CUNY Faculty Affairs Advisory Board

Meeting Minutes
April 16, 2018

205 East 42nd Street, Rooms 818/819 (8th floor)
2:00 – 4:00 pm

Participants: Stefan Becker, Lehman; Jim Berg, BMCC; Margaret Carroll, Medgar Evers; Kay Conway, BMCC/UFS; Madeline Ford, Hostos; Michael Guy, OAA; Julia Jordan, CityTech; Angie Kamath, OAA; Louis Montenegro, BCC; Annemarie Nicols-Grinenko, OAA; Ken Norz, OAA; Sandra Palmer, QCC; Valerie Payne, OAA; Ralf Peetz, CSO; Moses Phillips, Medgar Evers; Patricia Price, Baruch; Vita Rabinowitz, OAA; Albert Robinson, BCC; Jim Stimpson, GSPHHP; Ekaterina Sukhanova, OAA; Greet VanBelle, York; Alyssa Vine, OAA; Vincent Walker, BCC; Michael Wolfe, Queens; Lucinda Zoe, OAA

1) Welcome

2) Approval of Minutes of meeting of February 9, 2018
   • The minutes were approved.

3) Announcements
   • The April 13th presentation about the American Council of Learned Societies’ new fellowship program for community college faculty is now posted on the Faculty Affairs website at http://www2.cuny.edu/academics/faculty-affairs/faculty-development-across-cuny/.
   • Information about the inaugural cohort of Diversifying CUNY’s Leadership: A CUNY-Harvard Consortium is now posted on the program website at http://www2.cuny.edu/academics/faculty-affairs/faculty-development-across-cuny/diversifying-cunys-leadership/

4) CUNY Career Success Overview and Opportunities
   • Angie Kamath, University Dean for Continuing Education and Workforce Development and Valerie Payne, University Director of Continuing Education and Workforce
Programs, shared a summary of faculty engagement with CUNY’s Career Success initiatives to date and discussed their plan to survey FAAB members to gauge faculty interest in collaborating with employers and industries.

- Their PowerPoint presentation is posted on the FAAB website.

5) FAAB Requested Topics

Lucinda Zoe, University Dean for Undergraduate Studies, Ekaterina Sukhanova, University Associate Dean for Academic Affairs, and Kenneth Norz, University Director of Academic Affairs addressed questions and issues raised by FAAB members.

a. Articulation Agreements and Course Equivalencies

- As of March 2018, NYS has stopped registering dual joint degree programs, so articulation agreements are more important than ever.
- The Middle States Commission on Higher Education requires that all articulation agreements be posted on the web. This happens at the colleges. CUNY does not have a master list of articulation agreements.
- Making it easier for faculty and students to figure out course equivalencies is a work in progress now that TIPPS is not longer being used.
  - A Queens computer science faculty member has created an app that allows faculty to look up courses and see credit rules for courses across CUNY, but the instructions for using the app need to be pared down and more user-friendly.
  - A discussion about the pros and cons of common course numbering across CUNY ensued.
- There are efforts underway in both the Bronx and Queens to make transfer easier for students transferring between colleges in each borough

b. The new AP policy approved by the Board of Trustees

- The February 14, 2018 clarification memo from EVC Rabinowitz to CUNY’s CAOs was shared and discussed (see Appendix A)
- The new policy of awarding credit for AP test scores of 3 was put in place to align CUNY’s AP policy with state and national standards and practice while preserving faculty/departmental discretion regarding the particular courses for which credit is awarded.
- There are a finite number of AP courses (about 30) for which AP credit can be awarded.
- CUNY has asked each college to post a list of course equivalencies for AP scores of 3 and above.
c. CUNY's program approval process for new programs
   - The required Attestation form was distributed (see Appendix B) and discussed
   - Once the form is submitted, it is shared with the CAO list; CAOs are given 21 days to respond. CUNY is working on circulating this more broadly and has asked each CAO for 6 people from their colleges to be added to the circulation list.
   - A discussion of how decisions will be made about new programs – especially online programs where geography is no longer an important factor – ensued. A concern about resources for the development of quality online courses was raised.

d. Update on Pathways outcomes
   - Pathways Year 4 data were shared with the FAAB. The data are posted on the CUNY Pathways/General Education website under “Updates” at http://www2.cuny.edu/about/administration/offices/undergraduate-studies/pathways/
   - The data show
     - a steady increase in the number of transfer students at CUNY since 2009-10
     - close to 3000 Pathways course have been approved to date
     - the transfer of major gateway courses is working pretty well (86.9% of courses are counting toward the major)
     - no big changes in GPA since Pathways implemented
     - no drop in the number or percentage of students taking foreign languages courses since Pathways implemented
   - Due to time limitations, only a limited discussion of the data was possible. University Dean Zoe invited Board members to contact her with any questions or issues regarding the data.
Appendix A

TO: Chief Academic Officers

FR: Vita Rabinowitz, Executive Vice Chancellor and University Provost

RE: AP Policy Clarification and Refinement

DT: February 14, 2018

At its June 26, 2017 meeting, the CUNY Board of Trustees approved a resolution to revise the University's policy on the awarding of academic credit for Advanced Placement (AP) examinations administered by the College Board. This memo seeks to clarify and refine some important aspects of this policy revision to improve operations and transparency. The intent of the resolution was to have CUNY's AP policy align with state and national standards and practice regarding awarding of credit for AP test scores of 3 and above while preserving faculty/departmental discretion regarding the particular courses for which credit is awarded.

To align with common practice, all CUNY colleges shall grant academic credits to any student earning a score of 3 or higher on any AP examination. The colleges, in consultation with faculty in the discipline corresponding to the individual AP exams, shall determine how those credits are applied to the degree. The college can award credits as the equivalent of a specific course, as fulfilling a general education category or as elective credits. Faculty, or the appropriate academic department, shall award the credit differently based upon the score earned on the exam. For example, a student earning a grade of 5 on a modern language exam may be awarded credit for an advanced level course; a student earning a 4 may earn credit for an intermediate level course and a student earning a 3 may earn credit for an elementary level language course or an elective. Specific determinations of how credits are awarded are entirely within the colleges’ purview.

Following campus governance procedures, colleges should examine all AP courses and determine the appropriate course equivalencies for scores of 3 and above. Such course equivalencies should be in place and made available to students seeking accurate credit transfer information on your college web site prior to Fall 2018. For AP courses without an equivalency, the college Transfer Credit Evaluators will make a determination. Students are entitled to this information when making decisions regarding college choice. Course details on each of the AP courses offered by the College Board is available here: https://apstudent.collegeboard.org/apcourse

Below are two examples of how this can be done and made available to students.

University of Buffalo: http://registrar.buffalo.edu/tc/pdfs/APchart.pdf
SUNY Oneonta: https://suny.oneonta.edu/admissions/freshman/college-credit/advanced-placement-ap-exam-equivalents
Cc: Office of the Chancellor
Vice Chancellor of Student Affairs
University Faculty Senate Chair
University Executive Director of Enrollment Strategy and Management University Registrar
OFFICE OF ACADEMIC AFFAIRS

ATTESTATION FORM FOR ALL GRADUATE AND UNDERGRADUATE PROPOSED ACADEMIC DEGREE PROGRAMS

Name of Institution: Contact Person:

Proposed Program Title: Proposed Program Award: Date:

Will this program be delivered in cohorts using an executive format?

☐ YES ☐ NO Number of credits:

Will this program follow the traditional semester/summer schedule?

☐ YES ☐ NO If no, explain:

Is this a: (check all that apply)

☐ Classroom program? ☐ Hybrid program? ☐ Fully on-line program?

Please include the following items in an executive summary of the program, which you may use as the executive summary of the full program proposal.

• Brief description of the program’s curriculum, including coursework, number of credits and culminating experience.

• Brief description of students’ expected outcomes after completing the program including employment titles, salaries and/or doctoral opportunities.

• Brief description of the potential market for the program.

• College’s existing and needed resources to deliver the program.
Proposing College’s Provost Attestation: (check one)

☐ I attest that we have completed a review of the CUNY Academic Program Inventory and have found no existing program similar to this proposed program.

☐ I attest that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) similar in content but believe that there is significant enough demand for an additional program or significant enough difference in focus to justify advancing our proposal.

   Name of Institution(s) and Program(s):

   Evidence of demand for a second program:

   Articulation of difference in focus:

☐ I attest that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) to be substantially similar to what we are proposing and request a meeting with representatives from the relevant CUNY institution(s) and the central Office of Academic Affairs.

   Name of Institution(s) and Program(s):

______________________________
Provost Name:

______________________________
Provost Signature