MINUTES OF THE C-FACULTY SENATORS COUNCIL MEETING OF NOVEMBER 14, 2019

The New York University Continuing Contract Faculty Senators Council (C-FSC) met at 9:00 AM noon on Thursday, November 14, 2019 in the Global Center for Academic & Spiritual Life at 238 Thompson Street, 5th Floor Colloquium Room.

In attendance were Senators Davis, De Bartolo, Depaola-Cefola, Gershman, Gold-Von Simson, Illingworth, Jahangiri, Joachim, Killilea, Liston, Maynor, McCarty, Mitnick, Rao, Renzi, Saravanos, Slater, Tourin, Watkins, White, and Youngerman; Alternate Senators Barnes, Bridges, Cohen, Ferguson, Flamini, Iams (for Wang), Kleinert, Nielsen (for Unnikrishnan), Owens, Pietro, Ritter, Rochlen, Shullenberger, and Stevens.

APPROVAL OF THE AGENDA

Upon a motion duly made and seconded, the meeting agenda was approved unanimously.

APPROVAL OF THE MINUTES

Upon a motion duly made and seconded, the minutes of the October 10, 2019 meeting were approved unanimously.

SPECIAL PRESENTATION

Presentation/Questions on NYU’s Learning Management System Review – Clay Shirky, Vice Provost for Educational Technologies

Vice Provost Shirky presented on NYU’s review of its Learning Management System (LMS), which is one system for the entire University including the global sites. Currently NYU uses Sakai, which powers NYU classes. The University reviews the LMS every few years to analyze if the system is meeting the needs of faculty and students.

At the most recent 6-month review process the conclusion was what is best for the University is to move off of Sakai sometime in the next three or four years and choose a new LMS. The factors involved in the decision-making, included a rise in the intensity of the use of the LMS by faculty, students, administrators, and teaching assistants. For example, there was an increase in the embedding of VR objects directly into the system, more intensive use of mobile devices, and a rise in use by administrators and by TA’s, particularly in large-scale classes. Sakai was having challenges keeping up with these demands. The system was not being updated as frequently, as mobile friendly as needed, and it was difficult for departments to use templates.

Shirky noted Sakai is a Consortium, which in 2015 included NYU, Michigan, and Berkeley as the three big contributors. In 2019, both Michigan and Berkeley dropped out in favor of another platform.

The team reviewed other platform options, but many are too small or specific to work at NYU's scale. They identified the potential candidates as Canvas by Instructure and Brightspace by D2L. Canvas is in use in the University in a few trials and Brightspace is currently used by the School of Medicine. Having reviewed the team’s findings and recommendations, the members of the Faculty Committee on the Future of Technology-Enhanced Education (FTEE), the User Advisory Group (UAG) and the Instructional Technology Committee (ITC), voted unanimously to authorize NYU IT and the Provost’s Office to conduct a University-wide evaluation to identify a new LMS for NYU’s evolving teaching and learning needs.
They anticipate the process will take about six months with a decision in March. The transition process will take place school by school and they will try to best honor timeline requests.

Shirky noted the involvement of faculty, students and staff from across NYU are key to the process, and the team is actively gathering feedback from the entire University.

He provided the link to the evaluation of a new learning management system (LMS) site, which includes information on key documents, the demo series schedule, and ways to get involved.

In response to a question on the implementation process, Shirky noted past material will be moved to the new platform and there will be class archives. He also noted they are analyzing how interconnected schools will be best implemented in the timelines. Shirky also confirmed Canvas and Brightspace are compatible with the Google Drive suite.

A Senator commented he took part in the demo series to experience LMS key features in Brightspace and Canvas and considered it a valuable experience and encouraged Senators to attend a session. Another Senator reiterated the importance of faculty voice in this process. He encouraged Senators to engage faculty at their respective schools to ensure faculty are engaged in the input, testing, and assessment.

A Senator asked if there are any concerns on the data in these systems. Shirky noted both systems are cloud-based. He stated the new Chief Information Security Officer is working on the security review process.

The Council thanked Shirky for his visit.

**REPORT FROM THE CHAIRPERSON: LARRY SLATER**

*See attached Document A, B and C.*

**Discussion/Questions on Chair’s Report**

Chairperson Slater highlighted a few items in his report. He reported he is still seeking volunteers to serve on Health and Wellness Taskforce. This is an opportunity for the C-FSC to work with the Student Senators Council on this issue of mental health.

A Senator inquired on the Steering Committee (SC)’s discussion with the Board of Trustees on vast differences in experience of contract faculty members based on unit.

Slater reported the SC discussed the different experiences related to teaching, workload, research, salary, and long-term security. He noted the SC is working with the Provost’s office to achieve more structure and standardization across the University.

Slater noted the SC will be asking Charlton McIlwain to a future meeting to present on the new Center for Faculty Advancement and programming and answer questions from the Council.

The Steering Committee is continuing to look at the issue of overall space concerns, and the kind of space that would be beneficial for a large number of faculty. Slater noted 30% of faculty that responded to the space survey are looking for a space at least once a week or multiple times a week. The SC is looking into what type of space would be most beneficial, including private spaces, spaces to meet with students, the size of the space, access to office equipment, etc.

The Chair’s Report was accepted into the minutes.
PRESENTATION, DISCUSSION, AND VOTE

Resolution on Representation by for the Long Island School of Medicine

See attached Document D.

Committee Chair Saravanos presented the proposed resolution, which advises the NYU Long Island School of Medicine to elect a one member of its voting C-Faculty, and a first and second alternate, to serve as observers on the C-FSC.

The resolution passed by vote of the Council. The SC will reach out to Long Island School of Medicine.

Proposed Resolution regarding Invited Guests to C-FSC Plenary Meetings

See attached Document D.

Saravanos stated the proposed resolution is an extension of the current visitor policy. The existing policy addresses any continuing contract faculty wishing to attend a Council meeting as an observer, this resolution addresses invited guests.

A Senator proposed an amendment to place the decision with the Steering Committee rather than Chair of the Steering Committee.

A Senator questioned when the potential overruling by a majority vote of the C-FSC members would take place. Senators expressed concerns on disinviting a guest already present. Senators discussed whether the decision should be made by electronic vote prior to the meeting.

A Senator proposed an amendment to remove the word “present” in the language regarding the decision to allow for an electronic vote, rather than requiring an in-person vote.

A Senator suggested if the Council allows for an electronic vote, and specific window of time is given to respond that no response is an abstention.

A Senator recommended developing a comprehensive set of guidelines on these types of rules. Slater noted this will be added to the Governance Committee’s agenda. This will include proposed rules on electronic ballots.

The amendments to the proposed resolution to remove the words “Chair of” and “present” were passed by vote of the Council. The revised resolution will be posted.

Proposed Resolution regarding Invited Guests to Committee Meetings of the C-FSC

See attached Document D.

Saravanos presented the next proposed resolution, which addresses guests at Committee meetings.

The Council discussed if the resolution was necessary and determined guests can be managed by Committees.

Saravanos requested that the motion be withdrawn and the Council approved.

COMMITTEE REPORTS

See attached Document E.
Discussion/Questions on the following submitted reports:

Educational Policies & Faculty/Student Relations

Committee Chair Illingworth reported he met with representatives from the SSC to discuss their priorities this year. He referred to the letter they are working on regarding smaller language departments. They also expressed a desire for more direct contact between their committees and the C-FSC committees. In addition, they asked for a joint meeting in the spring.

A Senator reiterate the concern expressed by students of the scheduling of smaller language courses, which places risks on their enrollment. In addition, for the faculty teaching the courses, many of which are continuing contract faculty, the scheduling places strains on their commuting and work/life balance. It was also noted there is an implied bias against a number of groups in this policy.

The EP Committee will address how to best show support for the student letter and will bring to the next Council meeting.

Global Network University

Committee Chair Ritter highlighted a few issues from his report.

The Provost’s office has posted “Revised University Guidelines for Appointments of Tenured and Tenure-Track Faculty at NYU Abu Dhabi and NYU Shanghai.”

Essentially, the guidelines states that Shanghai and Abu Dhabi can hire independently without joint affiliates in New York. He stated the Committee will examine the effect of an increase in tenured/tenure track faculty and impact on continuing contract faculty.

A Senator from Abu Dhabi noted the C-faculty might be invited to apply for some of these positions, and would then go through the entire hiring process. He noted, in the development of the contract faculty appointment guidelines in AD they are examining what other schools do in terms of the feedback process following a review. Senators described different processes. For instance, in some schools the faculty on the review committee offer recommendations to the Dean on what feedback to provide. A Senator suggested reviewing the Faculty of Arts and Science (FAS) tenure procedures, which the contract faculty procedures are modeled on.

Slater suggesting asking Charlton McIlwain at his visit to discuss the long-term career trajectory for continuing contract faculty and the kind of support services provided by his Office.

Ritter also noted the Report of the Shanghai Faculty Council on Affordability was shared with the Committee. It outlines concerns over salary, housing, childcare, tuition, and issues of turnover in the faculty at Shanghai.

No Discussion/Questions on the following submitted reports:

Graduate Program Committee
Undergraduate Program Committee

Reports at Meeting:

Finance & Policy Planning

On behalf of the Committee Chair, Senator Jahangiri presented the report.

The Committee has asked to receive data from the salary study. They would like a breakdown between tenured and continuing contract faculty as well as differences between assistant, associate, and full professor titles.
The Committee received data on the financial impact of raising the minimum salary to $60,000, which was put into effect two years ago. There are 85 faculty below the $65,000 threshold and about a 186 faculty below $70,000. If the university raises the salary minimum to $70,000 the financial impact is estimated to be $654,000. Therefore, for academic year 2020-2021, the Committee suggests requesting the minimum salary for contract faculty to be $70,000. In addition, the Committee discussed requesting an additional increase of $5,000 for faculty at the “second tier” up of the particular school’s hierarchy and to request the salary minimum be reviewed every two or three years.

Senators discussed how to best examine and gather data on the compression issue. A Senator suggested reviewing at contracts at peer institutions to examine how they handle compression issues.

It was noted the Council should work with the AMC on clarifying the inclusion of merit in the annual increase.

A Senator noted the difference between those on a 9 month versus 12-month contract. Senators discussed a higher salary minimum.

The Committee will continue this examination and will bring their recommendations on salary minimum, compression issues, and merit increase, to the Council early in the spring semester.

There were no additional reports at the meeting. The reports were accepted into the minutes.

**ADJOURNMENT**

The meeting adjourned at 2:00 PM.
1. Update on Bright Horizon Benefits and Elder Care

Trish Halley, Assistant Vice President of Global Benefits, provided some answers to questions related to elder care assistance, including for those with dementia. Her email is provided as Document B attached.

2. Additional C-FSC Committee Participation

- Ad Hoc Faculty Committee on Student Evaluations – We received a call for a representative to this committee that has a charge of reviewing the university-wide student evaluation questions to address potential bias. Ethan Youngerman will be serving as this representative.
- Enrollment Management and Student Success Faculty Working Group – We just receive a notification about the reconvening of this working group that will meet once this semester and maybe twice next semester. I am still awaiting a confirmation on staffing needs for this working group and will get back to the council once I know more. In the meantime, interested parties should let me know so that we are ready to staff the committee as soon as possible.
- Student Mental Health – If you recall at our last meeting, I had discussed that we would like a small subcommittee to work with the SSC on mental health. I can’t remember if anyone responded (sorry I lost track) but if you are interested in participating, as well as if you are interested in serving as the lead (liaison between us and the SSC committee), please let me know.

3. Senate Executive Committee Meeting, October 23, 2019

At the last Senate Executive Committee meeting, the committee approved changes to the Senate standing committee appointments and reviewed and approved the agenda for the upcoming University Senate meeting on November 7, 2019, which will include a presentation from MJ Knoll-Finn, Senior Vice President for Enrollment Management, on the admitted first-year class. President Hamilton also provided an update from the Association of American Universities (AAU) meeting. This included:

- Discussions on the proposed Higher Education Reauthorization Bill
  - The good: Increased funding for low income students (Pell grants); Free community college
  - The bad: Revamping/centralizing accreditation (federal as opposed to Middle States)
- Visa/immigration issues impacting students, with the country seeing a slowing down of approvals as well as other students stopped at the border (e.g., 9 Chinese students heading to USC)

President Hamilton also discussed an amicus brief that will be submitted related to DACA cases. Tracey Gardner, Deputy Chief of Staff, reported on sexual harassment training, with the University hitting 98% compliance.
4. C-FSC Steering Committee Meeting with the Board of Trustees, November 4, 2019

The Steering Committee held a meeting with representatives from the Board of Trustees that included the following agenda items:

- What is already going on at NYU that we think we should be doing more with?
- What else should we be doing?
- As continuing contract faculty, what would we like the board to know about the experience of being a faculty member at NYU?
- As a member of the board, what would you like us to know about the experience of being a trustee at NYU?

Six of the seven steering committee members were able to attend, along with six trustees. Also in attendance was Richard Baum (Chief of Staff to the President) and Lynne Brown (Senior Vice President for University Relations and Public Affairs). Using the four questions above as a guide, the steering committee had a great discussion with trustees related to the experiences of contract faculty at NYU. Of note, we discussed;

- Vast differences in experience of contract faculty members based on unit (college/school, individualized policies, issues with administration)
- Need for more centralization of some aspects of work/life for contract faculty to address discrepancies in experience
- Need for addressing messaging/tone surrounding the value/importance of contract faculty at NYU, and development of policies and programs that support long term career security and growth, including such things as:
  - Leadership and mentoring programs for contract faculty
  - Policies that include options for longer contracts (or even no contracts/indefinite hiring)
  - Other opportunities for professional development and current discrepancies in providing and allowed usage for current funds
- Further integration of NYU Shanghai and NYU Abu Dhabi into the NYU community (as well as other portal campuses), to ensure adequate support, participation in shared governance, and belonging.

The trustees also offered up some information related to their own Academic Affairs Committee, whose main responsibility is to visit the different schools/colleges, meet with faculty, students, and administration, and report back to the full board.

5. C-FSC Steering Committee Meeting, November 5, 2019

The Steering Committee met prior to our meeting with the Provost. A majority of the meeting was to discuss the upcoming meeting with the Provost, so most everything related to that is included below. Additionally, we discussed the email related to reconvening of the Enrollment Management and Student Success Faculty Working Group (see above); continuing discussions about how best to handle specific issues that contract faculty may be having with Deans, other administrators within the unit, that is contrary to the faculty handbook, current policies (or if there is a lack of policies); and the overall purpose of meetings with the Provost and the inviting of other administrators to the meeting.
6. C-FSC Steering Committee Meeting with the Provost, November 5, 2019

The Steering Committee met with the Provost to cover the agenda attached as Document C. While a lot of the agenda was just to update her on our plans for the academic year, it was actually an extremely productive meeting where we got updates on a lot of things that are in the works related to several of our topics.

School/College Appointment, Reappointment, and Promotion Policies/Guidelines

Kris Day (Vice Provost) provided updates. A total of 13 policies have been approved to date. There are currently 7 in progress. NYU Abu Dhabi’s policies were reviewed and recommendations were approved by the C-FSC and T-FSC, so the policy is in its final stages of completion. There are 4 policies that will hopefully come through the Provost’s office and to the C-FSC and T-FSC for review in the spring: Courant, SPS, Steinhardt, and Global Public Health. There are 2 schools that are lagging behind: Libraries, Social Work. (NOTE: Given that our council will be possibly reviewing 4 schools in the spring, our Personnel Policies and Contract Issues committee will need a lot of support. So we may need an additional 6-8 faculty to help out in the review of these policies and developing recommendations that will be approved by our full council. We will also be asking senators/alternates from those schools to participate when your school’s policies are being reviewed. If you are interested in supporting the committee, please email me. It is okay if you have not done any before as the committee will mentor you in the process.)

Faculty Mentoring and Career Planning

Charlton McIlwain (Vice Provost for Faculty Engagement and Development) discussed several things that have been or are being developed related to faculty engagement and development.

- New Faculty Onboarding – For all new faculty, there is a new faculty onboarding process that includes information on different offices throughout NYU, including Work/Life Balance, Human Resources. Faculty then also have opportunities for mini-workshops that include such topics as teaching/instruction and research/grant writing. Contract faculty can attend any of the sessions. This past year was the first such program.
- Leadership Development – In the process of developing programming related to building of leadership and managerial skills, particularly for faculty that may be entering (or interested in entering) leadership positions within their schools/departments (e.g., chair, director). NYU has partnered with Academic Impressions, which has online resources (including live webcast and interactive workshops other modules and quizzes for development. The Center for Faculty Advancement will also be hosting two programs in the spring (and will continue such workshops/programs on an ongoing basis).
- Teaching Series, Classroom Consultations, Teaching and Learning with Technology – Reminding faculty of the current resources that are available at NYU in terms of workshops and individualized support for teaching and learning.
- Teaching Awards – Contract faculty are eligible for the Distinguished Teaching Award as well as Curricular Development Challenge Grants. There will also be a new Distinguished Mentoring Award that is going to be rolled out.
(The Steering Committee will be asking Charlton McIlwain to a future meeting to present on the new Center for Faculty Advancement and programming and answer questions from the council.)

**Student Success/NYU Connect**

Bernard Savarese (Assistant Vice President for Student Success) was available to address concerns the Steering Committee had related to NYU Connect. It was noted that all faculty listed as a general adviser had access to all students within the NYU System, including the ability to review the students individual course grades that have been pulled. He stated that some access issues have been corrected. We suggested that the access grid be reviewed and updated as needed now that NYU Connect has had wider implementation. We then discussed concerns about pulling grades from the gradebook on NYU Classes, and questioned how that can and will be used to address student issues and/or success. The steering committee also highlighted the need for continued faculty input surrounding decisions made by Student Success. We did also highlight some of the great features of NYU Connect, including its ease of use. (Prior to the meeting, we had also received an email from Bernard related to the Enrollment Management and Student Success Faculty Working Group, which is discussed above.)

**Benefits**

Trish Halley (Assistant Vice President for Global Benefits) was available to answer some questions related to benefits and faculty onboarding. She reviewed what is currently provided for new administrative personnel during onboarding, including an “Onboarding Center,” online resources, and once a month benefit sessions. Her office is currently working on developing such programs/resources for faculty going forward. She will keep us updated on that process.

**Faculty Space**

The Steering Committee discussed some of the basic results of our Faculty Space Survey (see below) with the Provost. While the Provost acknowledged the need for faculty space, she did stress that there are severe space issues at NYU so she is not sure what may be possible. We expressed our understanding related to overall space concerns, and highlighted the kind of space (which doesn’t require a whole lot of overall space) that we could use and would be beneficial for a large number of faculty. We stated that we will bring a more detailed request at our next meeting for what faculty need.

**7. Faculty Space Survey**

The Steering Committee would like to thank all faculty who participated. We had (at the last count) 357 respond (about a 15% response rate), which was great for such short notice. The need responses were as follows, to the question “How often do you find yourself looking for a space to work around Washington Square?”
More than half the faculty are needing space at some point during the semester. Over 1/3 are requiring space at least once a week or more. Faculty also provided a lot of robust comments related to space needs. These generally fell into two categories:

- Faculty that are seeking safe, quiet workspace. Free from students so they can do grading, work, etc. Possibly with vending machines, copiers, etc.
- Faculty are seeking additional space to hold meetings with students, typically due to shared work space. This could possibly fit in with #1 if faculty that shared space had a place to go so other faculty could use shared offices as the place for meetings. However, it highlights an important concern, which is faculty don't feel like they have adequate resources to even conduct regular academic business.

Faculty space (e.g., Faculty Study, Faculty Lounge) will be an ongoing effort of the Steering Committee, working with the Office of the Provost, over the course of this academic year. We will be concentrating on the safe, quiet workspace, with the potential of a few side rooms/cubicles to reserve for student meetings. We appreciate all feedback in regard to what such a space could entail (e.g., vending machines, computers, plug in capabilities, printing).

8. Upcoming Meetings for the Semester

If you have any issues you would like to have discussed at any of the meetings, please forward your requests/comments to the Steering Committee at:

c-fsc-steering-committee-group@nyu.edu

a. C-FSC
   i. C-FSC Council Meetings
      1. December 3, 2019, 12:00 pm – 2:00 pm

b. C-FSC Steering Committee
   i. C-FSC Steering Committee Meetings
      1. Additional TBD
   ii. Meetings with the President
       1. December 13, 2019, 9:00 am – 10:00 am
   iii. Meetings with the Provost
       1. December 19, 2019, 1:00 pm – 2:00 pm

c. University Senate
   i. Senate Meetings
      1. December 5, 23019, 9:00 am – 11:00 am
   ii. Senate Executive Committee Meetings (Chairperson only)
      1. November 26, 11:30 am – 12:30 pm
NYU Full-Time Continuing Contract Faculty Senators Council (C-FSC)
Report of the Chairperson – Larry Slater, NYU Meyers
Report as of November 7, 2019

Attachments

Document B  Bright Horizons Update – Elder Care
Document C  Agenda – Provost – Nov 5 19
Hi Larry,

Thanks again for the opportunity to present at the C-FSC meeting on Annual Enrollment. I wanted to get back to you on your question regarding elder care back-up services through Bright Horizons. BH advised that they have many agencies and caregivers in their network that can accommodate back-up care for a loved one with dementia. They suggest the faculty member call BH when making a reservation so they can be as specific as possible when describing their loved one’s needs. Once a caregiver is secured, the faculty member will receive a call from the caregiver prior to providing care so that he/she can take a few minutes to chat directly with the caregiver about their needs and expectations.

If a faculty member feels their loved one’s needs cannot be met through a BH caregiver, they can, through the Work Life office at NYU, arrange for a "reimbursement option" through BH for out-of-network care. This means BH would reimburse the faculty member for the use of a known caregiver.

I hope this information is helpful. Please feel free to reach out to me or the Work Life office if you have any questions regarding the Bright Horizons program.

Trish Halley
Assistant Vice President, Global Benefits
New York University
105 East 17th Street, 1st Floor
New York, NY 10003
212-998-1293
Agenda for Meeting with the Provost
November 5

1) Welcome and Introductions

2) C-FSC "Big 4" Priorities (update from the C-FSC spring/summer retreat)
   - Open access policy
   - Emergency preparedness
   - Career planning and transparency*
   - Benefits transparency*

3) Career Planning and Transparency
   - School/college appointment, reappointment, promotion policies
     - Policies in progress
     - Outstanding policies
     - Timeline for completion
   - Support, resources, programs for contract faculty mentoring and career planning

4) Benefits Transparency
   - Thanks to NYU for updates to mental health benefits, Bright Horizons addition.
   - Additions to web pages
   - Benefits and onboarding of new faculty

5) Student Evaluations
   - To keep on our radar. Updates to come based on Committee on Student Evaluations starting its work.

6) Faculty Space
   - Update from C-FSC on faculty space needs at the Square

7) Student Success/NYU Connect
   - Access/permissions
   - General decision-making processes and roll out
Continuing Contract Faculty Senators Council (C-FSC) Proposed Resolution to Extend Senate Representation to Contract Faculty (C-Faculty) at the NYU Long Island School of Medicine

WHEREAS the NYU Long Island School of Medicine is one of the schools of New York University;

WHEREAS the C-Faculty at the NYU Long Island School of Medicine are entitled to the same representation enjoyed by peer schools;

BE IT RESOLVED that the C-FSC will advise the NYU Long Island School of Medicine that it should elect a member of its voting C-Faculty, in accordance with our rules, to serve as an observer on the C-FSC and who shall assume those responsibilities as soon as an election can be completed;

FURTHER BE IT RESOLVED that the C-FSC will advise the NYU Long Island School of Medicine that it should elect two members from its voting C-Faculty faculty, in accordance with our rules, to serve as a first and second alternate to the observer on the C-FSC and who shall assume those responsibilities as soon as an election can be completed;

FURTHER BE IT IS RESOLVED that following the respective modification of the University By-Laws, the observer will assume full voting rights on the C-FSC and the first and second alternate observers will assume the role of first and second alternate, respectively.
Continuing Contract Faculty Senators Council (C-FSC) Proposed Resolution regarding Invited Guests to C-FSC Plenary Meetings

WHEREAS the C-FSC is the representative body of Full-Time Continuing Contract Faculty at NYU;

WHEREAS, attendance at C-FSC plenary meetings is generally limited to elected C-FSC Senators and Alternates;

WHEREAS it may be beneficial, from time to time, for the C-FSC to invite guests (Guests) to speak at C-FSC plenary meetings on topics as defined below.

BE IT RESOLVED, any member of the C-FSC may ask the Chair of the C-FSC Steering Committee to invite a Guest to speak about a matter of particular interest to the Council;

FURTHER BE IT RESOLVED the Chair of the C-FSC Steering Committee shall have the right to invite a Guest, to speak about matters of particular interest to the Council;

FURTHER BE IT RESOLVED the authority to invite guests shall rest with the Chair of the Steering committee for C-FSC plenary meetings, whose decision may in this respect be overruled by a majority (50% + 1) vote of the voting C-FSC members present;

FURTHER BE IT RESOLVED that any member of the C-FSC may also propose to the Chair the invitation of a guest to a C-FSC plenary meetings, whose decision may in this respect be overruled by a majority (½ + 1) vote of the voting C-FSC members present;

FURTHER BE IT RESOLVED the minutes of the meeting must reflect any guest(s) in attendance for the record.

Continuing Contract Faculty Senators Council (C-FSC) Proposed Resolution regarding Invited Guests to Committee Meetings of the C-FSC

WHEREAS the C-FSC is the representative body of Full-Time Continuing Contract Faculty;

WHEREAS it may be beneficial, from time to time, to invite guests to attend C-FSC committee meetings;

BE IT RESOLVED the chair of the respective committee shall be able to invite guests, who may present and interact with members of the committee;

FURTHER BE IT RESOLVED the authority to invite guests shall rest with the chair of the respective committee, whose decision may in this respect be overruled by a majority (½ + 1) vote of the voting committee members present;
FURTHER BE IT RESOLVED that any member of a C-FSC committee may also propose to the chair of that committee the invitation of a guest, whose decision may in this respect be overruled by a majority ($\frac{1}{2} + 1$) vote of the voting committee members present;

FURTHER BE IT RESOLVED the minutes or report of the meeting must reflect any guest(s) in attendance for the record.
C-FSC Educational Policies and Faculty/Student Relations Committee

Date: November 05, 2019 DRAFT

Members: Scott Illingworth (Chair), Alison Aldrich, John Gershman, Noelle Molé Liston, Iskender Sahin

REPORT

John Gershman shared the included policy brief produced by a colleague’s student titled, “Student Evaluations of Teaching: An Enemy in Disguise” that relates to recent conversations on the matter.

The university is engaged in looking at Course evaluations from two angles:

1. An ad-hoc University wide committee on redesigning student evaluations has been created with a focus on people with expertise on metrics and survey design. Ethan Youngerman is the C-FSC representative on that committee. That committee’s focus is, as we understand it, to focus solely on the design of student evaluations.

2. The Senate's Academic Affairs Committee is establishing a sub-committee that will explore best practices in the evaluation of teaching (portfolios, peer observation, etc) to make a recommendation regarding the best way(s) to evaluate teaching with respect to reappointment, promotion, and tenure. That sub-committee has yet to meet.

We will also seek the findings of the internal study related to bias in course evaluations and will share anything we are given with the council.

Members of the Ed Policy Committee are scheduled to meet with reps from SSC on November 11, 2019 and we can report about that conversation verbally at the meeting.

We are working to schedule a meeting with NJ Knoll Finn and her team. Some of the items for conversation include:

- Update on the pilot version of the spring admits. Sharing additional questions.
- Rollout of Academic Engagement and Gradebook data in NYU Classes
- Questions regarding data sharing agreements with Starfish (the back end software for NYUConnect)

Other council members should advise if there are additional matters they wish is to raise in that meeting.

Respectfully submitted,

Scott Illingworth
STUDENT EVALUATIONS OF TEACHING: AN ENEMY IN DISGUISE
The Limitations of SETs in Assessing Instructor Performance

Background

One of the major factors contributing to the disparities in tenure, promotion, and pay decisions among teachers is the over-reliance on student evaluations of teaching (SETs) as measures of an instructor’s effectiveness [31, 46]. Research has shown that SETs are flawed tools of measurement as they are highly subjective and susceptible to bias [39, 41].

What are Student Evaluations of Teaching?

The feedback students provide at the end of a course. Usually presented in the forms of surveys or questionnaires, they are used to evaluate a student’s learning and how beneficial they found the course.

What do SETs measure?

Teaching evaluations are poor indicators of teacher quality as the results are usually the outcomes of students’ preferences. For example, classes with lighter workloads and higher grading distributions are more likely to get higher scores [22, 29, 37]. Evaluations are also higher when students feel engaged in the course, thus non-elective courses and quantitative courses score much lower [8, 10, 15, 18, 22, 28, 44, 45]. Additionally, disciplinary differences are present as natural sciences usually have the lowest scores while humanities courses have the highest [21, 22, 29, 39, 44, 45, 48]. Therefore, evaluations are based more on course-specific characteristics than they are on instructor quality and performance.

Are SETs Effective Tools of Measurement?

SETs are not practical measures of teacher effectiveness as they are primarily focused on reliability; they show whether different students give their instructor similar evaluations [41]. However, SETs are not valid measures of whether an instructor helped or hindered a student’s learning. Controlled randomized experiments measuring how valuable SETs are at assessing instructor efficiency actually found that SET ratings are negatively associated with direct measures of effectiveness [41, 44]. What SETs do measure are the following:

- Students’ perceptions of how well they will do in the course [22, 37, 41]
- How much they enjoyed the material [22, 41, 44]
- Their personal biases towards their instructor [31, 41]

These are not adequate measures of how well an instructor guided a student’s comprehension of the course material.

Professor Rebecca Kreitzer, Research Assistant Aklesia Maereg, University of North Carolina-Chapel Hill. November 2019.
Gender-Based Discrepancies in Evaluation Results

- Men are more likely to be perceived as more accurate in their teaching, competent, organized and professional compared to their female counterparts [1, 4, 5, 6, 11, 18, 27, 28, 34, 36, 37, 40, 42].
- In online teaching environments, students are more likely to offer lower evaluations if they perceive the instructor to be a woman [11, 27].
- In a study conducted using SETs and course evaluations, the results found that men who were native-English speakers were most likely of getting the highest scores on their evaluations in every subject area except Engineering [20].
- Gender of the student affects how they evaluate their instructors as male students rate their male instructors higher and their female instructors lower, while the opposite is true for female students [5, 6, 12, 13, 14, 20, 23, 28, 35].

Role of Stereotypes in Evaluations

Women and men appear to be evaluated on their compliance, or lack thereof, to gender stereotypes [47]. Women are evaluated higher if they exhibit traits associated with femininity, such as warmth and compassion [7, 16, 25, 36]. Men, on the other hand, are judged on their perceived intellectual and teaching capabilities [6, 9, 10, 26]. In addition, students expect more subjective treatment from female instructors and react negatively when those expectations are not satisfied [17, 33]. Thus, whether or not an instructor confirms to their prescribed gender roles has a stronger effect on their evaluation scores than their actual performance.

Identity-Based Biases

- Faculty of color and faculty with accents get lower scores compared to their white counterparts. One study shows that Black and other non-white faculty received the lowest mean scores across various evaluation items of course quality, overall value and overall teaching ability [38]. Faculty with accents and Asian last names receive lower SET and Rate My Professor ratings as well [20, 43].
- Experimental evidence on biases towards LGBTQIA+ faculty found that students were more likely to rate gay and lesbian faculty who were strong lecturers lower than lecturers with an unspecified orientation, though they also rated gay and lesbian faculty who were weak lecturers more moderately [2, 19].
- The research on the possibility of sexuality and racial bias in SETs is limited because these populations are severely underrepresented in academia [3]. In order to improve this research, there needs to be a concerted effort to hire and support LGBTQIA+ faculty and faculty of color.

Implications

The reliance on SETs as accurate measures of teacher effectiveness has significant ramifications for who benefits and who does not [39, 41, 46]. As women and faculty of color are less likely to get high scores on evaluations they receive from students, they are less likely to reap benefits such as higher pay and promotional opportunities compared to their white, male counterparts. For example, in Political Science, disparities such as these result in fewer women being represented at each stage, from the graduate level to faculty and professional levels [3]. These discrepancies lead to tangible consequences that result in the lack of women and people of color in higher positions.
Addressing Student Bias
Directly addressing the gender bias students carry is one way to decrease the discrepancies in evaluation results between male and female instructors [24, 32]. Research has been conducted to test whether or not informing students of the potential for gender biases has any effect on the evaluation results of teachers and the results are compelling. Evaluation scores for female instructors increased by as much as half a point on a five-point scale [32]. However, research on this topic is fairly new and limited in scope.

Reformatting Survey Questions
The design of the tools used to collect SETs have a significant affect on the presence of gender bias in the results. By making alterations, these tools can be mitigate the inequalities between male and female instructors. In a study published in the American Sociological Review, reducing the number of scale points from 10 to 6 helped shrink the gender gaps in teachers’ performance evaluations [34]. In a separate study, eliminating global survey questions and including multidimensional items also limit the bias present in SETs [38].

Figure 2: SET Results by Experimental Condition

A study conducted at Iowa State University by Fan et al. found that students who were informed of potential bias rated their female instructors higher than those who did not receive such information [32].

Measuring Course Satisfaction
Students are in a good position to observe and evaluate aspects of the course outside of the instructor. Student-centered evaluations can be predictive of how effective the course is overall. SETs measure criteria like workload and course enjoyment [22, 37, 41, 44]. By formatting survey questions to include the pace of the class and whether or not the course will have any value in their future careers, this tool can be more useful and forecast what improvements the instructor can make.

Utilizing Peer Evaluations
Using faculty members to be a part of the evaluation process for instructors could present a more holistic approach to measuring teaching effectiveness [41]. Unlike SETs, faculty can have a broader perspective on what is and is not effective in the classroom. However, the potential for racial and gender based bias is still present. Faculty who are observing should know of these potential biases and take steps to mitigate them, such as taking an implicit bias test or a multicultural competency course.

For more information and research on teaching evaluations, please visit https://www.rebeccakreitzer.com/bias/

Professor Rebecca Kreitzer, Research Assistant Aklesia Maereg, University of North Carolina-Chapel Hill. November, 2019.
Work Cited


43. Subiruela, Nicholas Clois. 2015. ""She does have an accent but..." Race and language ideology in students' evaluations of mathematics instructors on RateMyProfessors.com." Language in Society 44 (3):55-62.


47. Wallisich, Pascal, and Julie Cachia. 2019. "Determinants of perceived teaching quality: The role of divergent interpretations of expectations."

Letter of Support for Smaller Language Departments

To: Registrar's Office
Elizabeth Kienle-Granzo (University Registrar & AVP of Student Information Systems)

CC:
Gene Andrew Jarrett (Dean of the College of Arts and Sciences)
Bernie Savarese (Assistant Vice President for Student Success)
Georgina Dopico (Vice Provost for Undergraduate Academic Affairs and for the Humanities)
MJ Knoll-Finn (Senior Vice President for Enrollment Management)

Dear University Registrar’s Office

We are writing to you on behalf of the students taking language courses in smaller departments, including but not limited to Middle Eastern and Islamic Studies, East Asian Studies, and Hebrew and Judaic Studies.

Many of the language courses in these departments have faced difficulties in room assignments for the Spring 2020 semester. Courses are usually held between the hours of 9:30 AM and 2:00 PM, which has proven to be time-frame in which most students are likely to enroll in these courses. Because the registrar’s office, is attempting to allocate rooms to more popular and larger departments during the “prime language learning” time frame many of these smaller language departments are at risk of either not having rooms for their courses, or must move their classes to time slot where there are risks to enrollment and students’ learning experiences.

Students registered for language classes make a special commitment to study the language for at least four semesters. Smaller language departments often follow a program study that has one
level in the sequence per semester. For example, first semester one can take an elementary one
course, and second semester one can only take elementary two courses. In effect, students make
a special commitment to plan their schedule in a way so that they can take the sequences of
courses to ensure their language proficiency. Scheduling is a major challenge and students
generally have to do this in advance Usually language classes have priority because of the
extensive time commitment and the rest of the courses are planned accordingly. However,
registration for the Spring is around the corner and the language classes are not even in Albert,
causing increased pressure and tension in the anyways tense lives of these students. The
traditional course schedule model of the language courses that meet four times per week over the
course of fourteen weeks does complement the academic and working schedule of most students.
Moreover, many students continue with the language as heritage learners and/or minoring in it so
it’s not just an elective they can do without, and the consistency of the schedule hence matters to
their academic success. Any change will cause attrition and delayed graduation. Unlike other
courses skipping a semester or a year is detrimental to the language progress of the students and
to their graduation. Providing students with the existing course time options is essential for
timely degree completion and is a responsibility that NYU has towards its tuition paying
students.

In addition, a change in the time -frame of these courses may cause students undue stress
in the planning of their schedules, and inhibit their learning experiences. Specifically, a change
towards and 8:00 AM time slot may make learning a language very difficult for students. This
effect is even more detrimental for language courses, where one must be actively engaged with
the course material in order to gain desired language proficiency and to main good academic
standing. Moving these classes to these time frames inhibit students’ learning experiences and
cause them undue stress, which may have a detrimental impact on their academic success. A
change to time slot past 4pm may also greatly impact the student experience. Because most
language courses occur four consecutive days a week, having later classes may create
scheduling conflicts with extra-curricular activities that shape a student’s experience in a
university like NYU. Many students are actively engaged with University-life and have an
immense impact on making this university a great institution. Overall, 8:00 am as well as 4:00
pm are not times that are conducive to learning or academic success for students who juggle
internships, other courses, and extracurricular commitments. Students who take these courses
need flexibility in timing to ensure they are able to attend all classes four times a week and be
actively engaged with the course material. The Full & Flat suggested schedule will force small
departments to offer their classes at the most inconvenient times. Either ends of the day 4 times a
week is inconvenient and counterproductive for the learning process. Because taking these
language courses are optional, students will not want to take the course during inconvenient times decreasing enrollment.

Furthermore, may of the smaller departments have limited resources, meaning having multiple language courses at the same time will strain the department. Many professors teach multiple courses at different language levels, which means pushing language classes to one or two time slots can limit the availability of certain courses. This means students will not be able to take courses in a particular language sequence, preventing them learning the language properly. Students are concerned because missing even a semester of language courses can make it more difficult for the student to learn the language.

In addition, unlike larger required courses students usually depend on the flexibility of the timing of these language courses in deciding whether or not to enroll. If someone who considers enrolling in these courses sees that there are course times that fit their schedule, they will not enroll in these courses. This means these already small language departments will see a drop in enrollment affecting both the department and the students’ learning experience. This drop will make it difficult for departments to have certain courses. Specifically, those at the more advanced levels, where many heritage speakers are enrolled. Not only will this inhibit the learning experiences of non-heritage speakers as they might not be able to take advanced level courses, but it also systematically prevents heritage speakers from gaining a deeper understanding of their language. In effect, heritage language learners are being excluded from courses that can better connect them with their identity and culture.

Furthermore, students who elect to take these courses are often do so because they prefer the intimate class sizes. Smaller language classes give students exposure to language study that larger departments cannot simulate. They build relationships and connections with classmates and with professors which never happens in large classes or lecturers. Smaller classes allow students to learn directly from the professor, developing strong interpersonal relationships that can help students in the future. So for students, these small classes are actually a priority because they represent the quality of education they pay for at NYU. The University should not prioritize large departments just because of the number of student enrollment. They should see the benefits of these smaller classes and departments and its impact on student success both in NYU and beyond.

Overall, problems with room allocations and the changing of time slots for courses are underlying a greater problem with the University’s treatment of smaller language departments and the students who take these courses. The University has shown complete disregard to the students who take these classes and the impact of these changes on the students who might not be able to continue their language study. Language study is essential for success in today’s
globalized world and NYU as a Global Network University should be advocating for more students to be able to take these languages, especially since many of these languages are deemed critical languages by the Department of State.

We propose that NYU’s Registrar’s office implement the following

(1) Ensure that smaller language departments can have classes at the “prime” language learning times from 9:30AM -2:00PM.

(2) Provide these smaller Language Departments and Courses the resources to ensure student success including but not limited to room assignments for the scheduling periods originally set in place for the courses.

(3) Inform students of changes to scheduling for smaller language courses at least one semester before enrollment of the current semester.

We look forward to your response to this letter and its proposals.

Thank you,

Ghania Chaudhry, Senator at Large for Students Studying Away with Minority and Marginalized Identities
NYU GRADUATE PROGRAM COMMITTEE

NYU GPC met Wednesday, October 16, 2019.

Following New Program Proposal was presented and approved:

Degree Proposal: (Online) M.A.T. in Inclusive Childhood Education
School/Portal Campus: Steinhardt School of Culture, Education, and Human Development

The following four memos of intent were also approved at our October 16 meeting:

Degree Proposal: Master of Science (M.S.) in Human Skeletal Biology
School/Portal Campus: Graduate School of Arts and Science

Degree Proposal: Doctor of Musical Arts (D.M.A) in Music Performance*
School/Portal Campus: Steinhardt School of Culture, Education, and Human Development

Degree Proposal: Executive Master of Science (M.S.) in Strategic Marketing and Communications*
School/Portal Campus: School of Professional Studies

Degree Proposal: Executive Master of Science (M.S.) in Marketing and Communications Technology*
School/Portal Campus: School of Professional Studies

*Specific feedback is being communicated back to the submitting

Respectfully submitted.

Iskender Sahin
Undergraduate Program Committee
Report for the November 14 C-FSC Meeting

Representative: Larry Slater

The Undergraduate Program Committee (UPC) has had two meetings so far for the academic year.

September 25, 2019

At the first meeting, the committee reviewed the committee’s review process for new programs. The committee also received an update on three proposals that were endorsed at the May 2019 meeting and were approved by Provost Fleming.

a) B.S. in Bioengineering (NYU Abu Dhabi) currently under review by the UAE education authorities with approval is expected by the end of spring 2020
b) B.A. in Global Public Health and Global Liberal Studies (College of Global Public Health and Liberal Studies) is awaiting submission to NY State
c) Dual-degree programs (B.S./B.S.) in Computer Science/Computer Engineering and Interactive Media Arts/Computer Engineering (NYU Shanghai and Tandon) on hold pending further review at NYU Shanghai

The committee also received a few other updates, including the intent for NYU Abu Dhabi to present the full proposal for its Business and Society degree to the committee at its next meeting and a revision to the College of Arts and Science English major track in Creative Writing to a formal concentration (approval by New York State and then it can be noted on transcripts). Finally, the committee reviewed a new memo of intent (and provided feedback) for an undergraduate major in Business, Technology, and Entrepreneurship at the Stern School of Business.

October 30, 2019

The committee first received a report from Diana Karafin, Associate Vice Provost, Academic Program Review and Assessment. Although outside of its general purview, the committee was interested in how the university tracks the success post-implementation of new programs that have been approved by the committee.

The committee the received a presentation about, reviewed, and recommended approval (with minor editorial corrections only) for the new Business and Society degree from the Social Sciences Division at NYU Abu Dhabi. The approval will be forwarded to Provost Fleming for final approval and, if approved, will then go to the UAE education authorities for final approval. The committee also received an update on the memo of intent from Stern discussed at the September 25 meeting.
C-FSC GNU Committee
Minutes of meeting - Thursday, Nov. 7 2019, 8 – 9 am EST

1. Approved of minutes from October meeting.

2. Global Research Initiative (GRI)
The committee has forwarded suggestions to the GRI office for language that is more inclusive of contract faculty in the GRI emails, web pages and handbook.

3. The committee discussed the report of the Shanghai Faculty Council about Affordability. Xingyu and Jon will discuss at the C-FSC meeting Nov. 14.

1. Elected Jon Ritter as committee chair for 2020-21.

2. Jon and Deepak reported on the Sept. 25 University Faculty GNU Committee meeting. This committee has posted on its web page a statement responding to the SCA Department resolution of non-cooperation with NYU Tel Aviv. At the meeting it discussed plans for the coming year, including a discussion of contract faculty in the GNU, especially around issues of mobility and freedom of expression for contract faculty.

3. Jon and Deepak announced that the Provost’s office has posted “Revised University Guidelines for Appointments of Tenured and Tenure-Track Faculty at NYU Abu Dhabi and NYU Shanghai.” Jon and Deepak noted that these new guidelines may impact contract faculty if tenure and tenure track positions replace contract positions at the portal campuses. The new guidelines can be found at this link:


4. Deepak reported that the AD Policies and Procedures for Appointment, Reappointment, and Promotion of Full-Time Continuing Contract Faculty were presented at the C-FSC Senate on May 2 and they have been forwarded to the Provost by both faculty senates.

5. Jon reported on proposed changes to the language describing the Global Research Initiative (GRI). Committee agreed to submit a proposal to the GRI for more inclusive language.

6. Monika and Deepak reported on continuing contract faculty issues at portal sites. Shanghai faculty are finalizing a report on affordability and working conditions. AD faculty are generally pleased with the process and content of the proposed hiring and promotion guidelines.

C-FSC Finance & Policy Planning Committee
Report of Meeting Held Nov. 14, 2019
Submitted Nov. 21, 2019

The undersigned chair submits this report of the C-FSC Finance & Policy Planning Committee (FPP) Meeting held on Nov. 14, 2019, at 11:15 am. Members attending in person: Leila Jahangiri, Noelle Molé Liston, & Larry Slater. Member attending by phone: Shaline Rao.

The chair summarized the meeting of the Senate Financial Affairs Committee of Oct. 30. Of particular note was the report that the salary equity study, being performed by Charles Rivers Associates, has no due date in the contract. There is also no scheduled completion date for the conversion/inversion salary study, which is being performed internally.

Cathie Nadeau, who chairs the Senate FAC, also reported that there is a task force looking at reducing central administrative costs, reducing administrative costs across the university, and how central costs are allocated to the schools.

Much of the meeting was spent discussing the budget impact if the Committee and Council were to request increasing minimum salaries for continuing contract faculty from the current $60,000 to $65,000 and $70,000. Ms. Nadeau had previously provided the chair a chart showing the impact and a statement of the assumptions for the chart. The Committee discussed the information and decided to pursue a request for an increase to $70,000. The Committee also discussed requesting an additional increase of $5,000 for faculty at the "second tier" up of the particular school's hierarchy or hierarchies and to request that salary minimums be reviewed every two or three years. The Committee will further discuss the latter two aspects before finalizing the request.

The Committee discussed suggesting cost saving, specifically disconnecting most fax lines in schools/departments/programs. The University saved significant dollars by disconnecting phone lines in the dorms a few years ago. Efax can be a viable alternative.

Maria Patterson, Chair