



The Senate Digest

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Pathways Update

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Despite over 70 separate resolutions expressing grave reservations over aspects of the Pathways initiative (available at [HTTP://CUNYUFS.ORG/A/](http://CUNYUFS.ORG/A/)), the planning process to effect smooth transfer by creating a “core curriculum” of 30 credits portable across all undergraduate units of the City University of New York proceeds apace, led by a 15-member Steering Committee, chaired by Michelle J. Anderson, Dean of the CUNY School of Law (members available here: [HTTP://WWW.CUNY.EDU/ACADEMICS/INITIATIVES/DEGREEPATHWAYS/ABOUT/STEERING-COMMITTEE.HTML](http://WWW.CUNY.EDU/ACADEMICS/INITIATIVES/DEGREEPATHWAYS/ABOUT/STEERING-COMMITTEE.HTML)), and a 39 member “working committee” with wider representation from various campuses and disciplines (members available here: [HTTP://WWW.CUNY.EDU/ACADEMICS/INITIATIVES/DEGREEPATHWAYS/ABOUT/WORKING-COMMITTEE.HTML](http://WWW.CUNY.EDU/ACADEMICS/INITIATIVES/DEGREEPATHWAYS/ABOUT/WORKING-COMMITTEE.HTML)).

On Friday, October 28, the Steering Committee released the final product of its deliberations: a structure for the Common Core. As currently proposed, the common core will have two components: The first, comprised of 15 credits, will include English composition (7 credits); Mathematics and Quantitative reasoning (4 credits); and Natural and Physical Sciences (4 credits). These “core” credits would be accompanied by 15 “flexible common core credits” to accommodate five, 3-credit liberal arts courses, comprehending the following four general areas of knowledge: World Cultures, U.S. Experience, Creative Expression, and Individual and Society.

Disciplines in the social sciences and humanities are being imagined as appropriate ways to meet these expectations, although the core requirements
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Remediation: Administrative Proposals; Faculty Response

In August, 2011, a ten-member “Working Group on Remediation” from the CUNY Office of Academic Affairs issued a report entitled *Proposals to Improve Success Rates for Students in Developmental Education at CUNY*. Although the fall issue of the OAA’s on-line newsletter, *Academically Speaking* (vol. 4/issue 1, 2011, p. 4) indicated that the working group had been charged by Executive Vice Chancellor Alexandra Logue “to consult closely with faculty...” there were no faculty members listed as authors of the report. The report recommended “the development of alternative remedial pathways in mathematics”; the “review” of “developmental writing curriculum and pedagogy,” “scaling up” the implementation of “comprehensive...learning communities,” and what the report termed “intrusive advisement.” These strategies have been highly effective for students in CUNY’s Accelerated Study in Associated Programs (ASAP) Initiative.

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If you need assistance with this pdf file of *The Senate Digest*, please call Stasia or Bill in the Senate office at 212-794-5538 or write to Etai@qcc.cuny.edu (Emily Tai, Editor).

In our Next Issue:

We will continue to monitor developments in the Pathways Initiative, Board Policies, and Tuition Increases in forthcoming issues—and we welcome your input. If you have an idea for an article, or a feature, write to me at etai@qcc.cuny.edu

Thank you for your readership!

Chair's Message by Sandi E Cooper

A faculty member wrote regarding the Pathways project and its emerging recommendations:

The Chancellor claims that the faculty is involved (in creating the common core) because faculty members are on his committees, but it makes no legal sense to claim that someone can represent a group if he or she was not elected by that group. The faculty members on the Pathways committees were not chosen by their peers. Thus the claim that "the faculty" is involved in those curricular decisions is a plain lie. It's like having the management of a company handpick a few workers, negotiate a contract with them, and then claim that "the workers" were involved or represented in the negotiations.

This comment, made to me in a private letter, summarizes the current situation of the faculty—essentially disregard and outright contempt for all the governance charters and practices which have been in place since the University was established in 1962-3. At the Central Administration, I have become the flashpoint, the individual who is considered responsible for instigating faculty discontent with all their initiatives—the pathways project; the revisions of the bylaws; the forthcoming new set of rules about computer use; discontent with the governance of the School of Professional Studies and its continued creation of baccalaureate degrees that compete with our colleges; efforts to dilute the qualifications for faculty by opposing alternate degrees to the research doctorate, etc etc. So far I have not been accused of forging my US birth certificate. I have been accused *sotto voce* of misrepresenting initiatives from the Office of Academic Affairs, of misleading the faculty. Worse than the personal slings is the repeated statement that the responses to the Pathways initiative generated last spring by almost all of your colleges amount to no more than a delaying tactic, an effort to defend turf, the defense of outmoded ideas about general education, an insult to our community college colleagues. The UFS website contains over 45 independent statements (more if you add up the individual departments at Brooklyn College) each with its own take on the problems with the proposal. Where the resolutions requested delays, it was in order to think about more rational approaches to the transfer problem. The trustees at their June 27, 2011, meeting, in voting the resolution proposed by the Vice Chancellor for Academic Affairs, Alexandra Logue, acting for the Chancellor, Matthew Goldstein, made it abundantly clear that the voice of the faculty was only to be heard, not accepted or respected. In effect, said Trustee Peter Pantaleo to me, the faculty resolutions were delaying tactics and we, the faculty, should recognize we have been defeated and accept it. At least he appears to have read our statements (see the podcast of June 27, 2011). I can't say that for all the others who chimed in to the positive chorus.

Since that vote, the Chancellor has stated that only the UFS has refused to play along and participate in this so called faculty driven exercise. After the resolution, Alexandra Logue sent out requests all over CUNY to presidents, provosts, members of the UFS and to the UFS Executive Committee to recommend people for the Steering Committee. The selection of committee members during the summer by appointment, not election, was conducted in her office. And studying the vitae of several of the appointees, it was clear that the committee was to be dominated by people who either 1) had nothing to do with undergraduate education; or 2) did not believe that the bylaws of the Board and the faculty senate charters carried the weight of real shared governance in face of a Trustee resolution; 3) knew nothing about the proposed UFS resolutions on how to address the

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real transfer problem; and 4) were ready to buy into the "outcomes" approach that would lump a wide variety of disciplines in one rubric to satisfy a set of "outcomes."

How can something be faculty driven and faculty representative if the faculty are hand picked by the people who want a certain result and then the selected few are provided with the equivalent of a multiple choice test to produce an "outcome" consonant with the educational philosophy of the central administration? The majority of the UFS Executive Committee voted to abstain from engagement because of our mandate in the bylaws to be at least an equal partner in any curricula process that crossed campuses. We would have been given a token one or two appointees but the majority were chosen by EVC Logue. In that majority were people who testified at the public hearing about how marvelous her proposal was, how evil the UFS was in criticizing and attacking her for intransigence and how necessary the gen ed limits were. The UFS was the enemy of students. How come these folks fail to see that the UFS is anxious that students receive the education to prepare them for the real world—and not some vague set of skills which resemble the failed policies of generations of K-12 education?

We hope that none of our readers have bought into arguments that the UFS is recalcitrant, unsympathetic to student needs, or mere defenders of turf.

George Mehaffy of the Association of American Colleges and Universities, who is behind much of the philosophy of the outcomes approach to general education, advises administrators to ignore objections from traditional faculty and to forge on. With Gates Foundation funding, the AACU awards grants to colleges for merging undergraduate disciplines. CUNY is implementing this by drastically reducing required gen ed cores to 30 credits, the maximum that associate degrees can include. It is then being insisted that senior colleges follow through with only 12 more credits. The Pathways steering committee is endorsing outcomes that allow students to learn about World Cultures by choosing among sociology, political science, history, foreign languages and a few others. Philosophy is lumped with computer science in some acrobatic fashion of arguing for an outcome in critical analysis.

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Evidence of NYPD Student Surveillance Pathways...

Faculty at Brooklyn College and the CUNY Law School have been gravely concerned at mounting evidence—reported by the Associated Press and *The New York Times*—that at least one faculty member and Muslim students on several CUNY campuses are being watched by the police, simply because they are Muslim. (Michael Powell, "Police Eyes Hovering Over Muslims," *The New York Times*, October 17, 2011, available at [HTTP://WWW.NYTIMES.COM/2011/10/18/NYREGION/POLICE-EYES-HOVERING-OVER-NEW-YORK-MUSLIMS-GOTHAM.HTML?_R=2](http://www.nytimes.com/2011/10/18/nyregion/police-eyes-hovering-over-new-york-muslims-gotham.html?_r=2); Chris Hawley and Matt Apuzzo, "NYPD Infiltration of Colleges Raises Privacy Fears," *The Associated Press*, October 11, 2011.

As evidence of the surveillance mounts, so, too, do charges that police activity has proceeded in violation of the 1986 Handschu Guidelines, which mandated, as part of a settlement of a landmark class-action filed in 1971, the pre-approval of any surveillance of a political group. (See the summary of the case at [HTTP://WWW.NYCLU.ORG/CASE/HANDSCHU-V-SPECIAL-SERVICES-DIVISION-CHALLENGING-NYPD-SURVEILLANCE-PRACTICES-TARGETING-POLITICA](http://www.nyclu.org/case/handschu-v-special-services-division-challenging-nypd-surveillance-practices-targeting-politica)). "One of the reasons we began speaking out on this issue," Jeanne Theoharis, Professor of Political science at Brooklyn College, explained to *The Senate Digest* in an e-mail, "was the fear of the chilling effect these revelations would have in class and on campus, particularly for Muslim students, if faculty did not speak out against the selective targeting, covert surveillance, and racial profiling that has and perhaps continues to take place on campus by the NYPD. Part of the responsibility we have as faculty, as a university, is to ensure that all students are able to learn fully, to speak freely, and to participate in the university without fear or encumbrance—and such law enforcement tactics undermine that mission...."

Members of the Brooklyn College faculty and CUNY Law School faculty presented their concerns before a plenary of the University Faculty Senate on the evening of Tuesday, October 18, requesting the UFS's endorsement. A vote on the matter is scheduled for the November plenary.

Open Access and the Library & Information Technology Committee

by Morris Hounion, Committee Chair,
New York City College of Technology

The mandates for the UFS Committee on Libraries & Information Technology include: looking at library policies for the University (with particular attention to issues raised by new technologies and media applications in a period of limited resources and concerns for privacy and confidentiality); the uses and effects of educational technologies on teaching, curriculum, and the future of the University; the need for archiving of academic and governance materials; the information technologies related to the integrated university (such as CUNY Portal and electronic databases); distance learning and faculty input in related policy making.

One issue that has occupied the Committee's attention over the past year or so has been the topic of Open Access (OA). As defined by the Budapest Open

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(continued from page 1) will extend the caveat that each of the five courses must be in a different discipline.

A number of rationales are being advanced for this design. Key among them is the possibility that students might meet their world cultures requirement by taking one semester of a foreign language. Some ask, would one semester of a foreign language be sufficient, however, to ensure elementary proficiency? What about history, political science, music, and art?

To queries on this point, the Steering Committee has responded that colleges will retain the option of requiring additional courses to meet terminal degree requirements. And yet, efforts to standardize curricula in various majors are also being promoted by the Pathways Initiative. This month, seven new committees are meeting, each charged with establishing, by the first of May, 2012, the first three to six courses that lead into the largest transfer majors which have initially been identified as Accounting fields; Biology; General Business Administration, Management, and Operations; Criminal Justice and Corrections; English Language and Literature; General Finance and Financial Management; Nursing; Psychology; and Teacher Education.

As of this writing, at least eight colleges and discipline councils have expressed dismay over the direction of the Pathways Initiative, warning, as faculty at Hunter put it, that "the Pathways Project will erode the national reputation of the University." Meanwhile, all eyes are turned to the CUNY Pathways website, where faculty are invited to post their comments on the Common Core structure until November 15 at [HTTP://WWW.CUNY.EDU/ACADEMICS/INITIATIVES/DEGREEPATHWAYS/PLANNING-PROCESS.HTML](http://www.cuny.edu/academics/initiatives/degreepathways/planning-process.html).

The UFS is urging faculty to make their voices heard.

Register today!

The UFS Fall Conference is on Friday, December 9, 2011. Pre-registration is required to attend.

The UFS welcomes Dr. Benjamin Ginsberg, David Bernstein Professor of Political Science at Johns Hopkins University and author of *The Fall of the Faculty: the Rise of the All-Administrative University and Why It Matters* (Oxford University Press, 2011), a lively, humorous, and incisive critique of the changing composition of the American university.

Dr. Ginsberg will keynote the discussion of how faculty can assert their professional roles and obligations in what he describes as an administrative rather than academic university.



Panelists:

Professor Tina Good -

Professor of English and Faculty Coordinator for Assessment at Suffolk County Community College, and President of the Faculty Council of SUNY Community Colleges

Professor Kenneth O'Brien -

Associate Professor of History at the College at Brockport, and President of the SUNY Faculty Senate

Provost James McCarthy -

Provost & Senior Vice President for Academic Affairs, Baruch College

Professor Francisco Soto -

Former Dean of Humanities, College of Staten Island, currently Professor of World Languages and Literatures at CSI and the Graduate Center.

To register: 1.) print the form at www.cunyufs.org/registration.html or 2.) email Vernice.Blanchard@mail.cuny.edu or 3.) call 212-794-5539.

This event is co-sponsored with the CUNY Academy.

Chair's Message

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At the three meetings of faculty I have attended in the past two days, all I hear is that this is a "race to the bottom." No senior college faculty wish to belittle the value of community college courses—but centrally dictated policies carry the potential to curtail the academic freedom of all faculty.

Please be sure this UFS message is delivered accurately: the UFS does not oppose improving the transfer process—and we firmly believe there are modes to do this—but we do oppose the destruction of general education for a population that arrives with deficits in every single area. Recent articles in the daily press have iterated the miserable abilities of local high school graduates. The proposed general education common core promises to do little to redress this disaster.

Unless this project can be reconceived as proposed in the various resolutions on the UFS website, or stopped legally—I am sad to say that I will be ending my 52 year career in public higher education as some of the last vestiges of intellectual civilization are trashed and campus faculties are dragged into academic civil war. Will your faculty senate agree that a 3 credit foreign language course works for "world cultures?" Which history or sociology or political science class is more important for students? If a major adds 9 credits in pre-major requirements from the missing gen ed, and another major proposes a different packet—what kind of shared college experience will the students have? To those of us specializing in modern history, especially European, the price to pay for fragmented culture is high and the reification of class differences among so-called college graduates is a very dangerous social phenomenon.

Everywhere senior college faculty are reading the Pathways outcomes proposal as a war against their curricula and members of the Pathways committees are rejecting proposals as "defending turf." As one Vice Chancellor of CUNY Central observed, "the senior colleges are just going to have to stuff it."

So much for shared governance.

Take a look at the website for the new private school, Avenues, that Benno Schmidt is a part of—and you will see required foreign languages. Look at the websites of the colleges that the provost serving on the Pathways committee attended—and you will see a rich diversity of general education. Our CUNY students deserve no less.

Reimagining Community Colleges: National Colloquium hosted by VC Marti

On Friday, September 23, 2011, administrators, faculty, and educational policy specialists from around the country gathered at the CUNY Graduate Center for a ground-breaking colloquium organized by CUNY's Vice-Chancellor for Community Colleges, Dr. Eduardo Marti. The Colloquium took the challenge, advanced by President Obama's Graduation Initiative, to raise American college graduation rates, as its point of entry for a discussion of how community colleges could contribute to degree completion and workforce development in the 21st Century. In a series of seven roundtable and speaker sessions, such distinguished participants as Walter Bumphus, President of the American Association of Community Colleges (AACC); William G. Bowen, President Emeritus of the Andrew W. Mellon Foundation; Dr. Thomas Bailey, Director of the Community College Research Center and Professor at Columbia Teachers College; and Dr. Carol Geary Schneider, President of the Association of American Colleges and Universities, explored central questions like: what educational strategies can be used to help poorly prepared students "catch up" with college-ready peers?

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Reimagining Community Colleges...

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Should community colleges abandon expectations of academic rigor, particularly in such demanding areas as mathematics, in order to move students into the work force? Or are there ways to support non-traditional students so that they achieve academic success, traditionally defined?

Numerous faculty in attendance offered support for team-taught courses that might blend content with developmental skills. Chair Cooper asserted that often, such students only need some additional time to succeed as students and professionals. The colloquium also considered more sweeping institutional initiatives proposed as remedies by national organizations: Karen Stout, President of Montgomery County Community College in Pennsylvania and Kent Philippe, Associate Vice-President for Research and Student Success at the AACC, offered an introduction to the AACC's Voluntary Framework of Accountability (VFA) a set of benchmarks for student progress towards college completion (<http://www.aacc.nche.edu/resources/aaccprograms/vfa/pages/default.aspx>). Another panel considered the efficacy of Mathematics "Pathways" curricula supported by the Carnegie Foundation, such as Statway and Quantway,

<http://www.carnegiefoundation.org/spotlight/webinar-introducing-carnegies-work-in-developmental-mathematics>, currently being piloted at York College in CUNY. Chancellor Matthew Goldstein, who welcomed colloquium participants, meanwhile introduced several graduates of CUNY's own Accelerated Study in Associated Programs (ASAP) Initiative, which has achieved a 55% graduation rate with full-time students, through a mixture of close advisement and financial support. The Colloquium, which garnered national attention, nonetheless left open the question as to whether it is truly possible to assist a population of financially-needy students without new infusions of public support for higher education.

(A full transcript/podcast of the colloquium is available at <http://www.convergemag.com/cdg-events/cuny-national-colloquium-on-community-colleges-2011.html>. See also the coverage of the Colloquium by Inside Higher Ed's Paul Fain at http://www.insidehighered.com/news/2011/09/26/community_college_leaders_tackle_conventional_wisdom_at_cuny)

Do you know about The CUNY Academy?

To learn more about its events and membership:

- 1.) see <http://www.cunyufs.org/academy/index.html> or
- 2.) write or phone the Academy President, Dr. Manfred Philipp, manfred.philipp@gmail.com, 212-817-7940.

Founded in 1979, and authorized by the Board of Trustees in 1981, the CUNY Academy for the Humanities and Sciences— an affiliate of the University Faculty Senate—sponsors lectures, scholarships, and seminars in support of faculty scholarship. The impetus for its creation was the vision of Feliks Gross, a distinguished scholar with international credentials, who saw CUNY as the site of a vibrant intellectual community. Younger, newer scholars, battered by the crisis of 1975, were to be offered an opportunity to present their work. Annual awards to CUNY faculty in Feliks Gross' name are given as well as Stewart Travel Awards for tenure track professors needing support to attend conferences. Its current president, elected this spring, is Dr. Manfred Philipp.

A Pathways Primer: A Guide to Frequently Used Terms

Philip Pecorino and Emily S. Tai

Bologna Process:

The Bologna Process was an initiative launched in June, 1999, to create cooperative relationships between what today is 47 Western and Eastern European University systems, constituting a "European Higher Education Area" in the wake of the European union. The Bologna Process aims to foster mobility and facilitate degree attainment across Europe by establishing easily readable and comparable academic credentials according to a "three-cycle" structure of baccalaureate, masters, and doctoral degrees. Critics of the Bologna Process nonetheless charge that the criteria for such benchmarks are difficult to evaluate, and have raised questions about educational quality and the adulteration of degree programs. (The Bologna Process website is available at <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>)

Liberal Education and America's Promise (LEAP):

Liberal Education and America's Promise (LEAP), an initiative promoted by the Association of American Colleges & Universities (AAC&U) claims the democratic goal of "making excellence inclusive." The way to do this, LEAP advocates assert, is for educators to identify a series of interdisciplinary "essential learning outcomes" that will deliver a liberal education for all students. These include "knowledge of human cultures and the physical and natural world;" "intellectual and practical skills" (such as critical thinking, communication skills, and quantitative literacy); "personal and social responsibility" (under which rubric is located civic engagement, intercultur-

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Remediation: Administrative Proposals; Faculty Response

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Chief among the strategies supported by the Remediation Working Group is an emphasis on moving students through developmental course work as swiftly as possible. This approach is allied to such programs as CUNYStart, the test-preparation immersion course to prepare students to pass CUNY's Assessment Examinations now being piloted at several CUNY Community Colleges. (FOR CUNYSTART, SEE [HTTP://WWW.CUNY.EDU/ACADEMICS/PROGRAMS/NOTABLE/CATA/CTI-CUNYSTART.HTML](http://www.cuny.edu/academics/programs/notable/cata/cti-cunystart.html).)

Members of CUNY's Mathematics Discipline Council, led by Warren B. Gordon, Professor and Chair of the Department of Mathematics at Baruch College, CUNY, nevertheless expressed reservations regarding the Remediation Working Group's recommendation that all mathematics remediation be completed within a single year. "It is virtually impossible to teach in one year what takes four or more years in high school to accomplish," the Mathematics Discipline Council wrote, in a letter of August 22, 2011. "...We agree that students who plan to major in a non-quantitative disciplines need to be mathematically competent, but we suggest that most students should be remediated so they *could* take a College Algebra course so that if they change their major (as many do), they can easily do so without having to take further remediation, which they might not be able to do if they transfer to a senior college where remedial courses are not offered..." The Discipline Council also expressed concerns about the preparedness of high school students for college-level mathematics.



An equivalent response, drawing upon the input of faculty in English, and College Reading and Writing across CUNY, has been prepared by Anne Friedman, Professor of Developmental Skills at Borough of Manhattan Community College, and member of the University Faculty Senate Executive Committee, to respond to the recommendations relevant to developmental education in college-level reading and writing. Professor Friedman's report similarly expressed reservations concerning the emphasis upon speeding students through remediation. "Overemphasis on test preparation may enable our students to pass the standardized reading and writing tests," Professor Friedman wrote, "but it does not prepare them for the rigorous requirements of mainstream courses." Students with



family and work obligations may, moreover, find an immersion program such as CUNYStart impractical for other reasons. Both Professor Friedman's report and the Mathematics Discipline Council express strong concerns that "mainstreaming" students before they have fully finished remedial work does them no favors in the long run. While exit exams in reading and writing may certify a student as proficient to do college level work, these basic competencies must be reinforced in content credit courses as students proceed toward graduation. Remediation alone cannot account for retention and graduation outcomes.

Assessment at CUNY

by Philip Pecorino, UFS Executive Committee, Queensborough CC

At the beginning of 2011, Executive Vice Chancellor Alexandra Logue convened a Task Force on System-Wide Assessment of Undergraduate Learning Gains, charged with finding an assessment instrument for the City University to replace the discontinued College Proficiency Examination (CPE). The eleven-member task force included four faculty members, one of whom, Dr. Kathleen Barker (Professor of Psychology at Medgar Evers College), was named by the UFS; two faculty fellows, and five CUNY administrators, including David Crook, CUNY's University Dean for Institutional Research and Assessment. This July, their report recommended the implementation of the Collegiate Learning Assessment, or CLA. (For the report, see [HTTP://WWW.CUNY.EDU/ABOUT/ADMINISTRATION/OFFICES/UE/CUE/ASSESSMENTTASKFORCEREPORT2011.PDF](http://www.cuny.edu/about/administration/offices/ue/cue/assessment/taskforce/report2011.pdf).)

As reported in previous issues of *The Senate Digest*, the CLA provides for the examination of skills among two disparate groups: a group of entering freshmen, and a group of graduating seniors. The test prompt gives the students an analytic assignment that involves the evaluation of documentary evidence in an ostensibly "real world" situation (note the CLA website, at [HTTP://WWW.COLLEGIATELEARNINGASSESSMENT.ORG/](http://www.collegiatelearningassessment.org/); and Stephen Klein, Roger Benjamin, Richard Shavelson and Roger Bolus, *The Collegiate Learning Assessment: Facts and Fantasies* (2007), available at: [HTTP://ERX.SAGEPUB.COM/CONTENT/31/5/415.ABSTRACT](http://erx.sagepub.com/content/31/5/415.abstract)

And yet, the limitations of the CLA are considerable. The Task Force Report itself concedes that "the CLA assesses a limited domain and should not be regarded as a comprehensive measure of general education outcomes defined by CUNY colleges...Nor do

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A Pathways Primer...

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al knowledge, and ethical reasoning); and "integrative and applied learning." Each of these outcomes is measured by a Value Assessment of Learning in Undergraduate Education (VALUE) rubric, which traces the desired development of student learning from "Benchmark," to "Milestone," to "Capstone." (An overview of the project, and a link to the VALUE rubrics, is available at <http://www.aacu.org/leap/index.cfm>)

The Polishhook Agreement:

In August, 1995, Irwin Polishhook, then President of the Professional Staff Congress, along with other faculty members, including University Faculty Senate leaders, commenced a legal action against the City University of New York pursuant to Article 78 of the New York Civil Practice Law and Rules, styled *Polishhook et al. v. The City University of New York et al.*, N. Y. County Clerk's Index No. 95/119332. This suit was a response to a June 26, 1995 Board of Trustees action that limited all baccalaureate programs to 120 credits, and all associates degree programs to 60 credits. Although there were some aspects of the suit where the court did not find in favor of the faculty, on one key point the judges who reviewed the suit in May, 1996, were entirely sympathetic, ruling that they did not "perceive a rational basis" for an initiative that "unnecessarily reduces the number of credits required for a degree, and lowers the value of a CUNY diploma, a result which would certainly affect not only the students and faculty members, but also the school's standing and its long term success." (Note Case Summary, *Irwin Polishhook et al., Respondents, v. City University of New York et al., Appellants, and John M. Amoda et al., Intervenor-Respondents*, 58791 & M-5653 SUPREME COURT OF NEW YORK, APPELLATE DIVISION, FIRST DEPARTMENT 234 A.D.2d

165; 651 N.Y.S.2d 459; 1996 N.Y. App. Div. LEXIS 12566 available at [HTTP://WWW.LEXISNEXIS.COM/HOTTOPICS/LNACADEMIC/](http://www.lexisnexis.com/hottopics/lnacademic/))

In November, 1997, the CUNY faculty plaintiffs and the Board of Trustees accordingly arrived at a settlement, in which the faculty agreed to accept the 60/120 credit limit in the interest of enrolled students, but in which the CUNY BOT affirmed that "the faculty, in accordance with CUNY Bylaws § 8.6. shall be responsible, subject to guidelines, if any, as established by the Board, for the formulation of policy relating to the admission and retention of students including health and scholarship standards therefore, student attendance including leaves of absence, curriculum, awarding of college credit, and granting of degrees: that this responsibility is to be exercised through the college faculty senates pursuant to Board Bylaws or college governance plans approved by the Board, or the University Faculty Senate in accordance with CUNY Bylaws § 8.13..." (full text available at [HTTP://WWW.CUNYUFS.ORG/REPORTS/POLISHHOOK-VS.-CUNY.HTML](http://www.cunyufs.org/reports/polishhook-vs.-cuny.html))

Open Access and the Library & Information Technology Committee

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Access Initiative (BOAI) OA literature is available free on the public internet, "permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any lawful purpose, without financial, legal, or technical barriers other than those inseparable for gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give control over the integrity of their work and the right to be properly acknowledged and cited."

Jennifer McLennan, director of programs and operations for the Scholarly Publishing and Academic Resources Coalition (SPARC) has praised the advantages of OA, as has Raym Crow, who has argued for "Institutional Repositories: digital collections that archive the intellectual output of university communities." (Raym Crow in "The Case for Institutional Repositories: A SPARC Position Paper" ([HTTP://SCHOLARSHIP.UTM.EDU/20/1/SPARC_102.PDF](http://scholarship.utm.edu/20/1/SPARC_102.pdf)))

Therefore, the Libraries & Information Technology Committee has developed a resolution that argues for the development of an open access institutional repository for CUNY, and urges that best practice guidelines for depositing materials into the CUNY repository should be created by faculty appointed by the UFS working with the Office of Library Services (OLS), including recommendations to faculty to deposit finished journal articles, preprints, chapters, etc. The guidelines should encourage but not require faculty to contribute to the repository, and ensure that depositing a work into it will not affect the author's copyright.

The Libraries and Information Technology Committee will vote on this proposal at its first meeting in October, after which it will go to the UFS Executive Committee, with a recommendation that it be the focus of a Fall meeting of the Plenary and a vote on the resolution.

Faculty can visit [HTTP://OPENACCESS.COMMONS.GC.CUNY.EDU/TAG/OPEN-ACCESS-WEEK/](http://openaccess.commons.gc.cuny.edu/tag/open-access-week/) concerning last month's "Open Access Week".

SUNY Community College Governance Leader Joins SUNY Board of Trustees!

On Tuesday, September 20, Dr. Tina Good (English, Suffolk Community College, SUNY), President of SUNY's Faculty Council of Community Colleges,



Dr. Tina Good

was sworn in as the 18th member of the Board of Trustees of the State University of New York. Dr. Good's induction marks an important step, allowing community college governance a place at the table with those who preside over the largest public university system. Like her counterpart, Dr. Kenneth P. O'Brien (History, SUNY Brockport), who presides over the University Faculty Senate for the four-year campuses of the State University of New York, and has served on SUNY BOT since 2006, Dr. Goode will serve

ex-officio, with voice but no vote. "The federal government and many national organizations are seeking to more narrowly define the mission of community colleges, but conspicuously missing from those conversations are the curriculum experts," Good said in a statement quoted in the *Albany Time Union*. "Missing from those conversations are the voices of community college faculty and faculty governance." Chair Sandi Cooper and the members of the UFS join in congratulating Dr. Good and our SUNY colleagues on this important gain for governance!

School of Public Health Study Highlights Troubled Undergraduate Population

Last April, three reports, authored by a team of faculty and staff led by Distinguished Professor Nicholas Freudenberg from the CUNY School of Public Health, CUNY's Mental Health services, and Medgar Evers College, demonstrated that two in five, or 39.2% of CUNY undergraduates, suffer from food insecurity (defined as lacking sufficient money to buy food, or anticipating such a lack); 41% experience unstable housing situations; and that nearly 49% of students report having experienced depression so profound that they reported difficulties with daily tasks and interactions (Reports are available here:

[HTTP://WEB.GC.CUNY.EDU/CHE/CUNYFOODINSECURITY.PDF](http://web.gc.cuny.edu/che/cunyfoodinsecurity.pdf)

[HTTP://WEB.GC.CUNY.EDU/CHE/CUNYHOUSINGINSTABILITY.PDF](http://web.gc.cuny.edu/che/cunyhousinginstability.pdf)

[HTTP://WEB.GC.CUNY.EDU/CHE/CUNYPSYCHWELLBEING.PDF](http://web.gc.cuny.edu/che/cunypsychwellbeing.pdf))

As of this writing, CUNY administration is acting upon these findings by establishing "Single Stop" centers on CUNY campuses (<http://www.cuny.edu/about/administration/offices/sa/singlestop.html>) that assist students with such matters as subsidized housing and insurance applications, and referrals for critical services. Efforts are being made to strengthen mental health services, and to establish campus food pantries. The University Faculty Senate has, meanwhile, joined with the University Student Senate in supporting a proposal to modify food stamp regulations so that students could utilize them to purchase lunch on CUNY campuses.

Keeping Up with the CUNY Board of Trustees

Academic Integrity Policy

With critical input from UFS's representative to the Committee on Academic Policy, Programs, and Research (CAPPA), UFS Chair Dr. Sandi Cooper, and Dr. Karen Kaplowitz, the CUNY Office of Legal Affairs has made important changes to CUNY's Academic Integrity Policy. The revised Policy continues the 2004 Policy's reliance on faculty members to identify and report instances of academic dishonesty, such as cheating and plagiarism. A new aspect of the policy, however, is the requirement that faculty members work with their college's presidentially-appointed Academic Integrity Officer, and the extension of new "due process protections" to students who wish to refute a faculty member's charges.

As of this writing, faculty are expressing concerns regarding the unwieldy nature of the new regulations, which some fear may amount to a disincentive to sanction students for academic dishonesty.

Bylaws Revisions

Last April, a proposal to revise the bylaws of the City University Board of Trustees sent hundreds of faculty to an online petition that affirmed faculty control over curriculum. Over the summer, while section 8.6, affirming the responsibility of faculty for "... the formulation of policy relating to the admission and retention of students including scholarship standards therefore, student attendance including leaves of absence, curriculum, awarding of college credit, granting of degrees" has been restored, the CUNY Office of Legal Affairs has proposed a number of changes, arguing that the sections they propose to eliminate duplicate "provisions in the Education Law or the University's Collective Bargaining Agreements," or are needed to conform Board practice to the Open Meetings

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law. Although there are a number of provisions that the Professional Staff Congress has indicated, separately, are serious cause for concern, among the changes that the UFS has equal concerns about are additions, in 9.1, that would allow a college president to remove the member of a departmental personnel and budget committee (albeit for "good cause"); edits of Article 11 to remove descriptions of all titles other than those of Chancellor, Senior University Staff and President; and edits to Article 15 regarding student organizations.

Domestic and International Travel Guidelines

The CUNY Office of Academic Affairs has been disseminating a series of guidelines for the design of off-campus instructional programs, both international and within the United States. One key component of these guideless will be the requirement that students carry insurance policies that will cover (a) round-trip travel (b) medical protection; and (c) emergency evacuation. As of this writing, the CUNY Central Office has indicated that the insurance policy will be modestly priced.

Assessment at CUNY

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they specifically represent discipline-specific knowledge and competencies. (pp. 3-7)." Given the large number of students that the research advanced as a rationale for the Pathways Initiative has shown engage in patterns of transfer across CUNY's different undergraduate colleges, is a longitudinal study, in which freshmen, tested in their first year, would test again as senior, feasible? What about research that suggests that late adolescents and adults in their early twenties experience cognitive gains irrespective of formal education? And is a low-stakes examination, administered to randomly chosen students at entrance and exit, really the best measure of institutional effectiveness?

In short, the CLA may not give CUNY educators an answer to the most important question: what do students learn at CUNY—and how can we help them to learn more?