

**Faculty Senate Plenary Meeting
Minutes of December 5, 2013**

MINUTES

Senators Attending: K. Behar (FPA), C. Bellamy (Soc/Anth), M. Carew (Eco/Fin), C. Christoforatos (ENG), A. Croker (S/CIS), B. Ferns (S/CIS), W. Finke (ModLang), K. Frank (ENG), R. Freedman (ZSB), M. Goodman (COMM), A. Grein (MKT), K. Guest (Soc/Anth), C. Hessel (Eco/Fin), R. Jain (S/CIS), D. Jones (PolSci), G. Jurkevich (ModLang), C. Kulatilleke (NatSci), A. Levitus (CNSLNG/PSY), T. Main (SPA), T. Martell (Eco/Fin), J. O'Keefe Bazzoni (COMM), R. Ormsby (LIB), M. Ozbilgin (ACC), A. Pearlman (PSY), G. Petersen (Soc/Anth), L. Rath (LIB), M. Seltzer (SPA), M. Stark (SPA), A. Vora (Eco/Fin), J. Weiser (Law), S. Wine (S/CIS), X. Yin (MGT), R. Yue (S/CIS)

Senators Absent:), E. Axelrod (Law), S. Dishart (COMM), C. Gengler (MKT), S. Johnson (PSY), S. Korenman (SPA), W. McClellan (ENG), B. Murphy (HIS), P. Sethi (MGT), S. Wong (MTH)

The meeting was convened at 12:59 p.m. in VC 14-250 by Prof. Terry Martell, Chair of the Faculty Senate.

I. Approval of Agenda: The agenda was approved by assent.

II. Approval of Minutes: Minutes of November 7, 2013 were approved by assent

III. Report from the Chair (Prof. Terry Martell)

Terry wished everyone a happy holiday season and winter break.

Pathways: Interim Chancellor Kelly has formed a small advisory group of five people who will look at ways that Pathways can be tweaked without changing the original BoT resolution. The issue of hours and contact hours will be examined by this advisory group. Likewise, there has been a change in attitude at CUNY Central regarding exemptions to the Pathways common core curriculum. Some programs needed some modifications to the original Pathways curriculum, but exemptions had been granted rarely; this may change.

Expressive Activities Policy: It appears that the proposed 'Policy on Expressive Activities' is not a university priority at the moment. The University Faculty Senate has made recommendations to the proposal, but there seems to be a shrinking constituency for the proposed policy.

Chancellor Search: It looks like there may be a candidate to be selected by the BoT at its January meeting¹.

University Faculty Senate (UFS) Governance Revision: Terry reviewed the current process for amending the UFS by-laws. A proposal to expand the number of ways that an amendment could be passed had been presented to the Baruch College Faculty Senate at its November plenary:

- Any amendment must be presented at two UFS meetings for discussion;
- Any amendment will be vote upon at a third UFS meeting;
- Any amendment requires a 60% vote of the full UFS body (not just those present) to pass.

This proposal was unanimously by the Baruch College Faculty Senate.

Sustainability at Faculty Senate Plenary Meetings: At the previous plenary meeting, there was some discussion about not using paper plates for the plenary lunches. The catering company did not provide non-paper options, so the Faculty Senate will start using a new provider at the February plenary.

IV. Vice Chairs:

Academic Freedom (Kevin Frank): Kevin ceded his time to the Planning & Finance Committee.

Planning & Finance (Michael Goodman): Michael reported that there is a new overhead fee that is being levied on various revenue-producing centers at the college. This fee first appeared on the October 2013 statements with no advance notice; the fee rate is 5.9% levied on expenses that are covered by the centers' budgets but administratively paid by the college. Michael noted that this includes centers in all three

¹ Secretary's note: [The Board of Trustees has appointed James Milliken as the new chancellor.](#)

schools, and affects over a dozen centers. Michael expressed a concern that these extra fees create a disincentive for the centers do provide a lot of external visibility to the college; the centers contribute in positive ways to the college. Not all the activities of the centers are revenue-generating events, but they still incur expenses to which the fee is applied. This new unannounced fee leaves fewer funds to the centers to do their work.

There are four issues involved with this new policy. One is the administration's lack of process in announcing and implementing the new fee and the lack of consultation with the Faculty Senate or the Centers about the new fee policy. Second is the ambiguous definition of 'administrative overhead' as it is applied by this new fee. The third issue is one of ethics; some of the donors to the centers give money to the centers for specific projects; the 5.9% diverts some of those funds into a discretionary fund, which was not defined in the agreement with the contributor. There needs to be more transparency to the donors that this will occur. The fourth issue is that there is double taxation, because the fee has been levied on payrolls, but there is already an administrative fee on payrolls. He reported that VP Cobb will rectify some of these problems in the future. Michael had asked that the new 5.9% fee be postponed until this problem could be addressed more thoroughly.

Q&A: Michael Seltzer (SPA) is involved with the Center for Nonprofit Strategy & Management. He reported that this center hosts many events for the non-profit community in New York. He noted that the centers help create Baruch as a destination not only for students and scholars but for practitioners and key opinion-leaders throughout the metropolitan area. He asked that if the fee rate was going to be a 'one-size-fits-all' fee rate, no matter what the size or resources of the center. Michael Goodman said that issue was still under discussion.

VP Kathy Cobb stated that the centers are certainly valued by the college; otherwise the college would not provide college support. These fees are applied not just to the centers' activities, but any activities that are generating revenues from the outside community, such as Executive Programs. She noted that indirect overhead could easily be 40% of the total costs in some cases. The idea of the fee is not to produce discretionary funds for the college, but a way to defray—not completely cover—many of the costs that the college incurs in supporting these activities. She noted that handling the accounts for these activities takes up about 30% of the accounting area's time. She said the fees are actually 'overhead fees'; they are meant to defray some of the indirect costs of the activities. VP Cobb noted that she should have informed the centers of this new fee before the invoices were sent out. The funds that are recovered will go into a fund for strategic purposes. Jeff Peck (Dean, WSAS) asked how much the new levy would affect the centers and their future. Michael Goodman replied that many of the centers operate on a narrow margin, and 5.9% will constrain some of the centers noticeably, either by cutting programs or raising participation fees.

Educational Policy (Glenn Petersen): Said that the committee continues to look at the issue of exams in the final week of classes during the semester. He noted that there is no enforcement mechanism to make faculty not give exams during the last week of classes. Chris Hessel (Eco/Finance) said that not giving finals during the exam week could suggest a dereliction of work duty. Curtis Izen (S/CIS, BCTC) noted that, from the student's standpoint, final exams are important, and providing only the 75 minutes during the regular class time is unfair to the students. Terry suggested that the senate develop a strong resolution on this matter, pass it, and then broadcast it to the students and the faculty, including getting an advertisement in the Ticker.

V. Report from the President (Dr. Mitchel Wallerstein)

The President reported that he had made a trip to Israel and Turkey. The CUNY BoT had approved a new agreement with the College of Management Academic Studies (COMAS) in Israel to offer a dual MBA. It has forged new ground for offering similar programs in other countries. The President also met with the Fulbright representatives in both Israel and Turkey, and found that there are opportunities for both students and faculty in both countries. Turkey is one of the countries in Baruch's Strategic Plan for international agreements; one school is Koç University in Istanbul and Bilkent University in Ankara. Both universities teach all their courses in English, so it will be feasible for students and faculty to go there. Both universities have faculty housing.

Baruch's global strategy is moving forward; two additional countries in our global strategy are Brazil and China.

VI. Report from The Provost (Dr. David Christy)

CUNYFirst: Provost Christy asked the Faculty Senate members to spread the word about the arrival of CUNYFirst in April. Faculty need to be more prepared for the rollout of CUNYFirst in April.

Workload: The Provost and Stephanie Vullo, the college's counsel, have met with Gayana Jurkevich (ModLang) and Debra Bergen of the PSC about the three year averaging of faculty workloads.

Associate Provost Search: The position of Associate Provost for Academic Administration and Faculty Development is posted. The search is for a replacement for the retired Barbara Lawrence. Stanton Biddle has done a fantastic job as the acting Associate Provost.

Pathways: There have been some challenges in implementing Pathways at Baruch, but the associate deans, the Academic Advisement office, the Registrar, and Associate Provost Dennis Slavin have worked through most of the problems so that Baruch's Pathways implementation reflects the intention of the faculty.

VII. Performance Management Process (Mary Gorman, Chief-of-Staff)

The PMP is an assessment tool implemented by the university. We are in year 14 of this process; it gives CUNY a better picture of how the colleges are doing, because we have a long-term consistent set of data.

The specific targets are handed down by CUNY to fit into a set of strategic goals; PMP is supposed to 'incent' continuous progress; we are competing against ourselves. The problem is that Baruch is already such a high performer that it is difficult to improve much on that performance; for example, with a retention rate of 90%, getting even a 1% increase may be harder than a 5% increase for colleges with much lower retention rates.

The colleges are not given a specific rank, but are put into quintile rankings; Baruch has ended up in each quintile at different times. There is an incentive fund for schools based on their quintile, but the award amount is sometimes not worth applying for the money. The quintile approach has since been abandoned, but there are still inconsistencies in the reward system.

The PMP is used in the college presidents' annual evaluations, along with some other senior staff. In the future, there will be a clearer hard dollar amount in terms of rewards for meeting objectives.

Goal #1: Raise Academic Quality

- Objective #1: Strengthen college priority programs and continuously update curricula and program mix
 - Reports and statements from accrediting agencies
 - Program reviews – self-studies, external reviews, and implementation of recommendations on schedule; evidence that program planning aligns with college strategic plan and mission
 - Use of instructional technology: percentage of instructional FTEs offered fully or partially online
- Objective #2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity;
 - Evidence that investments in faculty hiring and development align with college strategic plan and mission
 - Report on faculty scholarship and creative work
 - Increase instruction by full-time faculty (% of undergraduate instructional FTEs delivered by full-time faculty; mean hours taught by full-time veteran faculty)
 - Recruit and retain a diverse faculty and staff (as evidenced in affirmative action report)

Goal #2: Improve Student Success

- Objective 3: Ensure that all students receive a quality general education and effective instruction
 - Improve basic skills and ESL instruction to prepare students for success (largely N/A)
 - Improve student academic performance, particularly in: first 60 credits of study:
 - % of students passing freshman composition with C or better;
 - % of students passing gateway math courses with C or better
 - Reduce performance gaps among students from underrepresented groups (retention rates by group status)

- Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion
 - % of freshmen and transfers taking courses the summer after entry; ratio of FTEs to headcount; average number of credits earned in first 12 months (undergrad)
 - Retention rates will increase; difference between actual and predicted retention rates (“value added”)
 - Graduation rates will increase; difference between actual and predicted graduation rates

- Objective 5: Improve post-graduate outcomes
 - Professional preparation programs will improve quality of successful graduates – pass rates on licensure exams (CPA)
 - Job and education rates for graduates will increase: job placement rates, evidence of post-graduate study

- Objective 6: Improve the quality of campus life and student and academic support services
 - Evidence of improved quality of life and campus climate: Noel-Levitz survey of student satisfaction administered every other year
 - Improve quality of student and academic support services, including academic advising and use of technology

Goal #3: Enhance Financial and Management Effectiveness

- Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
 - Percentage difference between target and actual FTE enrollment
 - Mean SATs/CAAs
 - Achieve high levels of program cooperation with other CUNY colleges: joint degree programs and articulation agreements
 - College Now enrollment targets
 - Continuing and Professional Studies enrollments and alignment with institutional priorities

- Objective 8: Increase revenues and decrease expenses
 - Increase revenues
 - Alumni and corporate fundraising
 - Contract/grant awards
 - Tuition and fee collection rate
 - Alternative revenue sources
 - Prioritize spending for student academic and support services
 - Spending on instruction and departmental research as % of tax levy budget
 - Spending on student services as % of tax levy budget
 - Technology fee spending

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- Objective 9: Improve administrative services
 - Evidence of improved student satisfaction with administrative support services (Noel-Levitz)
 - Improved space utilization: % of instruction delivered on Fridays, nights, and weekends
 - Progress on the goals and initiatives identified in the campus multi-year sustainability plan; Energy Use Intensity (gas, electricity, steam per square foot); recycling to regular waste ratio and total waste per FTE

Baruch's Challenges

- Online instruction rates are low
- Faculty diversity
- Mathematics 'gateway' course pass rates
- Faculty scholarship – our digital measures are low
- Student satisfaction
- Grant awards and indirect recoveries

The Interim Chancellor has a different take on the PMP, because he has gone through it himself. He asked the presidents to provide what they thought their local challenges were. For Baruch, these are:

1. Graduation Rates

- Improve overall 6-year graduation rate by 0.5% (to 63.1%) and the 4-year rate by 1% (to 36.5%) for students who start as first-time freshmen at Baruch

2. Internationalization

- Solidify developing relationships with institutions in Turkey and Brazil;
- integrate globalization in strategic plans of all three schools;
- curricular integration in Weissman to create more opportunities for study abroad;
- aggressive recruiting of international students (increase 50%);
- create Global Steering Committee and global cross-border team;
- participate in WC2 activities abroad;
- CAPS to partner with industry in target countries

3. Online Education

- Investing in faculty via new Center for Teaching and Learning
 - Fifty faculty volunteers for 90 min seminars on transforming to hybrid instruction;
 - Eight faculty by competitive proposal for release time for planning and testing hybrid course delivery;
 - Provost to routinely champion transition to online;
 - major paired experiment in Introduction to Economics to assess student learning, perceived satisfaction, and faculty learning in large enrollment hybrid course
- Investing in Technology
 - Proposal for CUNY 2020 funding for significant infrastructure to support online course delivery in partnership with 5 community colleges;
 - if successful, equipment to be purchased and installed AY 13-14, with course delivery to begin AY14-15
- Efforts to resolve faculty questions re intellectual property

4. *Campus Facilities*

- Launch Library Master Plan design
- Advance the College's goal of acquiring (through purchase or long-term lease) a long-term residence facility that would accommodate two to three times the number of students we are currently able to house

5. *Institutional Effectiveness*

- Implement college-wide program of staff development training on change management, service excellence, and business intelligence. Goal of 80% participation rate among full-time non-faculty employees by year end
- Establish cross border teams comprised of staff from various administrative divisions and all three schools who work on similar issues and tasks to share information and problem-solving approaches on common challenges

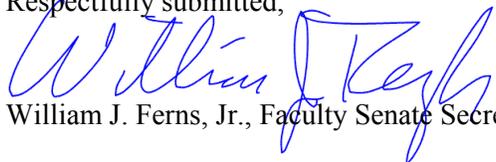
Q&A: Michael Seltzer (SPA) asked what 'creative' measures of scholarship were. Arthur Downing (AVP, CIO) stated that Baruch states a range of both scholarship and creative works. CUNY only counts works of faculty who in the prior calendar year were working both semesters, and CUNY counts only books, peer-reviewed journal articles, works in non-peer-reviewed journals, a work of art in a curated art show, or a work that was actually produced. Other kinds of work, such as contributions to magazine articles or blogging, are reported but do not count. Jay Weiser (Law/RE) noted that there are a lot of objectives to the PMP; he asked what the process for selecting a subset. Mary Gorman said some of the targets are mandated, so we have to report on those. Baruch can specify other targets, and it will tend to choose targets for which it will have positive results. Jay followed up by noting that some of the targets, such as more scholarship and more FT teaching, will require trade-offs without additional resources. Mary said that some trade-offs are managed, and sometimes Baruch requests that some of the targets be modified.

VIII. Announcements:

- None

Meeting Adjourned at 2:09 pm

Respectfully submitted,



William J. Ferns, Jr., Faculty Senate Secretary