THE COLLEGE OF STATEN ISLAND
CITY UNIVERSITY OF NEW YORK

Agenda for the 174th Meeting of the Faculty Senate

Thursday, September 19th, 2024 from 3:30 to 4:30 pm in 1P-119.

I. Approval of the proposed agenda.
II. Approval of the minutes of the meeting of the Faculty Senate on May 16th, 2024
III. Executive Committee Report
IV. Provost's Report
V. Consent Agenda

DEGREE CHANGES

UNDERGRADUATE

1. Department of Chemistry
   a. Change in existing degree: Chemistry BS and MHC Chemistry BS
   b. Change in existing degree: Chemistry BA and MHC Chemistry BA
   c. Change in existing degree: Chemistry 7-12 BS and MHC Chemistry 7-12 BS
2. Program in Biochemistry
   a. Change in existing degree: Biochemistry BS and MHC Biochemistry BS
   b. Change in existing degree: Biochemistry BA and MHC Biochemistry BA

GRADUATE

3. Program in Environmental Science
   a. Double-Counting Policy

NEW COURSES

UNDERGRADUATE

1. Department of Media Culture
   a. Experimental course: COM 3XX Digital Journalism: Field Producing
2. Department of Chemistry
   a. New/Experimental course: CHM 230 Introduction to Scientific Computing for Chemists and Biochemists with Python

GRADUATE (n/a)

CHANGES IN EXISTING COURSES

UNDERGRADUATE

1. Program in Biochemistry
   a. Change in existing course: BIO/CHM 370 Biochemistry I

GRADUATE

2. Program in Electrical Engineering
    a. Change in existing course: ELE 600 Theory and Stochastic Processes in Engineering
    b. Change in existing course: ELE 610 Advanced Signal Processing
    c. Change in existing course: ELE 620 Networking System & Protocols
    d. Change in existing course: ELE 630 Semiconductor Devices
    e. Change in existing course: ELE 636 Electrical Machines and Energy Systems
    f. Change in existing course: ELE 641 Advanced Digital Communications
    g. Change in existing course: ELE 652 Information Theory
    h. Change in existing course: ELE 701 Photonic Devices

VI. Reports of the Committees of the Faculty Senate
    a. Academic Technology Committee (ATC) Report: Using academic technology for student retention, presented by ATC Chair Prof. Marta Cabal (Appendix A)

VII. University Faculty Senate Report (Prof. John Verzani)

VIII. Old Business

IX. New Business
    a. Resolution on Committee Meeting Modality from Prof. Michael Paris (Appendix B)
    b. Draft of Faculty Senate videoconferencing rules (Appendix C)
    c. Open nominations for Faculty Personnel Policy Committee (FPPC) representative from Faculty Senate

X. Adjournment

Respectfully submitted,
Faculty Senate Exec Committee

Appendix A:

Academic Technology Committee (ATC) Report: Using academic technology for student retention (July 2024, CUNY College of Staten Island)

During Spring 2024 The Academic Technology Committee (ATC) was tasked with writing a short report with results from a brief literature review pertaining to uses of academic technology for student retention in higher education.

ATC members researched various sources and found a variety of suggestions for student retention. While most of these strategies do not primarily focus on digital technologies, it can be argued that these technologies are at the core of all aspects of documentation and information for and about the students, and therefore pertain to these retention efforts.

We organized the information we found in three main categories:

Technology as tools to monitor and support students

Learning management systems (LMS) and student information systems (SIS) collect vast amounts of data on student performance, attendance, and engagement. Institutions can analyze this data to identify at-risk students and intervene early with targeted support services.

Several articles (such as NJEdge, 2023 or Shinn, 2024) focus specifically on AI as a tool to promote academic integrity, teaching practices, accessibility, and student engagement. These articles mention the need to consider ethical considerations and equal access (e.g. paid versions versus free) and argue that AI could be an excellent pedagogical tool to assist with formative assessment and provide a variety of assessments.

Flores-Caballero (2022) notes that education scholars and universities have documented that the lack of a personalized approach to and the experience of a "de-personalized learning environment" lead to student disengagement and ultimately drop-out. Technology can be used to foster connections between students and faculty/ academic advisors, helping faculty to monitor students' progress and send timely and actionable feedback to students and their academic advisors.

Seery et. All (n/d) focus specifically on online students and discuss common factors that influenced student retention. One theme to highlight was the "Student Success Support". This involved everything from outreach, financial aid, and technological support. The strategy to this issue was, in addition to providing a comprehensive suite of student services, to make orientation programs mandatory. This ties into another theme mentioned in the review, which is developing the courses to utilize video lectures and other multimedia resources. Since CUNY is transitioning to a new LMS, it might be prudent to consider using all the resources that Brightspace has to offer. Recording lectures (for example, and if applicable) could be applicable even for in-person classes. This, however, brings up a separate set of critical issues to discuss

regarding faculty's academic freedom and copyright. Although this discussion is not in this report's scope, we want to bring awareness to the impact these measures can have on faculty ownership of their academic freedom and work.

Flores-Caballero et. All (2022) draw on Johnson & Willging (2009) to show how "a recent review of dropouts in web-based distance education concluded communication or social interaction among students and between teacher and students represents a major factor in the decision to withdraw from a web-based course, as well as technology issues" (p.82). They continue to argue that "Consciously evaluate equipment and supplies utilized to conduct the process of teaching and learning. This assessment must consider if equipment and supplies are relevant to the concepts, skills, or competencies that will be taught, if existing technology is up to date and is enough based on the number of students enrolled. This also includes computer laboratories for students with flexible hours, technical support, and email accounts for students so they can do their assignments, among other things. With the benefits provided by the use of technology, faculty members must make every effort to integrate this technology into the classroom. This requires the use of computer technology, such as spreadsheets, databases, and graphics presentation software packages. An up-to-date reliable and adequately maintained computer laboratory for the student community is a necessity in today's technology focused society (Lau, 2003)". In addition, they show that students who benefit from the support of special programs (such as ASAP, CD, FYS, ECC) have a much higher rate of graduation than students who receive no support.

Technology as tools to better student-experience and relevance

One of the most significant benefits of technology in education is its ability to personalize learning experiences. Adaptive learning technologies use data analytics to tailor educational content to individual student needs, thereby enhancing understanding and engagement.

Given that student engagement is a fundamental piece of student retention (Zepke, 2021), the use of relevant technologies as teaching tools that are relevant and meaningful to students' daily experiences can be an important way to retain students. We argue that the use of appropriate and compelling pedagogical tools (to be determine by each discipline/ instructor) is fundamental for engagement, and many of these tools are digital tools (such as Slack, Nearpod, Perusal, Jamboard, Padlet, etc.) that are not directly sanctioned by CUNY – as will any current tools not be, due to the very nature of their relevance and contemporality, which necessarily makes CUNY official policies lag behind. Therefore, we believe that there should be a policy giving faculty discretion over the use of pedagogical tools in addition to the official LMS.

In accordance with this, Flores-Caballero et. All (2022) argue that "for any university to truly be competitive within the digital global economic environment, its curriculum must provide opportunities for the students, in particular, and faculty, as well, (lecturers) to obtain a global perspective and become global citizens. The university's curriculum must be able to drastically

engineer internationalization. The curriculum of the university should be such that every student and others in the university community major in just one thing, positively changing the world (Kpolovie & Lale, 2017).”

Buckenmeyer et. All (2016) found that 85% of students felt technology was crucial to their academic success - mostly focused on learning management. This type of academic technology is important for a student's overall experience, which leads to higher retention.

Dawson et. All (2017) found evidence suggesting that larger direct interventions still appear to have minimal effects on at-risk students - even when done being guided by Brightspace and other LMS specifically, etc. This suggests that simply switching LMS (a very small and indirect intervention) will have essentially no effect on student retention. It also seems to be the case that at least some systems appear to require instructors to manually code psychological aspects of each student for each course - something that the report mentions to be an "exceedingly high" amount of work and is unlikely to be done correctly.

Technology as pedagogical tools for teaching

Using AI driven systems curriculum can be adapted to accommodate learning styles and provide for personal learning experiences that improve the learning experience.

Technology also plays a pivotal role in enhancing student engagement, which is directly linked to retention. Interactive tools such as gamification, virtual reality (VR), and augmented reality (AR) can transform the educational experience from passive to active learning.

Oates et al (2024) further discuss the possible introduction of gamification into educational activities to boost student engagement and improve retention. The concept of gamification is the act of introducing “game-like” elements, such as points and competitive leaderboards.

Mah (2016) argues for a model that “synthesizes learning analytics, digital badges, and generic skills such as academic competencies. The main idea is that generic skills can be represented as digital badges, which can be used for learning analytics algorithms to predict student success and to provide students with personalized feedback for improvement” (p.285).

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Respectfully submitted on behalf of ATC Committee 2023-2024,

Marta Cabral [she/ her/ hers]

Appendix B:

Faculty Senate Resolution on Meeting Formats:

WHEREAS, the New York State Open Meetings Law does not require the Curriculum Committees of the Faculty Senate (the General Education Committee, the Undergraduate Curriculum Committee, and the Graduate Education Committee), as well as other committees under Faculty Senate, to hold meetings in person; and

WHEREAS, Robert's Rules states that committees must meet in person unless directed otherwise by standing rules; and

WHEREAS, Robert's Rules further states that the parent body may issue such standing rules;

Therefore, be it resolved, that the Faculty Senate as a whole shall now develop standing rules that direct the committees of Faculty Senate to determine, by majority vote of the current members, on whether their committee meetings shall be held in person, or remotely; and also

Be it resolved, that if committees vote to hold meetings remotely, they will be bound by the following rules, taken from the 12th edition of Robert's Rules (pp. 639-641):

1. Login information.

The Corresponding Secretary shall send by e-mail to every member of the Board, at least one week before each meeting, with the time of the meeting, the URL and codes necessary to connect to the Internet meeting service, and, as an alternative and backup to the audio connection included within the Internet service, the phone number and access code(s) the member needs to participate aurally by telephone. The Corresponding Secretary shall also include a copy of, or a link to, these rules.

2. Login time.

The Recording Secretary shall schedule Internet meeting service availability to begin at least 15 minutes before the start of each meeting.

3. Signing in and out.

Members shall identify themselves as required to sign in to the Internet meeting service, and shall maintain Internet and audio access throughout the meeting whenever present, but shall sign out upon any departure before adjournment.

4. Technical requirements and malfunctions.

Each member is responsible for his or her audio and Internet connections; no action shall be invalidated on the grounds that the loss of, or poor quality of, a member's individual connection prevented participation in the meeting.

5. Forced disconnections.

The chair may cause or direct the disconnection or muting of a member's connection if it is causing undue interference with the meeting. The chair's decision to do so, which is subject to an undebatable appeal that can be made by any member, shall be announced during the meeting and recorded in the minutes.

7. Assignment of the floor.

To seek recognition by the chair, a member shall raise their hand. Upon assigning the floor to a member, the chair shall clear the online queue of members who had been seeking recognition. To claim preference in recognition, another member who had been seeking recognition may promptly seek recognition again, and the chair shall recognize the member for the limited purpose of determining whether that member is entitled to preference in recognition.

8. Interrupting a member.

A member who intends to make a motion or request that under the rules may interrupt a speaker shall use the videoconferencing software's chat feature for so indicating, and shall thereafter wait a reasonable time for the chair's instructions before attempting to interrupt the speaker by voice.

9. Motions submitted in writing.

A member intending to make a main motion, to offer an amendment, or to propose instructions to a committee, shall, before or after being recognized, post the motion in writing to the online area designated by the Recording Secretary for this purpose, preceded by the member's name and a number corresponding to how many written motions the member has so far posted during the meeting (e.g., "SMITH 3:"; "FRANCES JONES 2:"). Use of the online area designated by the Recording Secretary for this purpose shall be restricted to posting the text of intended motions.

10. Display of motions.

The Recording Secretary shall designate an online area exclusively for the display of the immediately pending question and other relevant pending questions (such as the main motion, or the pertinent part of the main motion, when an amendment to it is immediately pending); and, to the extent feasible, the Recording Secretary, or any assistants appointed by him or her for this purpose, shall cause such questions, or any other documents that are currently before the meeting for action or information, to be displayed therein until disposed of.

11. Voting.

Votes shall be taken by the anonymous voting feature of the Internet meeting service, unless a different method is ordered by the Board or required by the rules. When required or ordered, other permissible methods of voting are by electronic roll call or by audible roll call. The chair's announcement of the voting result shall include the number of members voting on each side of the question and the number, if any, who explicitly respond to acknowledge their presence without casting a vote. Business may also be conducted by unanimous consent.

12. Video display.

The chair, the Recording Secretary, or their assistants shall cause a video of the chair to be displayed throughout the meeting, and shall also cause display of the video of the member currently recognized to speak or report.

Appendix C:

Procedures for Member Videoconferencing

Pursuant to Public Officers Law § 103-a

In compliance with Public Officers Law § 103-a(2)(a), the Board of Trustees of the City University of New York ("the Board") following a public hearing, authorized by resolution on October 24, 2022, the use of videoconferencing as described in Public Officers Law § 103-a.

The following procedures are hereby established to satisfy the requirement of Public Officers Law § 103-a(2)(b) that any public body which in its discretion wishes to permit its members to participate in meetings by videoconferencing from private locations – under *extraordinary circumstances* – must establish written procedures governing member and public attendance.

1. Faculty Senate members shall be physically present at any meeting of the Faculty Senate unless such member is unable to be physically present at one of the designated public meeting locations due to *extraordinary circumstances*.

2. For purposes of these procedures, the term "*extraordinary circumstances*" includes disability, illness, caregiving responsibilities, or any other significant or unexpected factor or event which precludes the member's physical attendance at such meeting.

3. If a member is unable to be physically present at the designated meeting location and wishes to participate by videoconferencing from a private location due to *extraordinary circumstances*, the member must notify the Secretary of the Faculty Senate and/or the Chair of the Senate no later than four business days prior to the scheduled meeting in order for proper notice to the public to be given. If a determination has been made by the Chair that such *extraordinary circumstances* exist, then the Secretary shall take the necessary steps to convene an extraordinary-circumstances videoconferencing meeting. If *extraordinary circumstances* present themselves on an emergent basis within four days of a meeting, the Senate shall update its notice as soon as practicable to include that information. If it is not practicable, as determined by the Chair and the Secretary of the Senate, for the Senate to update its notice, the Senate may reschedule its meeting.

4. If there is a quorum of members participating at a physical location, the Faculty Senate may properly convene a meeting. A member who is participating from a remote location that is not open to in-person physical attendance *shall not* count toward a quorum of the Senate but may participate and vote if there is a quorum of members at a physical location(s) open to the public.

5. Except in the case of Executive Sessions conducted pursuant to Public Officers Law § 105, the Senate shall ensure that its members can be heard, seen, and identified while the meeting is being conducted, including but not limited to any motions, proposals, resolutions, and any other matter formally discussed or voted upon. This shall include the

use of first and last name placards physically placed in front of the members or, for members participating by videoconferencing from private locations due to *extraordinary circumstances*, such members must ensure that their full first and last name appears on their videoconferencing screen.

6. The minutes of the meetings involving videoconferencing based on extraordinary circumstances pursuant to Public Officers Law § 103-a shall include which, if any, members participated by videoconferencing from a private location due to such *extraordinary circumstances*.

7. The public notice for the meeting shall inform the public: (i) that extraordinary-circumstances videoconferencing will (or may) be used, (ii) where the public can view and/or participate in such meeting, (iii) where required documents and records will be posted or available, and (iv) the physical location(s) for the meeting where the public can attend.

8. The Senate shall provide that each open portion of any meeting conducted using extraordinary-circumstances videoconferencing shall be recorded and such recordings posted or linked on the College Governance website within five business days following the meeting, and shall remain so available for a minimum of five years thereafter. Such recordings shall be transcribed upon request.

9. If members of the Faculty Senate are authorized to participate by videoconferencing from a private location due to extraordinary circumstances, the Senate shall provide the opportunity for members of the public to view such meeting by video, and to participate in proceedings by videoconference in real time where public comment or participation is authorized. The Senate shall ensure that where extraordinary-circumstances videoconferencing is used, it authorizes the same public participation or testimony as in person participation or testimony.

10. Open meetings of the College of Staten Island Faculty Senate and all of its constituent entities conducted using extraordinary-circumstances videoconferencing pursuant to the provisions of POL § 103-a shall be broadcast pursuant to the requirements of POL § 103(f) and shall utilize technology to permit access by members of the public with disabilities consistent with the 1990 Americans with Disabilities Act (ADA), as amended, and corresponding guidelines. For the purposes of this guideline, “disability” shall have the meaning defined in Executive Law § 292.

11. The in-person participation requirements of POL § 103-a(2)(c) shall not apply during a state disaster emergency declared by the governor pursuant to Executive Law § 28 or a local state of emergency proclaimed by the chief executive of a county, city, village or town pursuant to § 24 of the Executive Law if the Senate determines that the circumstances necessitating the emergency declaration would affect or impair the ability of the Senate to hold an in-person meeting.

12. These procedures shall be conspicuously posted on the Faculty Senate's website.