

Special Report to the Executive Committee of Faculty Senate Requested May 8, 2020  
Submitted: May 14, 2020

From: Cynthia Chris, Chair, on behalf of the Faculty Personnel Policy Committee

**1. Joint Appointments Policy Proposal.** FFP drafted this policy proposal in Spring 2019, one year ago. It has circulated through General Chairs and other forums. Twice, at meetings in March and April, it has been addressed at the end of meetings with moments to spare. While at the April meeting we gladly deferred given the urgency of issues exacerbated by the public health crisis, we may suggest that FS committee reports get ordered on a rotating basis in the future, so that FFP is not always at the bottom of the list.

**2. Policy Proposal on Designating Mode of Instruction.** In Fall 2019, we drafted a policy proposal in response to suggestions that decisions about designating courses hybrid or online was not governed by any agreed upon procedure. Questions were raised regarding who approves mode of instruction changes (we proposed the chair and dean); when (we proposed by the start of registration periods so that student have fair notice of how their classes would be taught except in case of real emergencies); why (such as demonstrable demand, pedagogical readiness); and impact on campus presence of fulltime faculty. We advised classroom observation standards in line with the most recent contract's provisions for online observation of adjuncts, and reiteration of FT faculty obligation to participate fully in non-teaching duties such as attendance at department meetings, service assignments requiring in-person meetings, office hours and advising, allowing that under some circumstances some of these functions can be performed online with approval by the chair.

This proposal was circulated to General Chairs early in Spring 2020 and appeared to be warmly received, with Chairs willing to take it to their departments for additional feedback. Then the COVID-19 public health crisis hit, and a wave of emergency measures were issued by the Governor of the State of New York, the CUNY Chancellor, and the Board of Trustees that mandated all courses convert to distance learning and campuses were closed for all instructional purposes. These decisions were highly centralized, removing any campus-local chain of command, which would be unacceptable under other than true crisis conditions. We have not abandoned the principles of the proposal and seek to participate in development of policies to be in place for re-opening.

**3. Going Forward.** We acknowledge that multiple issues have arisen which may require the input of the FFP in conjunction with other committees:

- \* The potential for raising caps beyond pedagogically sensible levels, whether in in-person, hybrid or online modes.
- \* Discussion of a hybrid teaching modality that would allow for some social distancing by asking instructors to meet half of in-person hours with some students, the other half with others, and teach the whole group another unit online. This increases the actual teaching hours by 50% without a plan for compensation in terms of FT workload credit.
- \* The pedagogical reality of teaching courses that require lab access (in the sciences, the arts, foreign languages, linguistics, etc.) and clinical practicum (nursing, education, PT) during mandated distance learning.
- \* Faculty governance in an increasingly centralized decision making process.
- \* Concerns about support for research in an environment in which funds for a variety of related activities, such as conference travel, have already plummeted to shockingly low levels.

We will oppose actions in any of these areas that breach contractual provisions; that increase workload expectations without compensation; that dilute the quality of instruction that we are capable of offering; or that jeopardize the health and safety of our constituencies.

Respectfully submitted,

