Faculty Senate Minutes #428

December 5, 2014   10:00 AM   Moot Court NB

<u>Present</u> (36): Chevy Alford, Andrea Balis, Ned Benton, Adam Berlin, Claudia Calirman, Kashka Celinska, Artem Domashevskiy, Janice Dunham, Jennifer Dysart, Peggy Escher, DeeDee Falkenbach, Terry Furst, Katie Gentile, Lior Gideon, John Gutierrez, Hunter Johnson, Karen Kaplowitz, Maria Kiriakova, Lou Kontos, Tom Kucharski, Carmen Kynard, Kyoo Lee, Vincent Maiorino, Xerxes Malki, Jay Pastrana, Edward Paulino, Frank Pezzella, Dainius Remeza, Raul Rubio, Ian Seda, Francis Sheehan, Charles Stone, Staci Strobl, Robert Till, Fritz Umbach, Daniel Yaverbaum

<u>Absent</u> (8): James Cauthen, Marsha Clowers, Angelique Corthals, Silvia Dapia, Joel Freiser, Maki Haberfeld, Melinda Powers, Raul Romero

<u>Invited Guests</u>: Professors Richard Haw, Gerald Markowitz

<u>Guest</u>: Professor David Munns

AGENDA
1. Adoption of the agenda
2. Adoption of Minutes #427 of the November 24, 2014, meeting
3. Announcements & Reports
4. New Faculty Senate Statement on Workload Mitigation: Executive Committee
5. John Jay's 2015-2020 Strategic Plan
6. Proposal from the Provost's Task Force on Online SEOF
7. Review of additional items on the December 11 College Council agenda
8. Recommendations from the Faculty Senate/Administration Ad Hoc Working Group on the Community Hour
9. Proposal from the Interdisciplinary Studies Program (ISP) to become a department: Invited Guests: Profs. Richard Haw (Chair, ISP) & Gerald Markowitz (History/ISP)

1. <u>Adoption of the agenda</u>. Approved.

2. <u>Adoption of Minutes #427 of the November 24, 2014, meeting.</u> Approved.

3. Announcements & Reports [Attachment A]

President Kaplowitz reported that after the last meeting, because she had called for the adjournment of the previous Senate meeting upon the loss of a quorum, several Senators asked her about Robert's Rules of Order and others emailed her questions and still others stopped her in the hallway to raise questions. She said she thinks it important that she provide the answers in writing to all Senators and distributed a document that provides verbatim text from *Robert's Rules of Order, 11th Edition* about the quorum issue and also about other matters that she identified as important to the Senate [Attachment A]. She asked the Senate members to read the document before the next agenda item is taken up.

She also reported about President Travis's announcement that he is starting a college-wide process to review the John Jay Charter and governance at John Jay, and to consider whether the college should be divided into schools and or divisions, and to review and assess our committees and committee structure. She said that it is important that we, as a faculty governance body, conduct research about these areas at other CUNY colleges and at non-CUNY colleges and she sent a signup sheet for those interested in participating in such research. Those who signed up to research charters and governance structures: Ned Benton, Karen Kaplowitz, and Staci Strobl; to research school and division organizations: Chevy Alford, Ned Benton, Karen Kaplowitz, and Robert Till; and to research committees and their structure: Ned Benton and Karen Kaplowitz.

4. New Faculty Senate Statement on Workload Mitigation: Executive Committee [Attachment B]

The Senate Executive Committee is proposing a statement on workload mitigation in response to President Travis' comments to the Senate and to the John Jay faculty in October in which he made a series of assertions, some of which faculty are taking exception to, and in which he announced that there will be no further workload mitigation funding. Two members of the Executive Committee, Senators Adam Berlin and Melinda Powers, have drafted the proposed statement. Senator Ned Benton, also a member of the Executive Committee, has provided an alternate version of the document. Because half of the Executive Committee supports one version of the document and the other half supports the other version, the Executive Committee has decided to present both versions to the Senate so that the Senate can make the choice.

One of the several arguments for one version, which is in the form of a letter to the President is that it is he who makes the ultimate decision about workload mitigation and the statement is in response to President Travis's comments to the Senate and to the faculty; one of the several arguments for the other version, which is in the form of a statement to the community is that is can become part of the Senate's response to the Strategic Plan Ad Hoc Committee's call for comments because meaningful workload mitigation, whether explicitly stated in the Strategic Plan or not, is the primary goal of the faculty.

The Senate discussed each document, made editorial changes to each, and then voted to issue the second version, the statement to the community [Attachment B].

5. John Jay's 2015-2020 Strategic Plan [Attachment C]

CUNY requires every college to have 5-year strategic plans, also known as master plans. The Ad Hoc Strategic Plan Committee has developed 10 Strategic Goals which it has proposed to the John Jay community for its consideration; ultimately approximately 5 Strategic Goals will be chosen and presented to the College Council for its approval in April. The JJ community is being asked to comment on these 10 proposed goals and on the objectives and strategies and is also being invited to propose additional goals, strategies, and objectives and to ultimately select the approximately five Goals that will provide the blue print for John Jay for the next five years. The first comment period opened November 25 and will close on January 15.

The Senate members cast anonymous votes, choosing their top five goals among the 10 in the draft plan. The results were announced and will be transmitted to the Strategic Plan Ad Hoc Committee [Attachment C].

6. Proposal from the Provost's Task Force on Online SEOF Pilot which is on the agenda of the December 11 College Council meeting [Attachment D]

The Senate reviewed the revised Proposal from the Provost's Task Force on Online SEOF Pilot [Attachment D], which is on the agenda of the December 11 meeting of the College Council.

A motion was made by Senator Francis Sheehan that at the College Council meeting, the Faculty Senate propose an amendment of the proposal so that the first bullet on Page 2, in the section "Process of Evaluation," be amended so that the underlined sentence, below, be added to the proposal:

> We will continue to administer the student evaluation of faculty during a two week period. However, faculty will be able to choose the week in which they wish to administer the evaluations by selecting an on/off feature (spigot). <u>Work should continue during the pilot to narrow the duration of the spigot, with the goal being a 2-day spigot; the spigot would be opened on the day the faculty member administers the student evaluation of faculty in class and would close at the end of the following day.</u> Once a selection is made and the data provided to the vendor, no more changes can be permitted.

Senator Sheehan explained that his amendment is in keeping with the purpose and aims of the proposal and was part of one of the 16 recommendations issued by the Faculty Senate to the

Provost's Task Force on Student Evaluation of Faculty (SEOF) Online Pilot. The proposed amendment calls for a refinement of the SEOF Online Pilot that would make the online SEOF more closely match the paper SEOF, which is a goal that is at the heart of the two-year pilot.

Because all 16 of the revisions recommended by the Faculty Senate have been accepted by the Provost's Advisory Task Force on the Online SEOF Pilot, the Senate voted to endorse and support the proposal at the College Council meeting, if amended, as agreed, above. The motion carried by unanimous vote.

7. Review of additional items on the December 11 College Council agenda. Noted.

8. Recommendations from the Faculty Senate/Administration Ad Hoc Working Group on the Community Hour [Attachment E]

The Recommendations were presented by Senator Jen Dysart, the Chair of the Ad Hoc Working Group. She explained that the other members are Professors DeeDee Falkenbach, Tom Kucharski, Karen Kaplowitz, VP Robert Troy, Associate Provost and Graduate Dean Anne Lopes, Registrar Adam Stone, and Scheduling Director Brian Cortijo.

Concerns were raised about lengthening the school day but proposals to start earlier triggered comments about students with children who cannot start earlier because of their own children's school schedules. A recommendation was made to shorten the amount of time being proposed for community hour. Senator Dysart said she would bring the comments and suggestions back to the Ad Hoc Committee.

9. Proposal from the Interdisciplinary Studies Program (ISP) to create a department: Invited Guests: Profs. Richard Haw (Chair, ISP) & Gerald Markowitz

Professors Richard Haw and Gerald Markowitz explained the reasons the Interdisciplinary Studies Program (ISP) is proposing transitioning from its current status, that of a program, to an academic department, which requires College Council approval. They explained their proposal, which was included in the Senate's agenda packed, and answered questions. They promised to issue another document responding to the questions and concerns raised by the Faculty Senate and they thanked the Senate for placing their proposal on the agenda and for inviting them.

By a motion made and adopted, the meeting was adjourned at 4 PM.

Answers to Senators' questions regarding Robert's Rules of Order

From *ROBERT'S RULES OF ORDER*, 11TH EDITION

QUORUM OF MEMBERS.
The minimum number of members who must be present at the meetings of a deliberative assembly for business to be validly transacted is the *quorum* of the assembly. The requirement of a quorum is a protection against totally unrepresentative action in the name of the body by an unduly small number of persons. – Section 3. P. 21.

RULES PERTAINING TO THE QUORUM: PROCEEDINGS IN THE ABSENCE OF A QUORUM.
In the absence of a quorum, any business transacted (except for the procedural actions noted in the next paragraph) is null and void. But if a quorum fails to appear at a regular or properly called meeting, the inability to transact business does not detract from the fact that the society's rules requiring the meeting to be held were complied with and the meeting was convened – even though it had to adjourn immediately. – Section 40 – p. 347

The prohibition against transacting business in the absence of a quorum cannot be waived even by unanimous consent, and a notice cannot be validly given. If there is important business that should not be delayed until the next regular meeting, the assembly should fix the time for an adjourned meeting and then adjourn. If, instead, the members present take action informally in the absence of a quorum, they do so at their own risk. Although the assembly can later ratify their action (pp. 124-25), it is under no obligation to do so. – Section 40 – p. 348.

MANNER OF ENFORCING THE QUORUM REQUIREMENT.
Before the presiding officer calls a meeting to order, it is his duty to determine, although he need not announce, that a quorum is present. If a quorum is not present, the chair waits until there is one, or until, after a reasonable time, there appears to be no prospect that a quorum will assemble. If a quorum cannot be obtained, the chair calls the meeting to order, announces the absence of a quorum, and entertains a motion to adjourn or one of the other motions allowed, as described above.

When the chair has called a meeting to order after finding that a quorum is present, the continued presence of a quorum is presumed unless the chair or a member notices that a quorum is no longer present. If the chair notices the absence of a quorum, it is his duty to

declare the fact, at least before taking any vote or stating the question on any new motion – which he can no longer do except in connection with the permissible proceedings related to the absence of a quorum, as explained above. Any member noticing the apparent absence of a quorum can make a point of order to that effect at any time so long as he does not interrupt a person who is speaker. *Debate* on a question already pending can be allowed to continue at length after a quorum is no longer present, however, until a member raised the point. Because of the difficulty likely to be encountered in determining exactly how long the meeting has been without a quorum in such cases, a point of order relating to the absence of a quorum is generally not permitted to affect prior action; but upon clear and convincing proof, such a point of order can be given effect retrospectively by a ruling of the presiding officer, subject to appeal. – Section 40 – pp. 348-49.

RECESS.

A *recess* is a short intermission in the assembly's proceedings, commonly of only a few minutes, which does not close the meeting and after which business will immediately be resumed at exactly the point where it was interrupted. A recess may be taken, for example, to count ballots, to secure information, or to allow for informal consultation. Section 20 – p. 230.

The privileged motion to *Recess* (or to *Take a Recess*) is a motion that a recess begin *immediately*, made *while another question is pending*…. The privileged motion to *Recess*:
1. Takes precedence over the main motion, over all subsidiary and incidental motions, and over all privileged motions, except those to *Adjourn* and to *Fix the Time to Which to Adjourn*….
2. It is not applied *to* any motion. Motions to *Amend* can be applied to it.
3. It is out of order when another has the floor.
4. Must be seconded.
5. Is not debatable.
6. Is amendable as to the length of the recess; any such amendment is undebatable.
7. Requires a majority vote.
8. Cannot be reconsidered.

Section 20 – p. 231.

CONFINING REMARKS TO THE MERITS OF THE PENDING QUESTION.

In debate, a member's remarks must be germane to the question before the assembly -- that is, his statements must have bearing on whether the immediately pending motion should be adopted. – Section 43 – p. 392

REFRAINING FROM ATTACKING A MEMBER'S MOTIVES. When a question is pending, a member can condemn the nature or likely consequences of the proposed measure in strong terms, but he must avoid personalities, and under no circumstances can he attack or question the motives of another member. The measure, not the member, is the subject of debate. If a member disagrees with a statement by another in regard to an event that both witnessed, he cannot state in debate that the other's statement "is false ." But he might say, "I believe there is strong evidence that the member is mistaken." The moment the chair hears such words as "fraud," "liar," or "lie" used about a member in debate, he must act immediately and decisively to correct the matter and prevent its repetition. – Section 43 – p. 392.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

ATTACHMENT B

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Faculty Senate Statement on Workload Mitigation

Adopted by Unanimous Vote

December 5, 2014

Workload mitigation was identified as the top FY 2014-2015 budget priority of the Faculty Senate and the Council of Chairs. A proposal to add $120,000 to the Financial Plan, resulting in $304,000 of total funding for this important workload mitigation initiative for the current fiscal year, was supported by the College's Fiscal Planning Subcommittee and by the College's Budget Planning Committee.

The current allocation plan of $304,000 allows for 1 course release every other year for eligible faculty members. Doubling this amount to $608,000 would allow for 1 course release every year for eligible faculty. The goal of added funding toward workload reduction could be achieved for all senior faculty at a cost of significantly less than $1 million per year, which is less than 1 percent of the college's approximately $90 million dollar annual budget.

The following are important reasons why continued progress on workload mitigation is so important:

- In the 2012 COACHE satisfaction survey of tenured faculty, the John Jay's faculty's widespread discontent is shown to be due to their inability to perform to their potential because of the 4/3 base workload.

- Faculty do not have a teaching load but a workload, which consists of both teaching and, for some faculty, reassigned time to do labor intensive college service or to conduct grant sponsored research, activities that usually take much more time than the equivalent in teaching hours. The full-time faculty member's average workload consists of 21 hours, that is, seven courses. The 14.9 credit-hour average course load statistic obscures the nature of our job because 14.9 hours takes into account teaching load but not workload.

- The 4/3 workload, without professional Teaching Assistants or Research Assistants, generates intense demands on the faculty's intellectual and physical energy which severely compromises their ability to teach effectively. A 3/3 workload would enable faculty to teach better and to keep up with the research demands that John Jay College has made a hallmark of its movement forward as a baccalaureate liberal arts college and master's granting institution.

- Most distinguished public universities across the globe have a 2/2 workload, which often includes professional Teaching Assistants to help with grading and Research Assistants to help with research. This allows professors to work smart (not less), enabling them to devote increased amounts of time to each of their teaching, research, and service obligations.

- The problem of some students entering college without foundational skills, a problem that the Chancellor identified in his November 2014 speech to the Association for a Better New York (ABNY) as the number one obstacle at CUNY, is especially acute at John Jay College. A 4/3 workload does not permit faculty to provide students with the types of assignments and meaningful feedback which all the Scholarship of Teaching and Learning (SOTL) research emphasizes as the second-most effective factor in student learning behind student "time on task." Doing the calculations for an ideal scenario illustrates this point. A very hardworking professor who puts in a 50-hour week, and who sees her mission as primarily teaching, will devote half of her time to her students rather than to the other proverbial legs of research and service. During a 4-course semester, those 25 teaching hours require 10 in-class hours. If the remaining 15 hours are divided among 120 students (4 sections of 30 students each), that represents exactly 7 minutes and 30 seconds per student per week to correct and comment upon papers and exams. And that is before this professor has met with a student during office hours, or responded to an e-mailed question, let alone attended any faculty meetings or teaching workshops or written a letter of recommendation or conducted any research.

- John Jay's mission statement, which vows to put the needs of our students first and sets forth a list of admirable goals, is unattainable if we do not give the faculty the time and support necessary to help our students learn.

- The College's Strategic Plan should prioritize goals that focus on teaching and learning, and that focus on the development of a supportive environment for faculty scholarship, teaching, and service. These goals cannot be met unless workload mitigation is fully implemented to expand the time available for faculty to devote to scholarship, teaching, and service.

For all of these reasons set forth above, the Faculty Senate finds that workload mitigation should continue to be the number one priority as we formulate the FY 2015-2016 Financial Plan for the Chancellor's approval.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
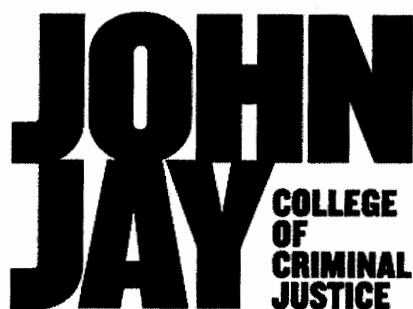
ATTACHMENT C

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December 10, 2014

Dear Members of the Ad Hoc Committee for the Strategic Plan,

The Faculty Senate reviewed and discussed the first draft of *Strategic Planning Options: John Jay 2020* at its meeting of December 5, 2014, and voted by secret ballot, using a weighted system, to identify the Faculty Senate's top priorities for 2015-2020.

Two Goals received by far the highest number of points and, thus, reveals the greatest support: Goal 10 and Goal 1. Each received triple digit points and the number of points each garnered was almost identical:

First Faculty Senate Choice: *Goal 10: Foster a Supportive Environment for Faculty*

Second Faculty Senate Choice: *Goal 1: Provide for Every Student the Academic and Personal Foundations for Post-Graduate Success*

The next 4 next highest supported goals each received double digit points:

Third Faculty Senate Choice: *Goal 4: Expand John Jay College's National and International Reputation for Research of Consequence*

Fourth Faculty Senate Choice: *Goal 7: Strengthen John Jay's Profile as an Hispanic-Serving Institution*

Fifth Faculty Senate Choice: *Goal 3: Enhance Student Access Through Scholarships*

Sixth Faculty Senate Choice: *Goal 9: Build a First-Class, Comprehensive Pre-Health Professional Program*

The City University of New York

At its December 5 meeting, the Faculty Senate also issued a unanimously endorsed Statement on Workload Mitigation in support of and as an explication of its choices of Goal 10 and Goal 1 as its top priorities: this Faculty Senate Statement on Workload Mitigation is enclosed. We ask that this document be incorporated, as appropriate, into the *Strategic Planning Options: John Jay 2020* document.

The Faculty Senate looks forward to reviewing and responding to the next iteration of *Strategic Planning Options: John Jay 2020* in February.

Sincerely,

Karen Kaplowitz

President, Faculty Senate

ATTACHMENT D

To: The College Council

From: Professor Jay Hamilton on Behalf of the Members of the Provost's Taskforce on the Student Evaluation of Faculty (SEOF) Online[1]

Date: November 25, 2014

Proposal to Evaluate All Courses Online for a Period of Two Years

Effective: Spring 2015

Be it resolved to conduct the student evaluation of faculty exclusively online for a period of two years using the current questionnaire and the current online vendor, IOTA, beginning in spring 2015 and continuing through spring 2017.

Be it further resolved that the College Council will consider and vote at its October 2017 meeting whether to continue to conduct the student evaluation of faculty exclusively online or whether to revert to an all paper administration, except for online and hybrid courses where online administration is necessary.

Be it further resolved that the proposal will be implemented as follows:

Courses:

- Courses offered in non-traditional time frames (e.g. 8 weeks, 4 weeks) and courses offered in the summer and winter sessions will be evaluated online, but the results of these evaluations will not be included in the personnel process. Faculty will, however, receive reports from such courses, but these reports will not be accessible to members of the personnel review committees.
- The results of the online evaluation of all courses (online, hybrid, and face-to-face) offered in the traditional 15-week academic sessions will be included in the personnel process.
- For team taught courses, based on information provided by the registrar, we will create a separate evaluation for each professor identified by the department in the course schedule as teaching the course.
- For courses with multiple components (such as science courses), we will create a separate evaluation for each component (e.g. Science of the 21st Century Lab, Science of the 21st Century Lecture, and Science of the 21st Century Recitation), based on information provided by the Registrar.

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[1] Current members of the Provost's Task Force, inclusive of members of the Faculty Senate Task Force*: Katarzyna Celinska* (Faculty, Law & Police Science), Shuki Cohen (Faculty, Psychology), Jay Hamilton (Chair, Economics), Allison Kavey (Chair, History), Anthony Marcus (Chair, Anthropology), Aida Martinez-Gomez (Faculty, Modern Languages), David Munns* (Faculty, History), Adam Stone (Registrar), Gregory Umbach* (Faculty, History), Roberto Visani (Chair, Art & Music), Ying Wang (Staff, Enrollment Management), and Faika Kabir (Student Council).

Leaders of various governance groups also provided information that shaped the proposal: Sandrine Dikambi (HEO Council), Jonathan Jacobs (Council of Chairs), Karen Kaplowitz (Faculty Senate), Jane Katz (Council of Chairs) and Francis Sheehan (Faculty Senate).

Process of Evaluation:

- We will continue to administer the student evaluation of faculty during a two week period. However, faculty will be able to choose the week in which they wish to administer the evaluations by selecting an on/off feature (spigot). Once a selection is made and the data provided to the vendor, no more changes can be permitted.
- Faculty will be required to provide time in class for students to complete and submit the online evaluation.
- During the administration period chosen by the faculty member, students will continue to have access to evaluating courses outside of class through the J-Stop, My Class Evaluation, email links, and Blackboard.
- We will continue to provide faculty with a Quick Guide for the online administration of the evaluations, and expect that they will read the Quick Guide instructions to students on the day of the administration.
- Students who officially withdraw from a course will not be given the opportunity to evaluate that course.
- IT will ensure that students have access to Wi-Fi, 3G and 4G in class as needed during the evaluation period.
- Blackboard administrators will ensure seamless functionality for faculty who choose to integrate the evaluation tool into their course shells.

Receipt of Results:

- Faculty will have the option to acknowledge receipt of their evaluation data. When faculty sign into "My Class Evaluation" (IOTA) they will see a button on their member results reporting page that will ask them to acknowledge receipt of results. Acknowledgement in no way implies agreement with the results.
- As with prior paper administration, faculty will have the option to respond to the data and/or student comments. This feature will also be displayed on the member results reporting page, with the label "Add Comments." These comments will only be visible to the faculty member him/herself and any administrator, dean, chair or others allowed in the security matrix to see that individual's results. No student will ever see any of the faculty rebuttals/responses.

Interpretation and Presentation of Results:

- The college will continue to adopt a new mean score each semester for each academic department as we have always done with paper evaluations, and a new mean score for the college (overall) based on the data generated by the online administration. The overall college and department mean scores are used as a context for understanding individual scores. Computing this anew each semester protects the faculty and takes account of the ups and downs in overall scores and trends during a particular semester.
- Evaluation data reports will be represented graphically and textually to allow for more meaningful interpretation. We will provide the numerical data in the form of bar graphs, with the mean score marked on the graphs. We will run reports using scatterplots to track comments and highlight outliers. This augmented representation of data will be instructive for both faculty and the personnel review committees by offering a more comprehensible and transparent narrative of teaching over time.
- The data for each course evaluated online, including any rebuttal by the faculty member, will be contained in a single image-based file. The image-based files for individual faculty members may be stored in the personnel file and/or the Faculty Internet Document Organizer (FIDO), a password protected system.

- Faculty will access their image-based files by logging into the IOTA system. Chairs will also access the files for their faculty by logging into the IOTA system.
- IOTA will store and maintain the raw data while in its possession as a file permanently anonymized by random codes, and transmit such file for statistical research purposes to John Jay along with the image-based file for each evaluation, accessible only to Office of the Provost staff and authorized research personnel in password protected form. In our workshops with faculty up for personnel actions, we will include a segment on accessing, interpreting, and presenting the data so as to communicate the quality and effectiveness of their teaching.

Encouraging Participation:

Looking at the experience of Brooklyn College, our own experience with the pilot programs, the literature on the implementation of online systems in other institutions, we believe that in the two years of full implementation, we will achieve response rates that satisfy our faculty. Our current response rate, when compared to other institutions, suggests that we are moving in that direction:

Institution	Paper Administration	Online Administration
University of Oregon	Did not collect response rates of paper, but "volume of evaluations collected has skyrocketed since going online" from 32,00 Scantron forms in Winter 2007 to 84,728 evaluations completed on line in Winter 2013	Average online response rate 78-79%
Brooklyn College	67.63% in fall 2004	77.2% in fall 2011
College of Staten Island[2]	Average of 60%	43% in spring 2014 (second semester of all online administration)
John Jay College	67.2% in spring 2012	50% in spring 2014

- We will incentivize student participation by the following:
  - Requiring faculty to conduct the evaluation in class with guided instructions for raising response rates.
  - Reserving a row in various computer labs for submission of student evaluations during the evaluation period.
  - Sending frequent reminders to students via social media and John Jay resources that they use widely (Twitter, Facebook, email, and prime real estate on the John Jay website).
  - Organizing an iPad raffle, along with periodic raffles for bookstore vouchers and John Jay merchandise.
  - Rebranding the tool with the help of the Student Council to invite enthusiastic participation by connecting the process to iconic, spirited symbols such as "Li'l Jay" and the Bloodhound.

- We will support the faculty by the following:
  - Providing clear and concise instructions for online administration with guidance for raising rates of student participation.

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[2] The College of Staten Island (CSI) transitioned from paper to online in fall 2013, with no pilot period. While participation rates were lower than on paper, CSI saw a 6% increase in the student rate of participation in its second semester of online evaluation implementation.

- o Providing access to evaluation data and comments within one month of the release of all student grades for the semester.
- o By fall 2015, allowing faculty to send out a midterm evaluation/assessment so that they receive feedback on their teaching during the course of a semester. The resultant data will be available only to the faculty member and will not be accessed or used by the personnel committee or department chairs.
- o Midterm assessments accustom students to offering faculty feedback; this translates to higher rates of student participation during the end of term administration of student evaluations. Continuing to name a tree in honor of the department with the highest rates of student participation.

After year one of this implementation plan, it will be revised in consultation with the Provost's Taskforce on the SEOF Online, based on our experience with the process and information derived from our assessment activities.

Be it further resolved that the implementation of the proposal will be assessed as follows:

In consultation with the Provost's Taskforce on the SEOF Online each fall of the all-online pilot, the Office of the Provost will present an assessment report to College Council. This report will be given at a fall 2015 and a fall 2016 meeting of the College Council and shared with other governance bodies at their request (Faculty Senate, Council of Chairs, HEO Council, & Student Council). A final report will be issued after the spring 2017 administration as a basis for the College Council consideration at its October 2017 meeting of whether to convert to an entirely online evaluation or revert to all paper (except for online and hybrid courses).

Response Rate/Rate of Participation

A response rate of **50%** or greater is considered optimal for minimizing nonresponse bias and the pull of outliers (see Draugalis & Plaza, 2009). In spring 2014, we achieved a 50% response rate in classes evaluated online. We will work to achieve and surpass this response rate throughout the two-year pilot.

- We will track response rates by instructor and course, and we will provide the overall response rate each semester of the pilot.
- Generalizable surveys will be administered to faculty with high rates of participation (75% and above) to learn about their promising and best practices. We will work with the Provost's Taskforce on the SEOF Online to develop these surveys. Generalizable surveys will be administered to faculty with low rates of participation (25% and below) to learn about the obstacles to obtaining high rates of participation. We will work with the Provost's Taskforce on the SEOF Online to develop these surveys.
- For a limited number of courses suggested by the Provost's Taskforce, we will test whether our experience accords with the research findings that quality of written comments stays the same or increases online. We will designate test sections of the same course taught by the same professor during one or more semesters of the online pilot. One section will use paper; one will use online evaluation. We will then compare word count and sentence length. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of the Faculty Committee)
- After year one of the pilot, the Provost's Taskforce on the SEOF Online will meet to examine and determine if setting a reliable/valid response rate is necessary, and if so, to set that rate.

<u>Responder Outlier Potential</u>

To determine whether online produces more outlier responses than paper, we will compare online to paper in a limited number of courses in which we will match sections of the same course taught by the same professor. One section will use paper; one will use online. We will compare the percent of "1" responses and the percent of "5" responses out of all the responses. We will compare the percent of students responding all "1" or all "5" across questions. We will compare 1 and 5 response distributions across paper and online. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of Faculty Committee)

<u>Technology</u>

- Academic Affairs and IT will keep track of access issues. Academic Affairs and IOTA will provide data on the nature of all technical difficulties, so that they can be addressed in the subsequent administration.
- The Provost's Taskforce on the SEOF Online will assess two technologically based implementation goals:
    - the functionality and security of the single, image-based file
    - the functionality of the on/off feature (spigot) that allows faculty to select the period (date range) during which they offer and administer online student evaluations.

After year one of this assessment plan, the plan will be reviewed and revised in consultation with the Provost's Taskforce on the SEOF Online, based on our experience during the year and the usefulness of the data collected. Additional assessment measures will be developed, as needed, for year two of the program.

Rationale:

The college has evaluated the pros and cons of using paper and online questionnaires to review courses during a four-year pilot of online evaluations. We have identified the following advantages of using an online tool:

For Students:
1. Ability to complete their questionnaires in a secure online environment that authenticates respondent identities, prevents duplicate submissions, and generally guards against misuse.
2. Convenience of completing their questionnaires through the J-Stop with direct access to the evaluation questionnaire through single sign-on, or directly from links within emails sent by IOTA.
3. Much like paper, the ability to submit their questionnaires during class time, using their own mobile devices, a provision that raises response rates.

For Faculty and Chairs:
1. More timely feedback; on average one year for paper versus one month for online evaluation feedback.
2. Presentation of the responses and comments in ways that are useful to faculty and allow for more meaningful interpretation of data through various graphic aids. This will be instructive for personnel process reviews, offering a more comprehensible and transparent narrative for standard deviations and outliers.

3. Ability to keep track of teaching effectiveness over time, allowing faculty to have a long view of how their student evaluations intersect with their self-assessments of progress in improving teaching and learning.
4. The ability to review statistical data and commentary remotely, providing e-signature and submission to the personnel file without onsite appointments with the Office of the Provost.

For the College:
1. Cost effective. We will be able to reduce the number of vendors required to support the process from three to one. We will contract with the current online vendor, IOTA, and continue to use its product, My Class Evaluation, since it is reasonably priced and has proven very effective, and has accommodated all of our faculty and committee design requests in an effort to support our personnel process and faculty teaching improvement. The college will save approximately $16,000 a year in direct costs by going online.
2. Reduction of the burden on staff. Presently there are 7 offices required to manage the paper process: Testing, Registrar, Provost's Office, Facilities, Information Technology, Security, and Student Affairs, with some staff spending hundreds of hours on their part of the process. Online administration and data collection will require little to no involvement of most of the aforementioned offices.
3. Support of our school-wide efforts to go-green.

November 17, 2014, Report from the Faculty Senate Ad Hoc Working Group on the Community Hour:

The members of the Faculty Senate Ad Hoc Working Group on the Community Hour are: Jennifer Dysart, Chair; DeeDee Falkenbach, Karen Kaplowitz, Thomas Kucharski, Melinda Powers, Dean of Graduate Studies Anne Lopes, VP for Enrollment Management Robert Troy, Dean of Students Kenneth Holmes, Registrar Adam Stone, and Enrollment Registrar Specialist Brian Cortijo.

The Group met several times during Spring 2014 and several times during Fall 2014. At the most recent meeting, on November 17, the group agreed on a proposal to present to the college community and to President Travis, who will make the final decision. The following are the context and reasons for the Ad Hoc Group's recommendations:

- ◆ A number of years ago, the Faculty Senate recommended that a community hour be established. A task force was then formed by the then VP for Enrollment Management; the task force met many times but no recommendations were developed and none were presented to the community. Subsequently, President Travis announced that a community hour would be established which would meet every day. Such a community hour was established about 3 years ago; only undergraduate classes were included by a decision of the administration, which means that all master's students and master's faculty have been excluded from the possibility of creating their own events and many have been excluded from attending college events during a common community hour; the community hour that was implemented by President Travis was one hour in length, from 1:40 pm to 2:40 pm, every day. To provide more time for meetings, it was decided that full-time faculty shall not be scheduled to teach during the 5th period on Mondays and Wednesdays in the Fall semesters nor during 5th periods on Tuesdays and Thursdays in the Spring semesters.

- ◆ Last year, the Faculty Senate established an ad hoc working group which included Senate members and administrators to accomplish two goals: to recommend a way to provide for a common community hour for all students and faculty and also to increase the length of the community hour, which many students, faculty, and administrators feel has been too short for substantive meetings and for many events, especially major college events.

- ◆ One change being recommended provides for a community period that will be 1 hour and 25 minutes; an alternate change being recommended provides for a community hour that will be 1 hour and 15 minutes.

- In both cases, the 7th period would start at 6:05 pm for all undergraduate and graduate courses, which will be a far easier starting time for those working students who work until 5 pm; it will also be an easier starting time for most adjunct faculty, many of whom are also employed until 5 pm.

- Students currently arrive late to many classes that begin at 2:50 pm, because community hour meetings and events spill over the 1-hour community hour; this problem should be mitigated by the revised bell schedule.

- This proposal will mean that undergraduate and graduate courses will no longer overlap and, as a result, we will be using classrooms more efficiently; many classrooms now frequently stand empty because of this overlapping. Classroom utilization will, therefore, increase and faculty will be able to schedule their teaching assignments more efficiently. There will be more flexibility in the utilization of classrooms.

- This absence of overlapping classes will make the final exam schedule easier to construct and will make it more efficient.

- At 10:50 am all undergraduate and graduate classes will begin to align and they will continue to align throughout the day and evening. By contrast, currently no class periods align although two class periods late in the day do start ten minutes apart.

- Graduate lab meetings will be able to be held during the long graduate community period.

- It should be easier to schedule adjunct faculty to teach graduate double-period courses in the mornings because these courses will start later in the morning.

- Several hundred undergraduate student events were scheduled last year during community hour; this proposed revision of the bell schedule will enable graduate student events to also be scheduled and will also permit the creation of a graduate student community.

- Students in the CUNY BA/MA program, all of whom take undergraduate and graduate courses during the same semester, will be able to have more efficient and better aligned class schedules.

College-wide consultation is the next step. The Faculty Senate Task Force will then consider the recommendations it receives from the community and incorporate them into its final Report.

Provost's Task Force on Student Evaluation of Faculty (SEOF) Online Pilot. The proposed amendment calls for a refinement of the SEOF Online Pilot that would make the online SEOF more closely match the paper SEOF, which is a goal that is at the heart of the two-year pilot.

Because all 16 of the revisions recommended by the Faculty Senate have been accepted by the Provost's Advisory Task Force on the Online SEOF Pilot, the Senate voted to endorse and support the proposal at the College Council meeting, if amended, as agreed, above. The motion carried by unanimous vote.

7. Review of additional items on the December 11 College Council agenda. Noted.

8. Recommendations from the Faculty Senate/Administration Ad Hoc Working Group on the Community Hour [Attachment E]

The Recommendations were presented by Senator Jen Dysart, the Chair of the Ad Hoc Working Group. She explained that the other members are Professors DeeDee Falkenbach, Tom Kucharski, Karen Kaplowitz, VP Robert Troy, Associate Provost and Graduate Dean Anne Lopes, Registrar Adam Stone, and Scheduling Director Brian Cortijo.

Concerns were raised about lengthening the school day but proposals to start earlier triggered comments about students with children who cannot start earlier because of their own children's school schedules. A recommendation was made to shorten the amount of time being proposed for community hour. Senator Dysart said she would bring the comments and suggestions back to the Ad Hoc Committee.

9. Proposal from the Interdisciplinary Studies Program (ISP) to create a department: Invited Guests: Profs. Richard Haw (Chair, ISP) & Gerald Markowitz

Professors Richard Haw and Gerald Markowitz explained the reasons the Interdisciplinary Studies Program (ISP) is proposing transitioning from its current status, that of a program, to an academic department, which requires College Council approval. They explained their proposal, which was included in the Senate's agenda packed, and answered questions. They promised to issue another document responding to the questions and concerns raised by the Faculty Senate and they thanked the Senate for placing their proposal on the agenda and for inviting them.

By a motion made and adopted, the meeting was adjourned at 4 PM.