

Minutes for the 150th Meeting of the Faculty Senate

for Thursday, September 30, 2021 from 3:30 to 4:20 pm held virtually.

Attendance: Jonathan Peters, Chang-Hui Shen, Angelo Bongiorno, Yumei Huo, Simone Wegge, Gene Fellner, Lee Papa, Mark Feuer. Valerie Forrestal, Carles Solà Belda , Rosane Gertner, Soon Chun, Carlo Lancelloti, Cynthia Chris, Natalie Fischetti, Mark White, Zaghoul Ahmed, Jane Marcus Delgado, Deborah De Simone , Comfort Asanbe, Christine Flynn Saulnier, Jay Arena, Lucas Marchante-Aragón, Alyson Bardsely, Alan Benimoff, Jason Bishop, Katie Cumiskey, Maryann Feola, Susan Imberman, Wilma Jones, Sylvia Kahan, Catherine Lavender, John Lawrence, Alfred Levine, Michael Paris, George Vachadze, John Verzani., George Wang, , John Wing, Cindy Wong, Vandana Chaudhry, Roshen Hendrickson, Andrew Colbeck, Brian Farr, William Fritz, Michael Parrish, Michael Cavagnero, Sarolta Takács., Susan Holak

Guests: Andrew Leykam, Alexander Scott, Amy Stempler, Anat Niv-Solomon, Christina Boyle, Christina Toti, Darryl Hill, David Pizzuto, Donna Sauthoff, Donna Scimeca, Erma Tacopino, Gregory Brown, Holly Block, Intissar Hasan, Isabel Rechberg, Ivan Scott Lee, Janine Scotto, James Hamilton, Jennifer Durando, Jessica Collura, Jessica Stein, Jonelle Knox, Joyce Taylor, Katrina Fama, Koby Kohulan, Leonardo Pignataro, Linda Conte, Lynne Lacomis, Manuela Alongi, Mark Lewental, Matthew Ganz, Maureen Garvey, Michael Chiacchiero, Michael Lederhandler, Qiao-Sheng Hu, Ralf Peetz, Shannon Cammarano, Stephen Ferst, Susan Massara, Susan Mee Crimmins, Tara Mastrorilli, Veronica Dimeglio, Patti Gross, Cesar Arenas-Mena, Patricia Galleta, Alana Gaymon, Carol Brower, Tony Gallego, Mary Boland, Giancarlo Lombardi, Jasmine Cardona, Jennifer Lynch, Aya Ashour, Florinda Mattia, Danielle Dimitrov, Cesare Barreca, George Davis, Michael Batson, Kim Williams, Eli Hollander, Brenda Valentin, Heidi Bertels, Ken Gold, Francis Yee, Dante Tawfeeq, Thomas Volscho, Warrick Bell, Mary Murphy, Jennifer Borrero, Carlos Serrano, Patricia Kahn, Hope Berte, Rob Wallace, Juline Robinson, Hernan Green, Suzy Shepardson, Jiayn Chen, Michael Ivany, Francisco Soto.

- I. Approval the agenda.
Moved, seconded, and passed unanimously.
- II. Approval of the minutes of the meeting of the Faculty Senate of May 20, 2021.
Moved, seconded, and passed unanimously.
- III. Executive Committee Report – Appendix A
Resolution on Faculty Authority in Deciding Instructional Modality
Moved, seconded, and tabled.
- IV. Elections
Chair – Jane Marcus Delgado nominated, unopposed, elected by acclamation.

Vice Chair – John Wing nominated, unopposed, elected by acclamation.
Secretary – Deborah De Simone nominated, unopposed, elected by acclamation.
Member At-Large – Susan Imberman nominated, unopposed, elected by acclamation.

V. Provost's Report : Appendix B

Comment: It is noted that the Division of Humanities & Social Sciences is under-represented in the job searches.

Provost: No response.

Question: Can you please explain which, if any, of the recommendations given to the Administration in January by the COACH TASK FORCE have been acted upon, since COACH was done in 2019 and CUNY may be outing another together in 2022 or 2023?

Answer: I believe the President used the Governance Plan to address some of those issues. Also, The Diversity Committee & the Diversity Councils have yet to meet but will be shortly. WE are continuing to make efforts to diversify our administration and staff. I'd be happy to provide more information at the next meeting.

VI. Reports of the Committees of the Faculty Senate

- a. Admissions Committee – none
- b. Curricular Committees –
 - i. General Education Committee –
 - ii. Graduate Studies Committee –
 - iii. Undergraduate Curriculum Committee –

Consent Agenda for September 30, 2021

NEW COURSES:

AV.1 DEPARTMENT OF MANAGEMENT: MGT 225 INTRODUCTION TO ENTREPRENEURIAL THINKING AND PRACTICE

AV.2 DEPARTMENT OF ACCOUNTING AND FINANCE: BDA 302 DATA VISUALIZATION AND ANALYSIS FOR BUSINESS AND ECONOMIC

AFFIRMATION OF UCC STATEMENT ON PROPOSED GOVERNANCE PLAN:

The UCC Committee approved the reaffirmation of the following statement with one abstention.

The Undergraduate Curriculum Committee agrees that the proposed changes to the existing governance plan are not consistent with our shared goals of inter and across disciplinary collaboration, and may undermine our stewardship of student success.

AFFIRMATION OF GEC STATEMENT ON PROPOSED GOVERNANCE PLAN:

The GEC Committee approved the reaffirmation of the following statement by a vote of 14 yes, 1 no, two abstentions:

The GEC rejects the proposal for changes to the Governance Plan on the basis of both process and content. It undermines the shared faculty commitment to General Education across the College, it prevents campus conversation about General Education, and ultimately it damages the interconnected fabric that creates a holistic learning experience through General Education for our students.

INFORMATIONAL ITEM: ADDITION OF AUDIT (AUD) GRADE TO GRADUATE GRADING TABLE

The Registrar's Office requested that the audit (AUD) grade be added to the Graduate Grading Table. The GSC Committee approved adding the grade with one abstention. This grading option will be available in the Spring 2021 semester.

Consent agenda was moved, seconded, and passed unanimously.

- b. Course & Standing – none
 - c. Library Committee – none
 - d. Academic Research Committee – none
 - e. Academic Facilities Committee– none
 - f. Academic Freedom Committee– none
 - g. Academic Technology committee– none
 - h. Faculty Personnel Policy Committee – none
- VI. University Faculty Senate Report – none
- VII. Old Business- none
- VIII. New Business- none
- IX. Adjournment. *Motion made, seconded, and passed unanimously at 4:37 pm.*

APPENDIX A

Faculty Senate Executive Committee Report

September 30, 2021

I am pleased to submit this report on behalf of the Faculty Senate Executive Committee. We would like to begin by welcoming everyone back to a new semester here at CSI, and wishing you all a wonderful fall. I would also like to take this opportunity to acknowledge the community's recent loss of Debbie Mahoney, who worked for many years in the office of the president. Debbie touched the lives of nearly every

member of the CSI community, either directly or indirectly, and we offer our heartfelt condolences to her colleagues and family.

As the Executive Committee begins the final meeting of our term in office, we are left with three fundamental concerns.

First and foremost are our students. We are asking ourselves and all of you: are our students' educational needs being met and how are we ensuring – and measuring – our pedagogical successes and shortcomings? What is the academic toll of COVID and what is CSI doing to assess and mitigate the damage?

Second, as an academic community, are we meeting our faculty and staff's needs? How is morale on campus? Are we rewarding excellence, and recognizing areas that possibly need more support? Are our research and scholarship valued and celebrated and recognized adequately? Are our service contributions and pedagogical endeavors valued and celebrated and recognized adequately?

As our faculty has increasingly moved from fulltime, tenure track positions to part time contingent educators, how has the institution adapted to meet the needs of this new workforce? What mechanisms are in place to make sure that their voices are heard, that they are fairly compensated, and that their positions become more secure and valued?

And third, what does the future hold for CSI? What is its vision and how will it engage in intellectual and demanding discourse as a community? Where is the leadership that is needed to stimulate and inspire us to be curious and creative, and to work in an environment that is constantly challenging us to engage in unrelentingly rigorous inquiry and reflection?

In light of this, we would challenge all of our faculty, staff and administration to engage in conversations and respond to these concerns in the coming months. We do not have all the answers. But we know three changes must take place:

First, the College needs to restore certain fundamental commitments to faculty and staff. For example, fulltime faculty must be given support (i.e. resources and recognition) for our research. What used to be a central focus of our work, one of the “three pillars” of our jobs (along with teaching and service) has now been relegated to a back burner position that is carried out on our own time with our own limited resources. Research must be given the importance it merits if we are to survive as a respected postsecondary institution. In the same vein, parttime faculty must be adequately compensated, their work

must be recognized and valued, and their positions must be regularized. A precarious workforce cannot be expected to maintain any semblance of consistent pedagogical standards. And staff members need relief. The College cannot continue to eliminate jobs and expect workers to take on the duties of two, three or four of their colleagues when positions are vacated. Staff and parttime workers must have a voice in whether or not they are expected to be present on campus during the pandemic, not find themselves subject to threats or intimidation, while others have the privilege of determining their own preferences.

Second, CSI's leaders need to lead. Even before the pandemic, the College had lost much of its identity as a cohesive, focused academic institution. There is no vision, no intellectual guidance, and no scholarly support or role models. The faculty simply do not look to the upper administration in any of these areas. And the administration – largely populated by attorneys rather than educators – spends its time figuring out ways to disempower and silence those on the front lines of its academic mission. This week's referendum – or is it just a “survey”? – is the quintessential example of this lack of leadership. Rather than bolster morale or repair the damage inflicted by COVID, the president has chosen to tear apart the fabric of shared governance in a moment of crisis. If you have not already voted against this ill-conceived plan, we strongly encourage you to vote against this proposal today.

Finally, decisions about curriculum and teaching modalities are the purview of the faculty, and the faculty must be allowed to decide how, when and what to teach. That is a long-established practice that makes sense. This semester's debacle of moving students from on-line to in-person and vice versa has created chaos and jeopardized our students' ability to learn, as well as their financial ability to continue their education. With this in mind, the Executive Committee has distributed a resolution that I would like to introduce now. [Resolution, attached below]

[After resolution] Thank you for your participation in the Faculty Senate. We are grateful to have served you in these positions, and we appreciate the sacrifices you have made and the camaraderie you have exhibited for the past months, and always. I have never been prouder to call myself a faculty member at the College of Staten Island, and I wish everyone a great semester.

Respectfully submitted,

Jane Marcus-Delgado

Chair

Resolution on Faculty Authority in Deciding Instructional Modality

September 30, 2021

The College of Staten Island (CSI) is an institution within The City University of New York (CUNY) under the jurisdiction of the Board of Trustees. CSI is first and foremost an educational community. As a public, urban college, CSI sees its mission as “the intellectual, personal, ethical, professional, and civic development” of its students. (Preamble of the CSI Governance Plan)

It has long been recognized that Curriculum and Instruction are the prerogative of the Faculty of CUNY and CSI. According to Section 8.6 of the CUNY Bylaws, “Each college shall have a faculty or academic council, which shall be the primary body responsible for formulating policy on academic matters,” while Article I, Section 2a of the CSI Governance Plan states that “The Faculty Senate shall be responsible for the principal academic policy decisions of the College.”

In reaction to concerns about enrollment during the Covid-19 Pandemic, the Administrations of CUNY and CSI usurped the authority of the Faculty and violated the rights of students when they changed the mode of instruction of “on-line” courses to “hybrid” in Fall 2021, and

WHEREAS, CSI followed the CUNY guidelines set in September for Spring 2022 that moved the College to offer a percentage of 70% in-person/HyFlex courses and 30% hybrid and online courses,

THEREFORE, BE IT RESOLVED that:

1. The mode of instruction for all courses offered in Spring 2022 and for all semesters going forward be determined by the Faculty of the College of Staten Island.
2. The Academic Department Chairs, in accordance with Article III section 4a of the CSI Governance Plan are to “provide leadership in the areas of teaching effectiveness, curriculum, and program development,” by working with their faculty and Dean to identify the mode of instruction of all courses offered through their departments.
3. That the 70/30 guidelines given by CUNY be taken as “aspirational and not operational,” to insure that the Faculty and Department Chairs offer courses in multiple modalities, including in-person/on-line/hybrid/HyFlex delivery, that expands student access where it is most needed while ensuring the academic integrity of instruction at CSI.
4. That for Fall 2021, historic practices be reinstated by the Academic Department Chairs in collaboration with the Registrar, those practices including but not limited to:

- a. Allowing students to be moved from one section of a course to another section of the same course;
 - b. Allowing students to take an incomplete in a course and finish the course within the confines of the rules for Incompletes;
 - c. Allowing students in a course to take a “make-up” exam at a different time and place.
5. That the Faculty and Chairs of Academic Departments, in collaboration with the Registrar, can change the mode of instruction from Hybrid to On-Line to best accommodate the needs of the students and/or the faculty,

BE IT ALSO RESOLVED that:

1. That in Fall 2021, the Administration conduct a survey of its graduate and undergraduate students regarding their chosen mode of instruction, and that the data be analyzed and shared with the faculty and department chairs so that informed decisions about mode of instruction can be made.
2. That students whose course modality of instruction changed from on-line to hybrid in Fall 2021, and who receive a WA in that course, are fully reimbursed for the cost of that course.
3. That students whose course modality of instruction changed from on-line to hybrid in Fall 2021, and who receive a WA, be given special consideration for Financial Aid and Excelsior Grants.

APPENDIX B

Provost’s Remarks – Faculty Senate

September 30, 2021

I would like to welcome everyone back for the first Senate Meeting of Fall 2021. Despite weather events and other challenges, we continue the process of re-entry, and it is good to see faculty, staff and students back on campus again. I would once more like to extend my warm thanks to faculty and staff who have worked under unprecedented conditions to help our students succeed during these difficult times.

Over the summer, we were fortunate to welcome Dante Tawfeeq to CSI in his role as interim Associate Provost for Research, Graduate Studies, and Institutional Effectiveness. Dante comes to us from John Jay, and started to work immediately on helping to formulate and craft our Middle States self-study document,

a draft of which is due to the Chair of our visiting team in Mid-November. Hopefully many of you will be meeting Dante in the coming weeks.

We are looking forward to some additional hiring in Academic Affairs in the coming weeks. Pending CUNY Vacancy Review Board approval, we will be searching for 8 faculty positions, 3 in nursing, and one each in accounting, biology, engineering, management, and psychology. I will also be talking to candidates for the interim dean positions in Health Sciences and Education in the next few weeks.

For the fall semester, university policies around student vaccinations continue to evolve. The latest revisions came earlier this week, which allow for some situations under which students still have time to be vaccinated. Student Affairs and Student success have reached out to students who may fall in these categories with both email and text messages, and we will be working with departments to develop further outreach. Please remember that all hybrid courses need to have at least one meeting in person. I know this process has been frustrating, but the goal is to continue to encourage as many of our students to get vaccinated as possible.

For the Spring, all students at CSI will need to be vaccinated, and we are planning for the large majority of courses to be taught in person, with a smaller number remaining in hybrid or online modes. Classes that remain online and in hybrid mode will be in that format for pedagogical reasons and, as is long-standing practice, mode of instruction will be determined by consultation between Deans and Chairs.

Finally, I would like to highlight some recent recognitions of our outstanding faculty. Both Associate Professor of Sociology/Anthropology Grace Cho and English Adjunct Andres Cerpa were longlisted for National Book Awards. Professor Cho's award was for her second book, Tastes Like War, and Professor Cerpa's was for his book of poetry, The Vault. The same week as these awards were announced, Distinguished Professor Patricia Smith was awarded the Ruth Lilly Prize by the Poetry Foundation. This is a lifetime achievement award that puts Professor Smith in the company of many of America's most distinguished poets.

In Psychology, Assistant Professor Leora Yetnikoff was the first CSI faculty member to receive a National Institute of Health SCORE award, which are research awards that are granted to faculty at Minority Serving Institutions. Because Professor Yetnikoff received this award, other CSI faculty are now eligible to apply for SCORE grants, which are separately evaluated in a separate, smaller pool of applicants from Minority Serving Institutions.