CUNY Faculty Affairs Advisory Board

Meeting Minutes

February 9, 2018

205 East 42nd Street, Rooms 818/819 (8th floor)

2:00 – 4:00 pm

Participants: Kyeanna Bailey, John Jay; Kathleen Barker, Medgar Evers/UFS; Kay Conway, BMCC/UFS; David Crook, OAA; Angela Crossman, John Jay; Madeline Ford, Hostos; Michael Guy, OAA; Pa Her, CityTech; Eric Hofmann, LaGCC; Julia Jordan, CityTech; Jonathan Levitt, CCNY; Donna Linderman, OAA; Dan McCloskey, OAA/Research; Luis Montenegro, BCC; Matthew Moore, Brooklyn; Annemarie Nicols-Grinenko, OAA; Sandra Palmer, QCC; Janine Palludan, KCC; Allison Pease, John Jay; Moses Phillips, Medgar Evers; Vita Rabinowitz, OAA; Albert Robinson, BCC; Dennis Slavin, Baruch; Cheryl Smith, Baruch; Patricia Sokoloski, LaGCC; Jim Stimpson, GSPHHP; Zun Tang, OAA/IR; Alexandra Tarasko, QCC; Greet VanBelle, York; Michael Wolfe, Queens

1) Welcome

2) Approval of Minutes of meeting of November 10, 2017
   - The minutes were approved.

3) Announcements and Updates
   - Our FAAB colleague, Jim Berg, and his BMCC colleagues have published a paper in the Journal of Faculty Development on leadership development for faculty. It is available on the Faculty Affairs website at http://www2.cuny.edu/academics/faculty-affairs/faculty-development-across-cuny/
   - Annemarie Nicols-Grinenko presented an update on applications and acceptances into this year’s Mid-Career Faculty Fellowship Program and next year’s Diversifying CUNY’s Faculty: A CUNY-Harvard Consortium. Her presentation is posted on the FAAB website at http://www2.cuny.edu/academics/faculty-affairs/faculty-affairs-advisory-board/
   - Annemarie also announced that the American Council of Learned Societies (ACLS), with funding from the Mellon Foundation, is offering a new fellowship program for community college faculty and the ACLS program officers will be coming to CUNY on
April 13th to provide interested faculty with information about the program and tips for applying. The program has been added to the Faculty Affairs – Faculty Resources page (under external funding) and more information about the April 13th information session will be shared as details become available.

- It was noted that none of the items suggested by FAAB members were on today’s agenda. EVC Rabinowitz promised that she and University Dean Zoe would attend the April 16, 2018 FAAB meeting to discuss four of those topics: an update on Pathways outcomes, articulation agreements and course equivalencies, the new AP policy approved by the Board of Trustees and CUNY’s program approval process for new programs.

4) Discussion: Connected CUNY – Access and Completion

- David Crook, University Associate Provost for Academic Affairs, and Donna Linderman, University Dean for Student Success Initiatives, presented an overview of the work that is being conducted on this pillar of the strategic framework and then solicited feedback from FAAB members. Their presentation is posted on the Faculty Affairs Advisory Board (FAAB) website.
- Discussion issues and comments:
  - The importance of incorporating “how to be a student” training into immersion, summer bridge programs and the like to help students be ready for college-level work
    - Students also need help understanding how much time they should be devoting to their studies outside the classroom
  - Students at risk need extra help – replicating some of the ASAP work more broadly would be helpful (e.g., intrusive early advising, degree mapping to help students get on a path to a degree)
  - The variation between instructors of remedial courses, summer bridge courses, etc. varies greatly and that needs to be better addressed
    - CUNYStart and MathStart use careful teacher training and ongoing professional development to address this
  - CUNY is working with NYC high schools where courses are being taught in the 12th grade to help students become proficient before entering college
  - CUNY received money from the city to fund the initial expansion of ACE at John Jay; it has now requested money from the state to scale up ACE more broadly. Given the state’s $4.1 billion deficit, it is not clear what our prospects are, but if the money comes through, there are other senior colleges interested in implementing ACE
  - Convincing students, advisors and faculty that students should take 15 credits a semester is a challenge. We need to use data showing that students with a broad range of high school GPAs are able to handle 15 credits.
    - Programmatic differences should be considered – in some programs, 15 credits may not work
o Many faculty are not hearing about their colleges’ plans to encourage students to take 15 credits.
  ▪ CUNY’s momentum team has asked each college to send them its communication plan regarding 15 credits and will ask each college whether those plans can be published

o Encouraging students to take 15 credits a semester requires more faculty
  ▪ CUNY has requested funding from the state for more f/t faculty
  ▪ CUNY will also be studying the financial implications of this and other changes (e.g., remediation reform)

5) Discussion: Predatory Journals – Part II

- Daniel McCloskey, Interim Associate Vice Chancellor and Vice Provost for Research, provided an update on predatory publishing at CUNY. His presentation is posted on the Faculty Affairs Advisory Board (FAAB) website.
- Megan Wacha, Scholarly Communications Librarian at CUNY, provided additional context about the issue and talked about the resources available to faculty through CUNY’s libraries. Her presentation is also posted on the Faculty Affairs Advisory Board (FAAB) website.
- Discussion issues and comments:
  o The faculty scholarship report was critical in helping CUNY demonstrate to the IG that predatory publishing is not a problem at CUNY
    ▪ The report is also critical in helping to justify programs offered by the Office of Research
    ▪ The Office of Research is working to make the report easier for faculty to use and more useful to faculty; it is also looking into whether the system could produce CVs for faculty
  o CUNY faculty should take the lead on addressing this issue – or we risk other stakeholders telling us what to do
    ▪ One suggestion – establish a CUNY CV template that has separate sections for peer-reviewed and non-peer-reviewed publications; QCC recently implemented this.
  o NSF, NIH and other funding agencies are not also looking for predatory publications in their grant review processes
  o About a third of the predatory publications at CUNY were in education/pedagogy journals and some were written by faculty outside of the education field. It is possible that those faculty were not aware of the best outlets for their work. The office of research is creating a list of reputable pedagogy journals by discipline.
  o Master lists of non-predatory/predatory journals are difficult, if not impossible, to maintain
    ▪ CUNY librarians are a great resource to help faculty find appropriate journals for their work