Minutes for the 153rd Meeting of the Faculty Senate
for Thursday, December 16, 2021 from 3:30 to 4:30 pm held virtually.


I. Approval the agenda.
Moved, seconded, and passed unanimously.

II. Approval of the minutes of the meeting of the Faculty Senate of November 18, 2021.
Moved, seconded, and passed unanimously.

III. Executive Committee Report: Appendix A

IV. Provost’s Report : Appendix B
V. Reports of the Committees of the Faculty Senate

a. Admissions Committee – none

b. Curricular Committees – Chairs:
   i. General Education Committee – Appendix C
   ii. Graduate Studies Committee –
   iii. Undergraduate Curriculum Committee –

Motion to approve the General Education Assessment Plan 2021-2024: *Moved, seconded, and passed unanimously*

Consent Agenda for Thursday December 16, 2021

**AIII. DEGREE CHANGES**

AIII.1 Department of Biology: Biology BS and MHC Biology BS
AIII.2 Department of Biology: Biology 7-12 BS and MHC Biology 7-12 BS
AIII.3 Department of Media Culture: Communications BS: Design and Digital Media and MHC Communications BS: Design and Digital Media
AIII.4 Department of Media Culture: Communications: Media Studies and MHC Communications Media Studies
AIII.5 Department of Media Culture: Cinema Studies BA and MHC Cinema Studies
AIII.6 Department of Political Science & Global Affairs & Department of Philosophy: Legal Studies Minor
AIII.7 Department of Accounting & Finance: Accounting BS and MHC Accounting BS
AIII.8 School of Education: Childhood Education MSEd (Sequence II and III)
AIII.9 School of Education: Special Education Childhood Education MSEd (Sequence II)
AIII.10 School of Education: Adolescence Education MSEd (Sequence II)
AIII.11 School of Education: Special Education Adolescence Generalist 7-12 MSEd (Sequence II)
AIII.12 Department of Biology: Biology MS
AIII.13 Department of Nursing: MS in Adult Gerontology Nurse Practitioner or Clinical Nurse Specialist
AIII.14 Department of Nursing: Advanced Certificate – Adult Gerontology Nurse Practitioner or Clinical Nurse Specialist
AIII.15 Department of Nursing: Doctorate of Nursing DNP

**AV. NEW COURSES**

AV.1 Department of Biology: BIO 367 Fundamentals of Biochemistry
AV.2 Department of Biology: BIO 430 Genomics Laboratory
AV.3 Department of Media Culture: CIN 330 Experimental Film/Video Production Workshop
AV.4 Department of Political Science & Global Affairs and Department of Philosophy: PHL/POL 207 Legal Philosophy
AV.5 Department of Biology: BIO 7XX Advanced Genomics Laboratory

**AIV. CHANGE IN EXISTING COURSES**

AIV.1 Department of Media Culture: COM 200 Media & Culture
AIV.2 Department of Media Culture: COM 270 Radio Production
AIV.3 Department of Media Culture: CIN/ENL 274 Introduction to Screen Writing
AIV.4 Department of Media Culture: CIN/ENL 436 Screen Writing
AIV.5 Department of Media Culture: CIN 497 Senior Project
Consent agenda was revised so that the Undergraduate and Graduate Agendas were taken separately.

The Undergraduate Curricular Items were moved, seconded, and passed unanimously. The Graduate Curricular Items were moved, seconded, and passed unanimously.

c. Course & Standing – Proposed changes to the Freshman Forgiveness Policy:
   Appendix D
   Proposal moved, seconded, and passed unanimously

d. Library Committee – none

e. Academic Research Committee – none

f. Academic Facilities Committee – none

g. Academic Freedom Committee – none

h. Academic Technology Committee – none

i. 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 4:36 pm.

APPENDIX A

Faculty Senate Executive Committee Report
December 16, 2021

Faculty Senate Executive Committee Report
I am pleased to present this final Faculty Senate Executive Committee report of the semester. Before beginning, I would like to acknowledge the effect of COVID on all our lives this year – from our loved ones to our professional challenges as well as the economic and emotional toll this has taken on our community and globally. May 2022 be a year of health, joy and recovery for everyone.

While we as a campus have faced and overcome many obstacles this year, we have much to look forward to in the years ahead. We have learned so much, and the critical vitality of academic life has never been more apparent. The scientists and health professionals have brought new developments in medicine at a speed that was unimaginable before the current pandemic. Our education faculty have trained teachers who have shown that they can handle any crisis that arises, adapting to new technologies with compassion and creativity. Our colleagues in computer science, the humanities and social sciences and business have all prepared a generation of citizens who together have tackled an unprecedented set of challenges this year. On a more local scale, we have proven that shared governance works. I have never felt so proud to be a member of the CSI community.

The biggest development this month is the appointment of our interim president, Dr. Tim Lynch. Dr. Lynch is currently the provost of Queensborough Community College. He is a first generation college graduate, a CUNY alumnus and a historian. We will be meeting with Interim President Lynch in the coming weeks, and greatly look forward to welcoming him in January. In other good news, the Chancellor has indicated that there will be a national search for a new CSI president. According to the CUNY Manual of General Policy, the search committee will include three tenured faculty members. We will hold an election in the spring to select the faculty that will serve on that important committee.

On December 7, the Faculty Senate Executive Committee met with the Provost, the Deans and Associate Deans. There were three main topics discussed: funding for research; teaching modalities, and issues regarding promotions and raises. The provost stated that he has met several times with the Research committee. We discussed the matter of indirect costs for funded research, which are very high. The Provost stated that he would like to restore travel funding to previous levels and also to work toward more transparency in support for research. We noted that the lack of funding for conferences and research-related activities has affected faculty morale, and we urged the Provost to address this shortcoming. Regarding teaching modalities, the committee and the Provost agree that there is a need for more flexibility in how courses are delivered. CUNY’s policy has been very firm in insisting that all faculty teach at least one course in person, and they have stuck to the 70% in-person mandate. In the meantime, enrollments are way down across the university, and students are opting for online courses in increasing numbers. I was recently at a meeting of Faculty Governance Leaders where the CUNY 70/30 rule was called “the greatest administrative over-reach since Pathways.” Across CUNY, faculty absolutely need to be able to determine the modality of their courses. It is a fundamental responsibility and right of faculty. Finally, it has come to our attention that a number of faculty members have been promoted without getting raises historically associated with promotions. This decision was made by CSI, not by CUNY, but the Provost explained that the College’s ability to award these raises was prohibited by the Vacancy Review Board. This Board is no longer controlling the process, and we very strongly urged the Provost to restore the raises to faculty who have been promoted in recent years. We also called for clarification and transparency in the process and improved communication with faculty about these types of decisions. In other areas, we still have no further information about the searches for the Interim Deans of Education...
and Health Sciences. We adamantly appeal to the Provost to suspend these searches, and to conduct national searches for permanent positions after the arrival of the new Interim President.

In closing, I would like to say to all of our colleagues, we recognize and appreciate your service, and we remain in awe of your creativity, scholarship and solidarity. And to everyone at CSI who has gone the extra mile this semester – from the Counseling Center to Advisement, from every department staff member and faculty across CSI, to campus security, the cleaning staff, the HELP desk and technical support people and especially our hard-working and inspirational students – thank you for all that you've done to help get us through this difficult year. As always, it is a privilege to work with you and, on behalf of the Executive Committee, I wish you happy holidays and a wonderful new year.

Respectfully submitted,

Jane Marcus-Delgado
Chair

APPENDIX B

provost’s report
December 16, 2021

Good afternoon. I assume you all have heard by now that Timothy Lynch, currently Provost at Queensborough Community College, will start a term as Interim President at CSI beginning January 1. Dr. Lynch has previously served as Interim President at Queensborough from 2018-2020, and he previously served as Provost at SUNY Maritime Academy as well as administrative and faculty positions at Cal State Maritime Academy. I have worked with Dr. Lynch within the CUNY Academic Council, and look forward to him joining us at CSI. President Fritz has begun his vacation in anticipation of his retirement at the end of the month, and I hope you will all join me in wishing him and Bonnie good health and an enjoyable retirement.

We are currently in the midst of finals, and questions have emerged based on the appearance of the new Omicron variant in the US and the decisions of several private residential campuses, notably Princeton, Cornell, and NYU, to move finals entirely online. CUNY is not doing this at present, but we will follow any guidance they offer on shifting the mode of instruction in the future. Currently the positivity rate at CSI and throughout CUNY remains very low, at less than 0.2% system wide, as opposed to about 4% at Cornell, where much of the spread has been attributed to social gatherings among residential students. I would remind all students and faculty to remain masked when they do come to campus for exams or other in door meetings.

For Spring 2022, we are planning for a mostly in-person schedule, with about 76% of our courses being offered on campus. As has been the case since the start of the pandemic, faculty and students should be prepared to move back to distance education should conditions demand that we do so. As a state agency, we will follow guidance from CUNY and the State of New York.
Going forward, we will continue to have conversations around the mix of in-person, hyflex, hybrid, and online courses and programs for our campus. We should be entrepreneurial in looking at what programs would make sense to offer entirely online or in mixed mode in the future.

I would like to mention and honor two members of the campus community who will be leaving us at the end of January. Natalie Fischetti, currently chair of Nursing, will finally begin her delayed retirement after many years of steady and successful leadership of that department. I hope you will join me in wishing her an enjoyable and restful retirement. Our amazing registrar, Kerri Gerson, will be leaving to co-manage her family business on Staten Island. Both of these departures will leave large gaps in Academic Affairs, and we are working on transition plans. More personally, I will miss the good humor, hard work, and dedication to CSI from both of these people. I know a number of other members of the campus community will be leaving us as well, and I wish them all success and happiness in their future endeavors.

In closing, I wish you all a restful and rejuvenating holiday break.

APPENDIX C

Proposal for an Assessment Plan for General Education

Catherine Lavender, Chair of the General Education Committee

December 16, 2021

We assess general education in courses that fulfill general education, but the purpose of general education assessment is to assess generally education as a program.

We have eight program goals and the table is in the report. And what we try to make sure is that, in the process of completing their general education requirements students are presented with opportunities to achieve the general education program goals, both to be introduced to those program goals and to be reinforced in their skills. So the purpose of general education assessment is to make sure that students actually are given opportunities to achieve those program goals.

General education assessment is done by the Faculty who teach those general education courses and the departments which house those general education and programs. Then those assessments are brought forward to the assessment subcommittee of the general education committee (GECAS), which uses them to look at whether or not, and how we're achieving our general education goals. Based on those findings, recommendations to our committee are made to improve our course offerings to improve our general education requirements, and to update and improve our general education program goals.

These goals were developed by the Faculty over years and are aligned with the best practices of the American Association of Colleges and Universities. When Pathways came in, we found ways to accommodate Pathways requirements that came from the system and also to defend those principles that were not included in pathways that we, as a faculty felt drawn to support things
like foreign language and laboratory experiences for students, which were not built into Pathways. The real journey ahead of us is to document through assessment that our general education actually is doing what we hope it's doing.

The assessment subcommittee is made up of representations from the different divisions and schools, we have a representative from the English department, from School of Education, from the Division of Science and Technology, the Division of Humanities and Social Sciences and also from the Chazanoff School of Business.

One of the big changes instituted in the new assessment plan is to actively involve the academic deans in the process of ensuring that departments and programs have a clear process of assessment that will support our general education assessment by collecting data to be shared with the assessment subcommittee and with general education committee.

The other big innovation is to create rubrics for all of our goals, so that a faculty member who is asked to assess how their course helps meets the general education goal will have a clear rubric that models student's work in alignment with that goal.

At the end of the report is our plan for this academic year. This plan will be in effect until 2024, at which point it will then itself be assessed and a new assessment plan will be put forward. The hope is that this plan, which was approved by the general education committee, could also be endorsed by the Faculty Senate, which would make it the official record and official document of how we assess General Education at the College of Staten Island.

Appendix D;

Proposed Changes to the Freshman Forgiveness Policy

AII.4 FRESHMAN FORGIVENESS POLICY

Upon completion of their first term of matriculation, first-term freshman students may request that all earned F grades be removed from GPA calculations for that semester. Any F grades which the student requests forgiveness of will be reflected as NC on the academic transcript, and the NC will have no impact on the student’s GPA.

For credit-bearing classes, regardless of program or department offering them, be removed from GPA calculations for that semester. Any F grades which the student requests forgiveness of will be reflected as NC on the academic transcript, and the NC will have no impact on the student’s GPA.

For a course to be eligible for forgiveness, the student must remain in the class for the entire term and a grade of F must be earned. Please refer to the Academic Calendar for deadline to submit Freshman Forgiveness Request. Students may ask for one or more earned F grades to be forgiven, up to the entire amount of credits being taken in their first term of matriculation.

Grades of WU and/or D are not eligible for forgiveness.
RATIONALE: There is no formal freshman forgiveness policy for first-year undergraduate students to proactively address and remedy the academic challenges that they face during the transition to college, or that result from situations occurring outside of the classroom. Implementation of a forgiveness policy, with established deadlines for opting in, would allow time for students to receive appropriate guidance from advisors, faculty, and other College personnel and make an informed decision about their next steps. It would also allow the College to engage in specific outreach to such students and assist them with accessing the necessary resources to improve their academic performance and decrease the odds of them being academically dismissed at the end of their first year of college.

EFFECTIVE: FALL 2021
Upon completion of their first term of matriculation, first-term freshman students may request that all earned F grades for credit-bearing classes, regardless of program or department offering them, be removed from GPA calculations for that semester. Any F grades which the student requests forgiveness of will be reflected as NC on the academic transcript, and the NC will have no impact on the student’s GPA.

For a course to be eligible for forgiveness, the student must remain in the class for the entire term and a grade of F must be earned. Please refer to the Academic Calendar for deadline to submit Freshman Forgiveness Request. Students may ask for one or more earned F grades to be forgiven, up to the entire amount of credits being taken in their first term of matriculation.

Grades of WU and/or D are not eligible for forgiveness.

RATIONALE: CSI students have the opportunity to complete college-level work and receive college credits prior to their entry to CSI via multiple means, and they are still correctly considered freshmen due to not ever having matriculated in a degree-granting program. The requested revision clarifies that all first-term freshmen are eligible to apply for freshmen forgiveness, regardless of the number of credits completed prior to matriculation at CSI. In addition, WU grades ceased being punitive as of the Fall 2021 term, so it is no longer necessary to include that grade designation for freshman forgiveness.