

Minutes for the 153rd Meeting of the Faculty Senate

for Thursday, December 16, 2021 from 3:30 to 4:30 pm held virtually.

Attendance: John Verzani, Jane Marcus-Delgado, Alan Benimoff, Jonathan Peters, Cynthia Chris, George Sanchez, Catherine Lavender, Brian Farr, Cindy Wong, Simone Wegge, Wilma Jones, Katie Cumiskey, Thomas Tellefsen, Darryl Hill, Kerri Gerson, Sylvia Kahan, John Wing, Maurya Wickstrom, Natalie Fischetti, Alfred Levine, Peter Galati, Susan Holak, Gene Fellner, Christine Flynn Saulnier, Carles Solà Belda, Valerie Forrestal, Sarolta Takács, Yumei Huo, George Wang, Susan Imberman, Chang-Hui Shen, Michael Paris, Maryann Feola, Vandana Chaudhry, Roshen Hendrickson, Angelo Bongiorno, Vandana Chaudhry, George Vachadze, Hernan Green, Deborah De Simone, Carlo Lancelotti, Andrew Colbeck, Alyson Bardsley, Lucas Marchante, Jay Arena (John Arena), John Lawrence, Michael Parrish, Jason Bishop, Orit D. Gruber, Comfort Asanbe

Guests: Warrick Bell, Hope Berte, Patricia Kahn, Robert Wallace, Suzy Shepardson, Juline Robinson, Jennifer Borrero, Veronica Dimeglio, JiaYu Chen, Tara Mastroilli, Mark D. White, Linda, Donna Scimeca-CSI, Joyce Taylor, Beatrix Reinhardt, Christine Cohen, Debby Meise, Michael Chiacchiero, Danielle Dimitrov, Amy F. Stempler, Cesare Barreca, Alex Scott, Christina Hagedorn, Jessica Stein, Steven Monte, Dante Tawfeeq, Lynne Lacomis, Mike Cavagnero, Stephen Ferst, Catherine Ferrara, Terri Sangiorgio, Jessica Collura, Anat Niv-Solomon, Susan Massara, Alan Lyons, Florinda Mattia, Jennifer Durando, Qiao-Sheng Hu, Ralf Peetz, Eli Hollander, James, Jennifer Lynch, Katrina Fama, Celeste Del Maestro, David Pizzuto, Alex, Joanne LaPilusa, Donna Sipp, Greg Phillips, Stefanie Gardiner, Maureen Garvey, Angelina Raio, Comfort, Shelley Giannina, Patti Gross, T.J. Tibbs, Linda Conte, Michele Karpeles, Julio Valerio, Koby Kohulan, Winnie Brophy (CUNY), Nada Michael, Sabrina Ganam, Debbie, Janna Hemeda, Ricky Lui, Janine.Scotto, Andrew Mancuso, Michelle Borowski, Asemaa Sayedahmed, Dina Pattelli, Stephen Fried, Marwa, Titus Abubakarr Kambia, Andrew Leykam, Steven James, Anne Alarcon, Benedicta Gbemudu, Alan Hoffner (jhoffner), Caterina Scarimbolo, tony gallego, Isabel Rechberg, Shuqun Zhang, Jane Kisto, Sekou Blow, Matthew Ganz, Alex Scott, Debi Kee, Nobles Lilyon, Edward Patri, Melissa Lalla, Enza Vario, Terianne Darragh, Michael Lederhandler, Marsha Turner, deborah stengle, DAINA CHARLES, Stephanie David Allen, Chris Verene, Sheldon Briscoe, Andrew Leykam, Ismael García-Colón, Dmitriy Verkhovskiy, Jasmine Cardona, jodi, Neophytos's iPad, Crystal Deosaran, Elizabeth Nieto, Maria Levine, Michael Dontis, César Arenas-Mena, Barbara Cohen, Leonardo Pignataro, Byron Taylor, TAIWO, Kristi Brescia, Sebastian Llivichuzhca, Christina Boyle, Brenda Valentin, Nicole Pellegrino, Janyah Mercedes, Penny Varriano, Marissa Davis

- 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

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

- ii. Graduate Studies Committee –
- iii. Undergraduate Curriculum Committee –

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 MEd (Sequence II and III)
- AIII.9 School of Education: Special Education Childhood Education MEd (Sequence II)
- AIII.10 School of Education: Adolescence Education MEd (Sequence II)
- AIII.11 School of Education: Special Education Adolescence Generalist 7-12 MEd (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 COURES

- 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

AIV.6 Department of Political Science & Global Affairs & Department of Philosophy: PHL 331/POL 330 LEGAL PHILOSOPHY

AIV.7 Department of Engineering and Environmental Sciences: ENS 345 Solid State Device Fundamentals was unanimously approved.

AIV.8 School of Education: EDE 608 Teaching Practicum I in Elementary Education

AIV.9 School of Education: EDE 608 Teaching Practicum II in Elementary Education

AIV.10 School of Education: EDS 609 Teaching Practicum I in Secondary Education

AIV.11 School of Education: EDS 610 Teaching Practicum II in Secondary Education

AIV.12 School of Education: EDP 631 Teaching Practicum I in Special Education

AIV.13 School of Education: EDP 632 Teaching Practicum II in Special Education

AIV.13 Department of Nursing: NRS 735 Primary Healthcare I

AIV.14 Department of Nursing: NRS 736 Primary Healthcare II

AIV.15 Department of Nursing: NRS 737 Primary Healthcare III

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 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.

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First-term freshmen with college credits earned through Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), college preparatory programs including College Now, and/or coursework from non-accredited or accredited post-secondary institutions are still eligible for forgiveness under this policy.

Grades of 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.

CHANGE IN FRESHMAN FORGIVENESS POLICY FOR UNDERGRADUATE STUDENTS