

THE COLLEGE OF STATEN ISLAND  
CITY UNIVERSITY OF NEW YORK

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Minutes 184<sup>th</sup> Meeting of the Faculty Senate  
Thursday, November 20<sup>th</sup>, 2025, from 3:25 to 4:27 pm in 1P-119.

Faculty Senate Members in Attendance:

Zaghloul Ahmed, Neo Antoniadis, Paul Archibald, John Arena, Comfort Asanbe, Banu Aslanertik, Alan Benimoff, Paolo Cappellari, Vandana Chaudhry, David Curcio, Deborah DeSimone, Valkiria Duran-Narucki, Gene Fellner, Ismael Garcia-Colón, Rosane Gertner, Kenneth Gold, Susan Holak, Nathalia Holtzman, Eric Ivison, Emma Johnson, Burnett Joiner, Wilma Jones, Anatoly Kuklov, Carlo Lancellotti, Catherine Lavender, Alfred Levine, Rob Lovering, Timothy Lynch, Alan Lyons, Lisa Manne, Dan McCloskey, Christine McEvilly, Halil Ege Ozen, Catherine Paradiso, Michael Paris, Jonathan Peters, Mark Aaron Polger, Sarah Pollack, Carles Solà Belda, Sarolta Takács, Christina Tortora, John Verzani, Simone Wegge, Siona Wilson, John Wing, Cindy Wong, Mark Zdziarski.

Faculty Senate Members via Zoom:

Madonna Shaker, Siona Wilson

Guests in Attendance:

Michael Anderson, Stefan Charles-Pierre, Thomas Chen, Sharon Christian, Jessica Collura, Jonathan Cope, Chrystal Deosaran, Danielle Dimitrov, Aleks Dudek, Jennifer Durando, Emmanuel Esperance, Katrina Fama, Erlan Feria, Ruta Gordon, Tom Lauria, Michael Lederhandler, Carey Manifold, Susan Massara, Ralf Peetz, Terri Sangiorgio, Donna Scimeca, Suzy Shephardson, Jessica Stein, Amy Stempler, Dana Trimboli, Brenda Valentin, Rosemary Vitale, Rhoda Wilson.

Faculty Senate Members not in Attendance:

Jane Alexander (sabbatical), Andrew Colbeck, Aris Efting, Valerie Forrestal, Yumei Huo, Philippe Marius, Allen Tesdall.

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Meeting called to order at 3:25pm by Chair Deborah DeSimone.

- I. Approval of the agenda.  
*Motion moved, seconded, and passed unanimously.*
- II. Approval of the minutes of the meeting of the Faculty Senate of October 16, 2025.  
*Motion moved, seconded, and passed unanimously.*
- III. Executive Committee Report (See Appendix A)
- IV. Interim Provost's Report, Dr. Nathalia Holtzman (See Appendix B)

## V. University Faculty Senate Report (Dr. John Verzani)

Dr. Verzani reported two highlights from the October University Faculty Senate (UFS) plenary meeting:

1. The CUNY Provost attended and spent her entire 35-minute slot addressing questions about her welcome-back email to faculty.
2. The University Faculty Senate passed two resolutions: a) rejecting the proposed “Compact for Academic Excellence in Higher Education” and b) ask for UFS signatory on several public statements regarding the “Compact for Academic Excellence in Higher Education”

The first resolution was modeled closely on the CSI Faculty Senate resolution, with major drafting support from Lisa Manne, whom Dr. Verzani thanked.

The CUNY Chancellor will attend the upcoming plenary session as will the leadership from SUNY UFS and SUNY Community Colleges (FCCC). As always faculty are welcome to attend, either in person or via Zoom.

On Title VI and Academic Freedom, Dr. Verzani noted that the recently mandated Title VI training resembles the language in the CUNY Provost’s welcome-back letter. This language, especially around limits on academic freedom—is seen by many faculty as inconsistent with AAUP standards.

He referenced two recent AAUP reports which detail how the U.S. Department of Education’s Office for Civil Rights (OCR) has been “weaponizing” Title VI. This includes using antisemitism complaints to freeze federal funding, sometimes bypassing the usual Title VI processes altogether.

<https://www.aaup.org/news/new-report-civil-rights-law-weaponized-chill-speech>

[https://www.aaup.org/sites/default/files/2025-11/Discriminating-Against-Dissent\\_0.pdf](https://www.aaup.org/sites/default/files/2025-11/Discriminating-Against-Dissent_0.pdf)

On the topic of Title VI, a senator asked whether Dr. Verzani’s comments referred to the new federal policy restricting Pell Grants for programs whose graduates do not earn above a certain salary threshold. Dr. Verzani replied that he was referring *only* to Title VI enforcement actions. Title VI issues involve investigations, civil rights complaints, and federal funding freezes, not Pell or gainful-employment rules.

Interim provost, Dr. Holtzman, provided a clarification that Title VI is rapidly evolving and that only mental health counseling programs currently face possible restrictions, specifically related to student loan eligibility and, if loan eligibility were thus curtailed, CSI would look for alternative student support options.

Following up on a question about grading inconsistency problems (e.g., WU, INC, WN), Dr. Verzani noted that CUNY continues to see widespread misapplication of certain grades. A notable case at Baruch where one student who could not finish classes received five different incorrect grades from their different instructors. To fix this: CUNY will release short training videos explaining correct usage of WU, INC, and WN grades. A [grading memo](#) already exists for faculty reference.

## VI. Consent Agenda:

### *DEGREE CHANGES*

## UNDERGRADUATE

1. Department of Computer Science
  - a. New minor: Computer Technology
  - b. Change in existing degree: Computer Science BS and MHC Computer Science BS
2. Department of Educational Studies and Physics
  - a. Change in existing degree: Physics 7-12 BS and MHC Physics 7-12 BS
3. Department of Engineering and Environmental Sciences
  - a. Change in existing minor: Geology
4. Department of English
  - a. Change in existing degree: English BA & MHC English BA: Concentrations in Literature, Writing, Dramatic Literature, and Linguistics
5. Department of Mathematics and Department of Computer Science
  - a. Change in existing degree: Computer Science/Mathematics BS & MHC Computer Science/Mathematics BS
6. Department of Media Culture
  - a. Change in degree requirements: Communications BS and MHC Communications BS
  - b. Change in existing minor: Design and Digital Media
  - c. Change in existing minor: Media Studies
  - d. Change in existing minor: Journalism
7. Department of Physics and Astronomy
  - a. Change in existing minor: Physics

## GRADUATE

1. Department of English
  - a. Change in existing degree: English MA
2. Department of Psychology
  - a. Change in existing degree: Clinical Mental Health Counseling MA

## *NEW COURSES*

### UNDERGRADUATE

1. Department of Accounting and Finance
  - b. Experimental/New course: FNC XXX Emerging Topics in Finance
  - c. Experimental/New course: FNC XXX Fundamentals of Wealth Management
2. Department of English
  - a. New course: LING 204 Introduction to Speech and Language Pathology

- b. New course: LING 202 The Linguistic Landscape of the USA
- 3. Department of Mathematics
  - a. New course: MTH 119 Business Precalculus with Algebra Review
  - b. New course: MTH 348 Computational Linear Algebra
- 4. Department of Media Culture
  - a. New course: COM 331 Visual Journalism: Mobile Production (former experimental)
  - b. New course: COM 336 Artificial Intelligence for Creative Practice (former experimental)
  - c. Experimental/New course: CIN 4XX Media Distribution Strategies: A Location-Based Study

## GRADUATE

- 1. Department of Curriculum & Instruction
  - a. New course: EDE 6XX (662) Material Inquiry in Education
  - b. New course: EDE 6XX (615) Special Topics in Computational Literacy in Education
  - c. New course: EDD 6XX (642) Creative Computing in Education
  - d. New course: EDD 7XX (711) Introduction to Computational Thinking for Teachers

*Motion moved, seconded, and passed unanimously.*

## VIII. Reports of the Committees of the Faculty Senate

- a. Appendix C: Admissions Committee, Emmanuel Esperance, Jr., Director of Recruitment and Admissions

A senator noted that the phrase “**who we welcome**” may imply that CSI does *not* welcome certain students. It was a rephrasing was suggested to reflect inclusivity while still expressing institutional values. Director Esperance invited faculty to submit suggested language revisions.

A question was raised about whether the images on the website feature *actual CSI students*. While CSI is increasing the number of authentic student photos, it still uses some stock photography. A senator suggested that CSI should invest in a full-time photographer/media specialist. This would improve branding and reduce reliance on stock images. Another suggestion was to use Someone suggested using student intern- or externships to support photography and media needs. Director Esperance informed the senators that some students and staff already contribute images.

## IX. Old Business

Dr. Michael Paris’ resolution to the CSI Faculty Senate for a vote on the question whether the COR 100 Course is “in” the American Studies Program, within the meaning of the CSI Governance Plan has been withdrawn.

## XI. Adjournment at 4:27 pm

Appendix A

Faculty Senate Executive Committee Report

November 20, 2025

Good afternoon, Senators and Guests,

As we enter the last quarter of the fall semester, I wish you all good health and strong focus in the upcoming weeks. We are almost there!

The Faculty Senate Executive Committee met with the Provost and Deans on Tuesday of this week. While many matters were discussed, directly and indirectly, the conversation focused on two major issues.

I would like to begin this meeting with what the FSXC sees as most important. That is the disconnect between the image we portray of CSI as a research institution and the hiring practices of the last few years. Please see the chart on the screen. This chart, compiled by the Office of Institutional Research, will be sent with the minutes of this meeting to all senators. It will also be shared with all chairs.

Group	Rank	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
ECP	ECP	15	13	14	13	13	14	12	14	14
	Dean	5	6	5	5	4	5	6	6	5
	<b>Total</b>	<b>20</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>19</b>
Full-time Faculty	Distinguished Professor	4	4	4	6	6	4	5	3	4
	Professor	121	122	129	124	136	135	141	141	137
	Associate Professor	117	107	110	113	114	103	108	102	97
	Assistant Professor	97	82	77	62	48	47	26	15	22
	Clinical Professor	2	3	3	2	2	1	1	1	1
	Lecturer	36	26	39	32	30	38	62	68	64
	<b>Total</b>	<b>377</b>	<b>344</b>	<b>362</b>	<b>339</b>	<b>336</b>	<b>328</b>	<b>343</b>	<b>330</b>	<b>325</b>
CLT	CLT	64	55	59	48	51	56	55	65	61

	<b>Total</b>	<b>64</b>	<b>55</b>	<b>59</b>	<b>48</b>	<b>51</b>	<b>56</b>	<b>55</b>	<b>65</b>	<b>61</b>
Adjunct	Adjunct	694	617	694	588	624	553	565	634	645
	<b>Total</b>	<b>694</b>	<b>617</b>	<b>694</b>	<b>588</b>	<b>624</b>	<b>553</b>	<b>565</b>	<b>634</b>	<b>645</b>
HEO	HEO	42	36	39	39	41	39	40	38	38
	HEO Assoc	52	54	68	67	65	66	71	70	76
	HEO Asst	79	61	73	73	65	63	63	70	75
	aHEO	15	17	24	23	20	14	19	26	33
	<b>Total</b>	<b>188</b>	<b>168</b>	<b>204</b>	<b>202</b>	<b>191</b>	<b>182</b>	<b>193</b>	<b>204</b>	<b>222</b>
Gittlesons	Admin Assist	58	51	60	60	55	45	44	45	41
	Office Assist	35	32	22	17	16	19	20	20	16
	<b>Total</b>	<b>93</b>	<b>83</b>	<b>82</b>	<b>77</b>	<b>71</b>	<b>64</b>	<b>64</b>	<b>65</b>	<b>57</b>
Part-time Staff	College Assist	429	393	384	244	226	262	234	257	249
	NTA	47	60	50	17	43	54	55	51	49
	<b>Total</b>	<b>476</b>	<b>453</b>	<b>434</b>	<b>261</b>	<b>269</b>	<b>316</b>	<b>289</b>	<b>308</b>	<b>298</b>
<b>Grand Total</b>		<b>1,912</b>	<b>1,739</b>	<b>1,854</b>	<b>1,533</b>	<b>1,559</b>	<b>1,518</b>	<b>1,527</b>	<b>1,626</b>	<b>1,627</b>

**Notes:** Numbers include faculty/staff who are active, on a leave with pay, or on a short work break. Faculty/staff are only counted in their primary position. Therefore if a staff member is teaching as an adjunct, the staff member is counted in their staff position.

When reviewing the data, I must remind you of CUNY Policies that encouraged and assisted the growth of lecturers on campus, which we were all happy to accept. However, I draw your attention to the number of Assistant Professors presently on campus – and their decline from 97 in 2017 to but 22 in 2025. View this in light of the decline in Associate Professors from 117 to 97 and the increase in lecturers, from 36 to

64, and it becomes clear that this vision of CSI as a research institution is unsustainable. Moreover, in a few years we will have a crisis of service, for at CSI, lecturers have limited governance responsibilities.

The FSXC also highlighted the huge drop in Gittlesons, the impact felt by all HEOs and Part-time Staff – for the work still must get done.

The Provost acknowledged the challenges while reminding us that CSI has done well in hiring, given our chronic budget crisis. Dr. Holtzman discussed her desire to use data to address our needs and to identify priorities. She hopes to use the Academic Program Reviews, submitted by all departments, or edited accreditation reports, submitted by recently accredited programs, and to work with the Chairs and the Deans to create a 3-4 year hiring plan. She also discussed the need to secure approval of salaries by July 1 so that searches can begin early in the fall. We also discussed the conversion of lecturer lines to professorial lines, the tenure questions that accompany conversions, and how once the budget improves, so too will our ability to hire more faculty. The Provost commented on the decline of HEOs and the increase in HEO Associates and requested more information on this. Finally, we were reminded that CUNY did not post Gittleson positions for 15 years, and presently only posts them sporadically.

The other major issue we discussed with the Provost and Deans was Core 100 and questions the chairs raised about the course. As you know, Michael Paris, the author of the resolution regarding Core 100 requested it to be withdrawn. However, concern regarding the course continued to be voiced by some senators and chairs, so it was placed on the agenda. This critical and ongoing dialogue explores avenues for change, ways to build trust, and how best to address concerns regarding the course. While numerous possibilities were discussed, there was no agreement on how best to proceed. However, there is consensus that whatever avenue may be taken will be applied to all courses in all buckets of General Education. The Provost made it clear that “Core 100 is not to be singled out” but evaluated in context of all the courses in General Education.

So, hiring and Core 100 took most of our time. However, we also discussed the CUNYwide review of workload. Again, the Provost mentioned the need to collect data to consider issues of workload, reassigned time, and viability of programs. She promised that no changes will be made without consultation with the Deans, Chairs, and/or Program Directors. Those conversations will most likely occur this spring and the cuts will be implemented in Fall 2026. We asked the Provost to please provide the FSXC with a list of any proposed cuts to any program offered by the academic departments.

We asked about the appointment of post-doc fellows who have 3 years of experience in a CSI lab as assistant research professors and were told more information was needed regarding the tax levy budget or other possible funding sources. Finally, the Provost also was asked about the “only Full-time faculty” policy for independent studies. She supports that policy with flexibility, however, for discipline specific needs.

In the interest of time, I will provide an update on progress on our 3 initiatives in December. I wish you all a very Happy Thanksgiving, or Thankstaking, however you celebrate next Thursday.

Yours truly,

Deborah De Simone, Chair, Faculty Senate

## Appendix B

### Interim Provost Dr. Nathalia G. Holtzman – Report to Faculty

Good afternoon, everyone, and thank you for being here.

I want to begin by expressing my sincere appreciation to all the faculty who submitted nominations for this year's honorary degrees. We received several thoughtful and compelling nominations—each reflecting the intellectual values of our campus and your deep engagement with your disciplines and communities. While we cannot confer the degree on every nominee, and some submissions could not advance due to eligibility requirements, I want to emphasize how much we appreciate the time, reflection, and care that went into each nomination. We are also exploring other meaningful ways to honor individuals who were not selected this cycle.

Over the past month, I have continued to learn more about the extraordinary work happening across CSI. Every day offers another example of the impact you have on students, scholarship, and the broader community.

Just this week, we held my first P&B meeting reviewing tenure, promotion, and CCE cases. It was an incredibly affirming glimpse into the depth of service, the quality of teaching, and the scholarly and creative work taking place on this campus. Your commitment to academic excellence is unmistakable, and it is truly a privilege to support faculty at such pivotal moments in their careers.

I have also had the opportunity to visit several departments. I spent time with colleagues in Biology and Media Culture, and I was warmly welcomed at the School of Nursing, where three of our students demonstrated the capabilities of the new Simulation Lab. The SIM Lab is not only state-of-the-art—it is a transformative teaching and learning environment that will prepare our students for high-stakes, real-world clinical settings. Seeing our faculty and students interact so seamlessly with this technology underscored the strength of our programs and our shared vision for student success.

I also had the pleasure of attending the campus production of *Alice in Slasherland*. It was a bold, creative, and thoroughly engaging performance—beautifully acted and beautifully staged. It was a reminder of the artistic excellence and talent that define CSI.

Across all these experiences, one theme stands out: CSI is a community deeply committed to excellence. There is an energy here—grounded, purposeful, and student-centered—that is truly inspiring. I feel fortunate to be learning alongside you and to be part of a campus doing such meaningful work.

I want to highlight a few recent accomplishments that directly support our shared goals around student success:

- Student Progress Reports: We achieved our highest response rate ever—67% of faculty submitted progress reports this fall. Our data show that when students receive any academic feedback—positive or constructive—it results in a 12% increase in retention the following semester. Your engagement is having a measurable, positive impact on student outcomes.

- Textbook Adoption Compliance: We have already reached 76% compliance with timely textbook selections. This supports affordability and ensures our students have the materials they need from day one.

- Career Readiness: Early-career planning sessions for our first-year students, in collaboration with the Career Center, were well-attended and well-received. We also hosted an “Educate Luncheon” focused on building networking and workforce skills—an area our students consistently identify as essential for their post-graduate success.

- First-Generation Celebration: This month we proudly celebrated our first-generation students. Thank you to everyone who helped make that event meaningful and welcoming.

- SEEK Enrollment Momentum: New strategies in SEEK outreach have already resulted in strong spring registration figures. SEEK is currently at 75% of its enrollment target, positioning us well for the upcoming semester.

Before concluding, I want to share several important academic calendar reminders:

- November 27–28: Thanksgiving Break – campus closed; no classes through the holiday weekend.

- December 16–22: Final Exams. Please ensure exams are held at the assigned times and in the assigned rooms. Room change requests should be submitted to the Registrar’s Office.

- December 26: Final grades are due by the end of the day.

- January 2: Winter session classes begin.

- January 26: Spring semester classes begin.

As we head into the holiday, I want to wish each of you a wonderful and restorative Thanksgiving weekend. I hope you have the opportunity to spend time with family, friends, and loved ones, and to take a well-deserved break before we enter the final stretch of the semester.

Thank you all for your continued dedication to this institution and, most importantly, to our students. I am grateful for the opportunity to work alongside such talented and committed colleagues, and I look forward to all we will accomplish together.

#### Key Talking Points (Short List)

- Thank faculty for thoughtful honorary degree nominations; acknowledge eligibility limitations; commitment to honoring contributions.
- Share reflections from first P&B meeting: deep insight into faculty excellence in teaching, scholarship, and service.
- Department visits: Biology, Media Culture, Nursing SIM Lab demonstration; highlight innovation and student preparation.
- Campus arts highlight: *Alice in Slasherland*—example of CSI creativity and talent.
- Student success achievements:
  - 67% student progress report submission rate → 12% retention increase trend.
  - 76% textbook adoption compliance.
  - Early-career planning for freshmen; networking and workforce skill luncheon.
  - First-generation student celebration.
  - SEEK at 75% spring enrollment.

- Calendar reminders: Thanksgiving Break, Final Exams, Grade Deadline, Winter and Spring session start dates.
- Closing: gratitude and warm wishes for a restorative Thanksgiving weekend.

## Appendix C

Emmanuel Esperance, Jr. - Director of Recruitment and Admissions

We continue to monitor NYS Education's Portrait of a Graduate.

A New York State high school graduate will be:

- Academically Prepared
- A Creative Innovator
- A Critical Thinker
- An Effective Communicator
- A Global Citizen
- Reflective and Future Focused

We've been proactive in developing a portrait of an incoming student. To that end:

- We've surveyed admitted students
- Reviewed department and divisional learning outcomes and goals. (Special thanks to Harry Thorne and Ken Gold).
- This includes academic and co-curricular.
- Reviewed the Strategic plan.

Based on what we learned, the admissions language on the CSI website was recently updated to include some more holistic language on "What We Value":

<https://www.csi.cuny.edu/admissions/applying-csi/freshmen>

At CSI, we're building a learning community rooted in curiosity, collaboration, and connection to the wider world. While not all of these traits are formally evaluated during the admissions process, they represent the kind of growth and engagement we encourage on our campus.

We value students who demonstrate:

- Leadership
- Collaborative spirit and teamwork
- Community service and civic engagement
- Global awareness and cultural competence
- Open mindedness and growth mindset
- Persistence and resilience for overcoming barriers

If these resonate with you, consider highlighting them in your application. They help us see how you might contribute to—and thrive in—the CSI community.”

This is a proactive effort to make sure our admissions processes are aligned with NY State's new Portrait of a (high school) Graduate.

No changes have been made to our admissions criteria, but this will send a message to CUNY and our secondary school partners that CSI as an innovator within CUNY and will help the university be a leader in the state. It also sends a message to our prospective students and parents.