business for the year and called for revisions to the Senate bylaws. The
       committee has been looking at bylaws for Senates at other CUNY schools and has noted that
       other schools’ bylaws tend to be briefer, less complex, and also outdated. There is still more
       work to be done.
     o It was noted that Prof. Watkins resigned from the Senate Affairs Committee and Prof. Riobo
       joined. Prof. Crain asked about the procedures when someone resigns, and Prof. Handy stated
       that the committee will consider irregularities and concerns. Prof. Ravi asked a question about
       the election of senators, and Prof. Handy stated that any concerns about elections will be
       addressed in Senate Affairs.
     o Prof. Watkins stated that he resigned from the Senate Affairs Committee with the intention of
       increasing diversity on the committee. He stated that he thought he had requested an official
       investigation into the election of Prof. Aken. There was a lot of discussion about the proper
       procedure for requesting an investigation, and the appeal procedure to follow if the concern still
       is not satisfactorily resolved after investigation by the Senate Affairs committee. Prof. Jeruzalmi
       clarified that the proper procedure for appeals, according to the bylaws, is (1) Senate Affairs
       Committee, (2) Executive Committee, then (3) to the full Senate. Prof. Laurich suggested that
       this information should be put on the Senate website.
     o A motion was made for concerns about the election of Prof. Aken to be sent to the Senate
       Affairs Committee. The motion passed, with 28 in favor and 12 against.

7. Remarks of the President—President Coico
   • The president accepted the resolution re: NAC 3/201. She stated that the communication re: this room
     could have been better and the situation could have been handled better. She clarified that the role of
     security was to protect students, not to hurt or arrest them.
   • She met with student government representatives before she sent out her recent communication to the
     College community re: NAC 3/201.
   • She was asked earlier in the meeting why the decision was made re: NAC 3/201, and she stated in her
     remarks that not all decisions are under one’s control, and she could not comment more. She reported
     that this has been a very difficult, emotional issue for her.
   • She stated that she will work with student government, other student groups, the Senate, community
     groups, and others to ensure that community needs are met. The food co-op will go on, the early
     college programs will go on, and CCNY will get a single-stop program. She wants to go forward
     positively and collaboratively.
   • The president received great feedback from students and others re: Sonia Sotomayor’s talk at CCNY.
   • There was also a very good faculty roundtable about online and hybrid courses. The president stated
     that she is more supportive of hybrid than online courses, as our students need classroom time with
     faculty. Bill Crain reported about his work with the Online/Hybrid Pedagogy Task Force later in the
     meeting. Juan Carlos Mercado will lead a taskforce re: the administrative side of the issue.
   • The president thanked everyone for their collegiality and honesty.

8. Elections to Committees
• Elections for the Community Relations Committee were tabled due to no nominations.
• Fred Moshari, Katie Block, Joe Moore, and Marilyn Gunner were elected to the Faculty Affairs Committee.

9. Report from the Online/Hybrid Pedagogy Task Force—Bill Crain
• Prof. Crain thanked the task force, which discussed issues faced re: online/hybrid courses and set policy guidelines.
• The ultimate decisions re: these courses rest with departments.
• Recommended that there be a permanent task force going forward.
• Prof. Gutman thanked the task force for their report.

10. Report of the Ombudsperson—Prof. Gallagher (no report was given)

11. New Business—Resolution on the Creation of a Medical School
• A 2/3 majority was needed to be able to put the resolution up for a vote. However, the 2/3 vote was not achieved. There were 25 votes in favor, 3 votes against, and 4 abstentions.
• President Coico stated that permission is being sought from the Board of Trustees to explore the possibility of establishing a medical school, although she understands others’ concerns.
• It was mentioned that Sophie Davis fulfills a unique mission, and their programs no longer dovetail with NYU or SUNY Downstate. Slots in medical schools that used to go to Sophie Davis students are now being bought by Caribbean schools.
• A suggestion was made that looking into creating a medical school should be folded into the strategic plan.
• Prof. Jeruzalmi stated that the provost will present to the Senate about the medical school in a future meeting. The provost also mentioned that they are proposing to make the 5-year BS/MD program into a 7-year program.

The meeting was adjourned at 3:55 p.m.

Respectfully submitted,

Sherri Rings
Secretary

Results by Question

1. Shall the matter be adopted? (Multiple Choice)

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Minutes adopted at the Plenary Meeting of the CCNY Faculty Senate on February 27, 2014 by a vote of 37:1:1 (quorum = 32 senators).
The Faculty Senate
The City College of New York

Syllabi Resolution
(REVISED)

Whereas, all of our accrediting bodies (Middle States, NCATE, ABET, etc.) require syllabi, and

Whereas, students have a right to know how they are going to be graded and there have been lawsuits at other colleges over this issue and threatened lawsuits at CCNY, and

Whereas, the College has a legal responsibility to inform students of Academic Integrity rules and information about their rights under the Americans with Disabilities Act, and

Whereas, there is a difference among disciplines in their ability to be specific about the “calendar” of topics in their classes,

Resolved,
1. Syllabi (also known as course information sheets) are required to be provided by faculty to students in all CCNY classes, and further

2. No specific format is required, but the syllabi must include:
   a. Contact information for instructor
   b. Course number and title, days, times, rooms.
   c. Required reading list text, etc.
   d. Course description
   e. Academic integrity policy that refers to: http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf
   f. Attendance policy (if you wish to deviate from that stated in the Bulletin. That policy limits absence to two weeks’ worth of classes and does not address lateness). Include policies regarding late papers or missed exams.
   g. Disability policy: “In compliance with CCNY policy and equal access laws, appropriate accommodations are administered by the AccessAbility Center. Students who register with AccessAbility, and are entitled to specific accommodations, must request a letter from AccessAbility to present to the Professor that states what their accommodations are. If specific accommodations are required for a test, students must present an “Exam Administration Request Form” from AccessAbility, at least one week prior to the test date in order to receive their accommodations.”
h. Schedule of dates for exams and due dates for papers. Unannounced quizzes may be scheduled as needed. Remember that it is a CCNY requirement that one grade be returned to a student before the deadline for dropping a course.

i. Grading policy

j. Schedule of topics covered in class meetings

k. Courtesy policy (if any)

l. Course learning outcomes (required by Middle States and other accrediting agencies)

Resolution adopted at the Plenary Meeting of the CCNY Faculty Senate on November 21, 2013 by a vote of 27:1:2 (quorum = 31 senators)
Whereas the Faculty Senate is the authentic voice of the faculty, with standing committees that are charged with providing faculty participation in matters within their respective areas;

And whereas the administration did not consult faculty governance prior to The College’s seizure of NAC 3/201 (aka the Morales/Shakur Center), nor in the days that followed;

And whereas after the seizure of the room there has been a dearth of communication from the administration about the action that it took and the security measures that followed;

Therefore, be it resolved that in an institution of higher learning, words, logic, and ideas are the most appropriate instruments for change;

Be it further resolved that the rights of members our community to free speech and to orderly and peaceful protest must be protected;

Be it further resolved that the administration refrain from the use of excessive force or punishment in dealing with student and/or faculty dissent;

Be it further resolved that College officials, students, and faculty should employ existing shared governance structures as forums for thoughtful debate and careful analysis; and

Be it further resolved that, in consultation with Faculty Senate, Faculty Council, and Student Government, College officials should allocate appropriate space to be administered by the students and student organizations that used the center in order to continue to carry out the lawful and beneficial services and activities that they had been engaged in.

Resolution adopted at the Plenary Meeting of the CCNY Faculty Senate on November 21, 2013 by a vote of 22:11:5 (quorum = 32 senators)
The attached preliminary report of the Faculty Senate Online/Hybrid Task Force was presented to and endorsed by the City College Faculty Senate at the Nov 21, 2013 Plenary Meeting.
Preliminary Report of Faculty Senate Online/Hybrid Task Force
November 2013

The goal of the Faculty Senate Online/Hybrid Task Force is to consider the role of online and hybrid courses at City College and to make recommendations for policy and practice.

The widely accepted definition of a hybrid course is one where online activity replaces 30% to 80% of required face-to-face meetings; the definition of an online course is one that uses online instruction greater than 80% of the time, with typically all course activity done online (Sloane Consortium, 2010)

Research on Online and Hybrid Courses

Most research to date on hybrid and online instruction suffers from significant design problems that limit the value of the data in making teaching/learning decisions for colleges. For example, the US Department of Education’s (2010) meta-analysis on online and hybrid learning, which examined the effectiveness of online learning compared to traditional instruction, had very few full course implementations in their study and failed to control for topic, breadth, design, teaching approach and type of student. Similarly, a more recent study of community college students in remedial courses examined course materials that varied widely in their quality and focus (Xu & Jaggars, 2013).

One of the only rigorous studies that compared hybrid with traditional courses, “Interactive Learning Online in Public Universities: Evidence from Randomized Trials” was conducted by William Bowen and his associates in 2011. They examined several dimensions of learning and course success in an introductory statistics course at several different institutions, using the same course materials, and assigning students randomly to either the hybrid or traditional sections. Bowen reported that “We find no statistically significant differences in learning outcomes between students in the traditional – and hybrid-format sections. Hybrid-format students did perform slightly better than traditional-format students on three outcomes, achieving pass rates that were about three percentage points higher, CAOS scores about one percentage point higher, and final exam scores two percentage points higher—but none of these differences passes traditional tests of statistical significance.” A copy of this report is available online at: http://mitcet.mit.edu/wp-content/uploads/2012/05/BowenReport-2012.pdf

Online and Hybrid Courses at CCNY & CUNY

Online and hybrid courses are taught throughout the CUNY system. The latest data indicate that City College trails all other CUNY colleges in the percentage of instructional (student) FTEs offered partially or totally online: City College, 1%; Senior College average, 5.9%; University average, 7.8%.

According to the 2010 CUNY Student Experience Survey, the percentage of City College students who selected “Strongly Agree” in response to the statement “I would like my college to offer more hybrid courses” was 22%. Although this figure was hardly overwhelming, it was the highest among the senior colleges. In addition, City College had the lowest percentage of students, among the senior colleges, who agreed with the statement, “I was able to register for every course I wanted to take” (48%). CCNY students also had the highest percentage who selected, “I was not able to register for the course because…No seats were available at any time” (51%). As a whole, the results point to the possibility that online courses could serve a need at CCNY by increasing course availability.
On-line and hybrid courses may work better for some students than for others. Faculty and staff need to carry out ongoing evaluations and keep abreast of research on the kinds of students for whom the courses are most appropriate. At the same time, online and hybrid courses offer a number of benefits. Faculty experience, informed by student reports, indicates that online and hybrid courses provide greater flexibility to students who are working or caring for families, who gain greater access and control over their use of course materials. Some faculty members report that students spend more time on learning activities in courses with online segments, perhaps because lectures, readings and assignments are available on a 24/7 basis and can be reviewed repeatedly, if necessary. In addition, students may benefit from regular, smaller, lower-stakes writing assignments on discussion boards that provide increased opportunities to practice writing skills. Faculty may be able to differentiate and scaffold instruction through more regular written feedback and interaction with students.

Task Force Recommendations

The City College is an educational institution committed to accessibility and excellence in undergraduate and graduate education. By offering high quality fully online and hybrid learning options, we may be better positioned to support students in their pursuit of their education. Alternative models of learning may also help faculty strengthen and innovate curriculum as well as provide increased options for students so that they can persist with their coursework.

While the Task Force supports innovation in teaching approaches, it urges The College to proceed thoughtfully and carefully. The landscape of higher education is rapidly changing, and it is important to fully consider all options, their appropriateness for the CCNY student body, and their impact on the values of CCNY and higher education as a whole. In addition, individual faculty and departments should familiarize themselves with the professional literature on these teaching approaches and make opportunities to speak with experienced online and hybrid instructors within the University and elsewhere. For example, the Task Force is concerned that some innovations like MOOCS may be trends that ultimately do not serve students effectively. Massive Open Online Courses (MOOCS) offer free educational content in the form of an asynchronous course that runs from 4-12 weeks. A single MOOC might enroll several thousands of students, the majority of whom will never interact with the faculty member teaching the course. Students can earn a certificate of completion when the MOOC is successfully completed. We must stay abreast of new educational trends so that we can adopt a proactive, rather than reactive approach to this changing landscape and be prepared to take advantage of technology-based approaches that show evidence of promoting student learning, retention and degree attainment.

Specific Online/Hybrid Task Force Recommendations:

• Support departmental governance with regard to offering online/hybrid courses.

Primary responsibility for deciding whether or not to offer hybrid or online course should reside at the departmental level. Departments can consider their own unique needs when determining whether to offer online and/or hybrid courses. Faculty and department chairs should determine what types of courses can and should be offered in alternative formats, and the benefits of doing so. Consultation with deans is important as well. While legal issues are complex and evolving, a report by Philip A. Pecorino at Queensborough Community College states that court cases related to Academic Freedom have confirmed that decisions about how to teach a course, in contrast to decisions about curriculum content, should reside with the faculty of a department (Pecorino 2006).
Because the Faculty Senate has a real and continuing interest in ensuring high quality learning experiences, we encourage periodic review by CLAS and/or curriculum committees of the implementation of all teaching approaches, including hybrid and online courses. A more specific schedule of reviews may be established in the future by a long-term Online/Hybrid Task Force (see next bullet).

The present Task Force encourages departments and programs to communicate information about their experiences delivering online and hybrid courses with the broader College community.

- **Create a long-term Online/Hybrid Task Force**

A long-term Task Force would be charged with making recommendations that would ultimately support high quality online and hybrid instruction and effective policy. Specifically, it would:

  - Support departments by providing resources with respect to online/hybrid course planning, oversight, and professional development and training.
  
  - Make recommendations for student preparation and support in online/hybrid courses. This may involve both IT support as well as educational supports to help students succeed.
  
  - Develop appropriate assessment and evaluation protocols for online and hybrid courses. The data from these assessments can be used to strengthen course quality. The data also can provide departments with updated information on the need for traditional face-to-face instructional alternatives for specific kinds of students.
  
  - Create an overall vision for the integration of alternative forms of learning within the traditional educational structure. Conduct outreach to other universities that are offering similar programs to exchange ideas, collaborate, and develop new perspectives.
  
  - Contribute to discussions on policy regarding online and hybrid learning. Special consideration will need to be given to federal regulations pertaining to online coursework for international students.
  
  - Provide ongoing guidance on issues related to intellectual property ownership of online materials (see the Appendix for CUNY’s current policy).

- **Discourage “underground” online/hybrid courses.**

Courses that are offered in these formats should be approved by the appropriate department and listed with the registrar as HYBD or NET sections. Doing so ensures that departments can adequately oversee all courses and students are aware of the mode of delivery and able to make appropriate choices.

- **Provide adequate resources for on-line technology.**

The task force recommends that adequate financial and human resources be provided for a successful on-line program at CCNY. A successful program will need stable IT infrastructure, appropriate computer hardware, sufficient software, sufficient software licenses, continuing
faculty development, and adequate and timely technical support. Additionally, an organizational structure must be created that will be solely responsible for promoting and managing the on-line program at CCNY.

Submitted by: The Online/Hybrid Task Force

Peter Brass (Computer Science/School of Engineering)
William Crain (Psychology, Task Force Chair)
Alan Feigenberg (Architecture)
Dan Greenberger (Physics)
Ravi Kalia (History)
Elizabeth Mathews (CWE)
Nina Marousek (International Student and Scholar Services)
Stewart Russell (Mechanical Engineering/School of Engineering)
Praveen Panchal (IT)
Ellen Smiley (Psychology)
Joshua Wilner (English)

References


Xu, D. & Jaggars, S.S. (2013). Adaptability to online learning: Differences across types of
students and academic subject areas. CCRC, Teachers College.

Appendix. City University Copyright Policy

4.5 Electronically Published Course Materials
Courses designed to be delivered over the internet, by computer, or through similar technologies, may involve both copyrightable works and other intellectual property. Consistent with its intent to recognize the creator as the owner of scholarly or pedagogical works, the University claims no ownership rights in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of sponsored research or is commissioned work. (BTM,2002,11-18,005,.B)

This policy can be accessed from the Intellectual Property section of the CUNY web site, at: http://policy.cuny.edu/manual_of_general_policy/article_vi/policy_6.5/text/#Navigation_Location
RESOLUTION ON THE CREATION OF A MEDICAL SCHOOL AT CCNY

WHEREAS the proposal to create a medical school at City College will have a significant impact on the entire college community;

WHEREAS these effects could include the diversion of financial, personnel, and physical resources away from other programs and divisions to support this proposed school;

WHEREAS neither the Faculty Senate nor any other governance body has been presented with a plan of how the required funds will be raised to support the creation of the medical school or how the creation of the school could affect the college as a whole;

WHEREAS there has been virtually no public discussion about this proposal among the City College faculty or its governance bodies;

WHEREAS faculty governance bodies should be involved in any project as significant as the medical school

RESOLVED that the Faculty Senate strongly urges the Provost and President not to bring a proposal to create the school to the CUNY Board of Trustees until the Senate has had the opportunity to examine and discuss the issue

BE IT FURTHER RESOLVED that the Executive Committee immediately begin a process through which such an examination and discussion can occur.

Motion to consider this resolution failed to obtain 2/3 of the support of the members present (25: 3: 4) (quorum = 31 senators). 25/38 (members voting to consider/(members present) = 0.657. Need 0.666. As such, this resolution was not considered.