

College Council Committee of Instruction

November 24, 2020

1:50 – 2:50pm

Meeting called by Rick Repetti

Item #1 Approval of Minutes from the November 10th meeting: minutes approved 5-0-0

Item #2: Update from Provost Russell on CUNY'S work on procedures for peer observation of teaching

Provost was asked if a synchronous online mode of instruction will exist post-pandemic? Answer seems to be yes.

Provost Russell shared the following information with the committee of instruction:

- CUNY's Committee on Academic Policy (CCAP): This committee came out of the Provost Council in Spring 2019 when Provost Paul Arcario from LaGuardia asked about student evaluations of teaching. This led to a conversation about the various issues surrounding student evaluations of teaching (bias, why they are being done, how are results used, as well as does it improve teaching and help faculty). A subcommittee formed right before we went remote.
- In Fall, CCAP considered online peer observation and this committee was asked to look at peer observation of teaching. This work has been on the back burner until the work on student evaluations is completed. The plan was to collect peer evaluation forms from the different CUNY units. Eventually, there will be a need to consider if CUNY is one system and one union, how many instruments should exist?
- The Provost mentioned the work of the IC in the area of peer evaluations looks good and is in the same direction as the CCAP was taking for peer evaluations of teaching.
- The Provost expressed caution about changing what we ask based on modality (online, hybrid, face-to-face). The observation should focus on good teaching (regardless of modality), engaging students, and knowledge of content. The same standards should exist, no matter where and how the class is held; the same standard and the questions and standards for evaluation should be the same. Having different questions opens the door for different questions for other class characteristics (such as College Now courses or internships,) In addition to clarifying the qualities of good teaching, there should also be professional development (PD) about "what does good teaching look like"? professional development could be a number of forms There could be PD for observers and chairs as well as structures to guide faculty on how to improve their teaching. Overall the purpose of evaluation is not to be critical in a negative way but in a helpful way to improve teaching. The observation recommendations should take place early in a professor's career and in a constructive way.

Another topic Provost Russell discussed was student evaluations of teaching.

- KCC has moved forward with SmartEvals. Demonstrations were held over the summer for department chairs Rick Fox and Asif Hussain. The information was then shared with the President.

- The contract to procure SmartEvals is moving forward and hopefully approved before December 25. SmartEvals was moved forward in order to provide constructive feedback to faculty and it is also a requirement by the board of trustees for students to be able to participate in an evaluation process.
- Provost would like to work with IC on implementation of SmartEvals- do we use the same questions or have a base set of questions and then add some tailored based on dept or faculty needs. Provost can come back to us once procurement is complete.
- Things about student evaluations to consider on a wider scale – bias, validity, response rate, student roles and responsibility, as well as how and when they are administered. Many colleges are using internal processes, paper evaluations, or a company. CUNY Policy Research area started doing research (to review research on bias in student evaluations. A Subcommittee put together (5 Provosts, chief student officers, UFS faculty, and 2 students). The subcommittee is meeting 11/24 to review the research findings gathered and the next steps. Possibly a CUNYwide forum will take place. This forum could address questions on bias, validity, how the results of student evaluations are used (is it a number or a way to improve teaching) Other issues are should we have different instruments as one university?
- Red asked, will it be possible for the technology to be available for students to do evaluations post-pandemic? These are things we need to think about - possible options are: have reserved computer labs or have students access the evaluation through inside KCC. Students need to be part of this conversation. Some are nervous that faculty will see their responses and ensure student confidentiality. It is possible to set up a system where/when students login the responses are encrypted, and the comments will be D identified. Currently the department of nursing uses a survey monkey and a technician is present in the room when students conduct evaluation and the faculty member leaves. For SmartEvals, it might be possible for student responses to be encrypted responses and therefore unidentifiable.
- Currently the department of Nursing uses Survey Monkey and a technician is present so that the faculty member can leave the room.
- It might be possible to integrate SmartEvals into BB or CunyFirst.
- Union may like the idea of a unified approach to evaluation. Eventually, both (student eval and peer eval) will need union work
- Once a contract is signed, work begins with the vendor on questions and where it will live. A follow up meeting will be set up about SmartEvals between the Provost and the committee of instruction. For those faculty who cannot meet during the winter the Provost will keep us up to date. An initial step will be to work on the questions and think about - do we want to use the old questions or come up with new ones? It was suggested that we start with the old questions as a test. However, those questions need to be reviewed to ensure that they reflect different teaching modalities and do not refer to on ground classes
- To increase student participation in completing evaluations of teaching a suggestion was made to advertise student valuations as an election: we want to hear your voice!

Item #3: Finalizing Survey

Reviewed all survey questions.

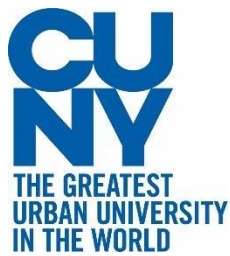
Online mixed- language came from the contract memo of agreement but is not language used by the CUNY Registrars (See memo from University Executive Registrar that is at the end of the minutes). In the survey, an asterisk will be added to online mixed with a notation of where the language came from.

Approved: 5-0-0



Adjournment 2:40

Submitted by Loretta Brancaccio-Taras



University Executive Registrar

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POLICY & PROCEDURE MEMORANDUM

Date: November 24, 2020
 To: College Registrars
 From: Vivek Upadhyay, University Executive Registrar
 Subject: **Coding of Instruction Mode in Class Schedule**

This memo is being re-issued to inform you of revisions to the to the standard University definition of modes of instruction coding in CUNYfirst for classes offered at the colleges.

Value	Description	Definition
P	In-Person	<p>In an In-Person class, all required class meetings occur on campus, during scheduled class meeting times. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class.</p> <p style="text-align: center;">All In-Person class must be listed in the schedule of classes.</p>
H	Hybrid	<p>In a Hybrid class, online contact hours (synchronous* or asynchronous**) displaces some portion of the required contact hours that would normally take place in a scheduled in-person (face-to-face) class. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). A hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.</p> <p style="text-align: center;">In-person and must be listed in the schedule of classes for students.</p>
O	Online	<p>In an Online class (synchronous* or asynchronous**), all required contact hours are online. Contact includes instruction, learning activities, and interactions (both student-student and/or student-instructor). All the class work, quizzes, writing assignments, lab work, etc. are fully online.</p> <p style="text-align: center;">must be listed in the schedule of classes for students.</p>

****Asynchronous:** Asynchronous class meetings do not require you to log in to your virtual classroom at a specified time. Students do not have to follow a strict schedule to engage in live classes or discussions, and the only requirement regarding when they turn in their work is the assignment deadline, not an arbitrary timeline. Assignment deadlines and exams days/times are maintained and included on the class syllabus. Per best practices, instructors should create non-mandatory opportunities for live interactions with and among students.

***Synchronous:** *Synchronous classes meetings resemble traditional on-campus In-Person classes in that students must be (virtually) present at the same time. Though they are conducted virtually, synchronous classes meet in real-time. Students must commit to scheduled class times and sign onto their virtual learning platform on schedule. During these classes, students will engage with the instruction during online lessons and presentations and even have virtual class discussions. Assignment deadlines and exams days/times are maintained and included on the class syllabus. All Synchronous class meeting days/times must be listed in the schedule of classes for students. Per best practices, instructors should make effective use of learning management systems for the posting of class materials and submission of class assignments.*

Please feel free to contact me should you have any questions or need more information at our@cuny.edu.

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