**Minutes for the 140th Meeting of the Faculty Senate for Thursday, April 23, 2020 in 1P-119 from 3:30 to 4:30 pm held virtually.**

Attendance: Alan Benimoff, Alfred Levine, Andrew Colbeck, Carlo Lancellotti Catherine Lavender, Chang-Hui Shen, Christine Flynn Saulnier, Cynthia Chris, Deborah De Simone, Deborah Franzblau, Ellen Goldner, Florette Cohen, Francisco Soto, Gene Fellner, George Sanchez, Gerry Milligan, Heidi Bertels, Hosu Kim, Jane Marcus-Delgado,Jay Arena, John Lawrence, John Verzani, John Wing, Jonathan Peters, Katie Cumiskey, Kevin Judge, Lee Papa, Lucas Marchante, Marcus Tye, Margaret Berci, Maryann Feola, Michael Cavagnero, Michael Paris, Michael Parrish, Natalie Fiscetti, Neo Antoniades, Orit Gruber, Patti Gross, Rosane Gertner, Sarah Zelikovitz, Sarolta Takacs, Sebastian Poget, Simone Wegge, Susan Holak, Tara Mateik, Tom Tellefsen, Vandana Chaudhry, William Fritz, Wilma Jones, Zaghloul Ahmed

Guests:Alan Hoffner**,** Alana Gaymon**,** Alex Scott**,** Ali Elkomy**,** Alyson Bardsley**,** Amy Stempler**,** Anat Niv-Solomon**,** Anita Romano**,** Anjail Ameen-Rice**,** Barbara Cohen**,** Brian Far**,** Byron Taylor**,** Carlos Serrano**,** Cesar Arenas-Mena**,** Charles Gomes**,** Chrisanthi Anastopolou**,** Clarisse Domingo**,** Craig Manister**,** Danielle Dimitrov**,** Deborah Meise**,** Donald Hudec**,** Elizabeth Kane**,** Erma Tacopino**,** Hernan Green**,** Hope Berte**,,** Ismael Garcia-Colon,James Saccardo**,** Jasmine Cardona**,** Jason Bishop**,** Jennifer Borrero**,** Jennifer Durando**,** Jennifer Lynch**,** Jeremiah Jurkiewicz**,** Jessica Collura**,** Jessica Stein**,** Jodi Merendino**,** John, Jankowski**,** Joseph Nicolosi**,** Joyce Taylor**,** Ken Iwama**,** Ken Wolpin**,** Kerri Gerson**,** Kevin Ascolese**,** Koby Kohulan**,** Kristi Brescia**,** Kuan Yi Chen**,** Lara Saguisag**,** Leo Pignataro**,** Linda Conte**,** Lisa French**,** Louis Petingi**,** Lynne Lacomis**,** Margaret Dooley**,** Mary Boland**,** Mary Murphy**,** Maureen Garvey**,** Maxwell Velikodniy**,** Mazal Bozaglo**,** Mel Pipe**,** Michael Baybuskey**,** Michelle Borowski**,** Mohamed Mahmood**,** Nada Michael, Nadine Abram, **,** Neila Green**,** Nina Del Gatto**,** Patricia Kahn**,** Qiao-Sheng Hu**,** Rachel Sanchez**,** Ralf Peetz**,** Richard Veit**,** Rob Wallace**,** Roshen Hendricksen**,** Russel Davis**,** Ruth Silverberg**,** Sarah Berger**,** Shannon Cammarano**,** Sharon Christian**,** Stephen Ferst**, S**usan Been**,** Susan Imberman**,** Susan Massara**,** Suzy Shepardson**,** Tara Mastrorilli **,** Terri Sangiorgio**,** Tony Gallego**,** Veronica DiMeglio**,** Warrick Bell**,** Winsome Alston**,** Yi Chen

1. Approval of the proposed agenda. *Moved, seconded, seconded and passed unanimously.*
2. Approval of the minutes of the meeting of the Faculty Senate on December 19, 2019. *Moved, seconded, and passed unanimously.*
3. Executive Committee Report: Appendix A.

1. Provost’s Report : Appendix B

**Question**: When is the campus going to deal with cap sizes and who decides if we are fully on-line or not in the Fall, or does each campus have a choice?

**Answe**r: The expectation is that that directive will come from CUNY, and that decision needs to be made very soon.

**Question**: Will there be a graduate research conference this year?

**Answer**: It won’t be possible this year, unfortunately. We just don‘t have the infrastructure to do that this year.

**Question**: Are we leaving it up to faculty to choose to get training? Is the any mechanism by which we insure that assessments and examinations are fair to students and faculty?

**Answer**: Looking at faculty preparedness, it may be that if you have only taught on-line this semester, you may have to attend faculty training prior to Fall 2020, but that is still in development. The question about the software for exams is something that CUNY is working on, that clearly has to get fixed before the end of next month.

**Question**: I like to return to the question about cap-size – which is crucial with distance learning...particularly as we discuss the assessment of learning outcomes. How do you meaningfully introduce 45 or more students to writing in a new professional manner on line with 45 students?

**Answer**: I don’t have an answer to that yet, and it will have a great deal to do with the budget, but one of the ways we can conceivably save jobs is to increase the cap sizes of courses. In some of the introductory courses, it might be possible to increase the cap size of the lectures then have the adjuncts manage move the instructional support. Right now we don’t have a model for that. Then again, this may create another problem, because if we do increase caps and we move back on campus mid semester with social distancing, we may not be able to hold it. We have discussed splitting big courses into two cohorts, one group coming to campus on Monday and another on Wednesday. We just don’t have answers yet.

**Question**: the faculty have a sense of what good in-person teaching looks like, but few of us have a sense of what good on-line teaching looks like. I was warned by a colleague at another CUNY branch that it takes many,,many years to become a good on-line instructor. Don’t fool yourself into thinking it can be done in a few months.

**Answer**: In addition to the SPS training, ASCEW has got some best practices.

1. Reports of the Committees of the Faculty Senate
   1. Admissions Committee – none
   2. Curricular Committees –
      1. General Education Committee –
      2. Graduate Studies Committee – Appendix C
      3. Undergraduate Curriculum Committee –

**Curriculum Consent Agenda**

**(voted on as package with no further discussion)**

**AIII. DEGREE REQUIREMENTS**

AIII.1 DEPARTMENT OF COMPUTER SCIENCE: COMPUTER SCIENCE BS & MHC COMPUTER SCIENCE BS

AIII.2 DEPARTMENT OF COMPUTER SCIENCE: COMPUTER TECHNOLOGY AAS

AIII.3 MACAULAY HONORS PROGRAM: CHANGE IN GENERAL EDUCATION REQUIREMENTS

AIII.4 DEPARTMENT OF ACCOUNTING AND FINANCE: MINOR IN BUSINESS DATA ANALYTICS

**AIV. NEW COURSES**

AIV.1 DEPARTMENT OF SOCIAL WORK: SWK 210 WRITING IN HUMAN SERVICES

AIV.2 DEPARTMENT OF WORLD LANGUAGES & LITERATURES AND PROGRAM IN AMERICAN STUDIES: LACLS/LNG/AMS 215 Introduction to Latinx Studies through the Humanities

AIV.3 DEPARTMENT OF WORLD LANGUAGES & LITERATURES: SPN 322 Latinx Literatures and Cultures

**AV. CHANGE IN EXISTING COURSES:**

AV.1 DEPARTMENT OF ENGINEERING & ENVIRONMENTAL SCIENCE: ENS 342 ELECTRICAL AND ELECTRONIC CIRCUITS II

AV.2 DEPARTMENT OF ENGINEERING & ENVIRONMENTAL SCIENCE: ENS 491 ADVANCED ENGINEERING DESIGN I

AV.3 DEPARTMENT OF COMPUTER SCIENCE: CSC 330 SOFTWARE ENGINEERING

AV.4 COR 100 PROGRAM: COR 100 United States Issues, Ideas, and Institutions

AV.5 DEPARTMENT OF COMPUTER SCIENCE: CSC 223 COMPUTER HACKING REVEALED

AV.6 DEPARTMENT OF ACOUNTING & FINANCE AND DEPARTMENT OF ECONOMICS: ECO/FNC 240 MANAGERIAL FINANCE I

AV.7 DEPARTMENT OF HISTORY: (HST 201, 202, 212, 214, 215, 216, 218, 219, 220, 224, 225, 228, 229, 230, 254, 260, 270, 273, 274, 275, 276, 277, 279, 280, 281, 285, 290, 292) (HST 204, 211, 213, 22, 234, 236, 248, 249, 251, 257) (HST 231) (HST 291) (HST 203, 271, 272, 257, 278) (HST 245) (HST 206, 208, 209, 210) (HST 284)

AV.8 DEPARTMENT OF HISTORY AND PROGRAM IN AFRICAN AND AFRICAN DIASPORA STUDIES: (AAD 260/HST 207, AAD 262/HST 262, AAD 263/HST 263, AAD 264/HST 264, AAD 265/HST 265, AAD 247/HST 266 PEOPLES AND CULTURES OF AFRICA, AAD 269/HST 269) (AAD 266/HST 267)

AV.9 DEPARTMENT OF HISTORY AND PROGRAM IN AMERICAN STUDIES: (AMS 224/HST 246, AMS 258/HST 258) (AMS 221/HST 221, AMS 251/HST 240)

AV.10 DEPARTMENT OF HISTORY AND DEPARTMENT OF EDUCATIONAL STUDIES: (HST/EDD 252)

AV.11 DEPARTMENT OF HISTORY AND DEPARTMENT OF POLITICAL SCIENCE & GLOBAL AFFAIRS: (HST/GEG 223)

AV.12 DEPARTMENT OF HISTORY AND DEPARTMENT OF ECONOMICS: (ECO 253/HST 253)

AV.13 DEPARTMENT OF HISTORY AND PROGRAM IN WOMEN’S, GENDER, & SEXUALITY STUDIES: (WGS 217/HST 217, WGS 286/HST 286)

AV.14 SCHOOL OF EDUCATION: EDE 301 Literacy Development and Language Acquisition in Elementary Education

AV.15 DEPARTMENT OF ECONOMICS: ECO 392 Urban Economics

AV. 16 DEPARTMENT OF ENGLISH: LING 101 LINGUISTIC DIVERSITY

**Consent agenda was moved, seconded, and approved (91% yes, 0%no, 9% abstained)**

**Other Curriculum**

**(Discussion needed before vote)**

**AII. GENERAL DEGREE REQUIREMENTS**

AII.I DEPARTMENT OF HISTORY: DOUBLE COUNTING POLICY

**Item moved, seconded, and passed with the amendment that the 700-level courses would also count for their MA degree (98% yes, 0% no, 2% abstain)**

**AIII. DEGREE REQUIREMENTS**

AIII.5 PROGRAM IN INFORMATION SYSTEMS AND INFORMATICS: Information Systems & Informatics BS AND MHC INFORMATION & SYSTEMS INFORMATICS BS

**Item moved, seconded, and passed unanimously.**

* 1. Course and Standing – none, but will have one in May. Cathy Lavender self-nominated and was appointed. Alyson Bardsley self-nominated and was appointed as an alternate.
  2. Library Committee– Appendix D.
  3. Research Committee– Sent three resolutions that needed more time for discussion. Motion to move this to the top of the agenda. Second, passed unanimously.
  4. Academic Facilities Committee– none
  5. Academic Freedom Committee– none
  6. Academic Technology committee– none
  7. Faculty Personnel Policy Committee– call to look at the Faculty Joint Appointment proposal

VI. University Faculty Senate Report – none

1. Old Business

Proposed Guidelines for Faculty Joint Appointments Between Two Departments

*Motion to table, seconded, did not pass. No action taken due to time.*

1. New Business

IX. Adjournment. *Motion made, seconded, and passed at 4:38*

**Appendix A**

Faculty Senate Executive Committee Report

April 23, 2020

The Faculty Senate Executive Committee submits this report in the midst of CSI’s campus shutdown due to the COVID-19 pandemic. This is a very difficult time for the College, as it is everywhere, and we begin by acknowledging the tremendous achievements of our faculty, staff and administration during this crisis. The College community has demonstrated a degree of solidarity, adaptability, compassion and intellectual creativity that few would have imagined would be necessary at the beginning of the semester. Above all, our thoughts are with the many members of the CSI community whose lives have been adversely affected by COVID-19.

We report that the CSI administration has consulted with the Faculty Senate Executive Committee since the onset of this crisis. Jane Marcus-Delgado has been participating in the Coronavirus Steering Committee, which has met regularly since mid-March. On April 3, the Executive Committee met with President Fritz, Provost Parrish and the Deans to voice some of the concerns raised by the faculty regarding academic and logistical policies and procedures.

The Executive Committee has also been included in an ongoing basis in discussions of such issues as student evaluations, grading policies and the selection of this year’s honorary degree recipient.

We recognize that many of the academic and logistical decisions this semester have been made by CUNY central and that this has been an unprecedented emergency situation. The faculty and staff have had to adapt quickly and flexibly to new modalities of work. The College has made a significant effort to supply us with training, software and hardware needed for our work, within the confines of limited resources. At the same time, offices across campus have provided support to the community with outstanding dedication and professionalism.

The COVID-19 crisis has catalyzed certain concerns and exacerbated others. For example, issues surrounding Pass/Fail or C/NC options, implications for reappointment, promotion and tenure, and training and assessment for online and hybrid teaching are all matters needing attention. The ongoing budget crisis, significantly aggravated by the pandemic, may have far-reaching repercussions. The College must address the deterioration of funding and support for faculty research, a fundamental component of academia.

At this meeting, we are uncertain of many aspects of College life in the coming months. We are confident, however, that the resiliency and dedication of our community will not waver. Open lines of communication are critical to our success, and we hope you will call upon us to respond to your concerns. We wish you good health and safety.

Respectfully submitted,

Jane Marcus-Delgado, Chair

**Appendix B**

**Provost’s Remarks**

**April 23, 2020**

Good Afternoon

I hope you all find yourselves in good mental and physical health during this extremely challenging time for our planet, our community, and our institution. I am respectful of a full agenda for this meeting, so I will keep my remarks brief.

Distance Education going forward – Summer is distance Ed. Fall still a question mark.

Faculty Evaluations/Surveys – will do faculty evaluations, but their use in evals will be at faculty’s discretion. Additional questions regarding effectiveness of online experience will not be used in evaluation unless requested.

Trainings for Distance Education. CUNY is requesting that faculty whose only experience has been in distance education this semester get supplemental training. They are making large enrolled sections of the School of Professional Studies Certification for Online instruction being offered in May, June, and July. Details are still unfolding, but we are working with chairs and deans to make sure that faculty who need this training have access to it.

Undergraduate Research Conference will be held via a Zoom Webinar next Thursday from 1230-430. Over 100 student presentations will take place in 5 concurrent online sessions. I hope most of you will be able to attend.

School of Ed search. On hold per CUNY directive. I have contacted the finalists who are all interested in keeping their applications open. We remain committed to filling this position.

Town Halls will continue. The next one is tentatively scheduled during club hours on Thursday May 7.

Appendix C

Graduate Studies Committee Report

April 23, 2020

Submitted by Katie Goodland

The Graduate Studies Committee conducted an asynchronous meeting from 13-15 April, using the Blackboard discussion board. Items discussed and voted on were as follows:

1. How to submit theses while the college is closed. The majority of the committee voted for electronic submission, which was the recommendation of the library’s archivist. Most are in agreement that we should switch to electronic submission and archiving anyway as many other colleges and universities already have done. The library will be updating its site with instructions for electronic submission. Departments are still sorting out how to sign the required cover sheet remotely—there are several possibilities.

2. A new mission statement for the MA in English was approved by everyone on the committee after a friendly amendment requested by the Department of Education, which required the adding of the word “College” to make it clear that our teaching of Theories of Rhetoric and Composition are aimed at the “College English Classroom.”

3. A change in the MA in History’s double counting policy was approved unanimously.

4. The GSC voted unanimously to adopt CUNY’s 4+1 policy at CSI. The committee has been discussing and refining this policy for CSI since September. The policy, which will appear in the Graduate Catalog under “Policies” at the beginning, we will enable the departments and programs to OPT IN, if they wish. It is not mandatory. If they opt in the departments and program will have to decide the curricular details and submit these through GSC to Faculty Senate.  We are simply enabling this process to happen.

 The 4+1 policy allows graduate programs at the college invite selected undergraduates exceptional undergraduates to complete their bachelor’s degrees with 12 credits of graduate course thereby allowing them to graduate with a bachelor’s degree and then continue on and earn a master’s degree in less time was approved unanimously with two requested emendations, which have been made. The first change was to change the specified 120 credits to when **they attain the minimum required number of credits for their respective undergraduate degree program (see catalog),** because some undergraduate degree programs require more than 120 credits. The second change was to specify the range for the ratio of the number of credits to be double counted in relation to the total number of credits in the graduate program. Here is the new language: **For graduate programs of 30-36 credits, double counting 12 credits is recommended, based upon national norms. For graduate programs with more credits, the same ratio of double-counted credits to overall credits is recommended. This means that the ratio of double-counted credits should range from a minimum of 33 % to a maximum of 40% of the overall credits in the graduate program.**

Please refer to the 4+1 Policy to read these changes in context.

I look forward to hearing your suggestions for clarifying this language.

Finally, I asked for comments on whether or not committee members liked the asynchronic approach to our meeting. Everyone liked it, but we all agreed it was more time consuming. I will likely run the May meeting the same way. I did spend more time reading through the posts, but I found I was able to digest the information more thoroughly. We shall see. Maybe I will do both.

**Appendix D**

Library Committee Report

April 23, 2020

Meeting minutes from **November 26, 2019**

Present:

Min Cao (Accounting & Finance); Cesar Arena-Mena (Biology); Linda Coull (Economics); Gene Fellner (Educational Studies); JuditKerekes (Curriculum & Instruction); Satyaprakash Das (Engineering & Environmental Science); Alyson Bardsley (English); Eric Ivison for Sandra Gambetti (History); Lisa French (Honors College)Isabel Rechberg (Management); Mohammad Talafha (Mathematics); Barbara Schiano (Nursing); Miguel A. Aragón for Sean Edgecomb (Performing & Creative Arts); Mark White (Philosophy); manda Rotondo (Physical Therapy); Halil Ege Ozen (Political Science & Global Affairs); Lana Karasik by phone (Psychology);; Hosu Kim and Chris Santiago for Ozlem Goner (Sociology/Anthropology); Jasmine Shikh (Student Government); Alyson Bardsley (Women, Gender & Sexuality)

Absent:

Hongbin Yu (Chemistry); Feng Gu (Computer Science); Alan Zimmerman (Marketing); Edward Miller (Media Culture); Sarang Gopalakrishnan (Physics & Astronomy); Esther Son (Social Work); Sarah Pollack (World Languages & Literatures)

The discussion followed the order of the agenda, below. I have included some additional details and when applicable, direct links and where they can be found on the Library’s homepage.

1. Introductions
2. Library Update
   1. Budgetary Issues – impact on resources and hours
   2. Online Tutorials, Subject Guides/Webpages, FDLP and Academic Works
   3. Programming and Events
3. Old Business
4. New Business
5. Introductions

The group went about the room to introduce themselves and the department they represent.

1. Library Update
2. Stempler provided an update to the Library’s budget. The 2019-2019 academic year (FY19) has been a challenging year for the Library budget. However, she was happy to announce that over the previous weekend received the good news of a one-time infusion of 100K from STF funds to cover the costs of the Sage Premiere database for FY19 and FY20, and approximately 25K to fund other resources. Because the news was just released, she has not had time to meet with her budget team.

To help offset these cuts, Stempler again wishes to emphasize the use of Interlibrary Loan (ILL) so faculty and students can still access needed books and articles for which we may no longer subscribe. Our ILL service is free to patrons and articles are sent electronically, often within 24-72 hours (depending on the lending library). Learn more here: <https://csi.illiad.oclc.org/illiad/logon.html>

In consultation with relevant departments, the following resources are not being renewed (though subject to change):

>Oxford Journals

Note: Significant open access and owned journal content is available and a number of select, highly used journal titles will be purchased for continued use

>New York Review of Books

>Cabell’s Directory of Publishing Opportunities (formerly funded by Academic Affairs)

>ACM Digital Library (Association of Computing Machinery)

>Historical Abstracts

Note: a significant portion of these abstracts are indexed in Academic Search Complete and in other EBSCO databases

>ARTStor

Note: only the tools available in ARTStor will be unavailable--millions of the images remain in the public domain that can be freely downloaded from the Metropolitan Museum of Art. An additional 85,000 images are available at The Met Collection. For content with extra curatorial and provenance data, consider the subscription EBSCO database Art Museum Image Gallery.

>Health & Psychosocial Instruments (HaPI**)**

However, there is some good news regarding new resources from EBSCO (funded by CUNY Central’s Office of Library Services).

The Health Policy Reference Center

A comprehensive full-text database on the health policy discipline. This collection offers full-text coverage of information relevant to areas integral to health policy including, but not limited to: health care access, health care quality, and health care financing. The database features index coverage and 200 full-text titles.

The International Security & Counter Terrorism Reference Center

Information on many dimensions of security & counter-terrorism to inform the analysis process, as well as enhance the general understanding of security and terrorism-related issues. The database includes open source content for analysts, risk management professionals, and students. It includes hundreds of full text journals and periodicals, hundreds of thousands of selected articles, news feeds, reports, summaries, books, FAQs, and proprietary Background Information Summaries that pertain to terrorism and security.

Urban Studies Abstracts

This database includes bibliographic records covering essential areas related to urban studies, including urban affairs, community development, urban history, and other areas of key relevance to the discipline. The index contains more than 51,600 records, which are carefully selected from the most important sources within the discipline. While the database doesn't include full text, it links to full text articles across our other holdings.

Ivison representing the History Department noted the importance of the Cambridge Books Package.

Rechberg noted the importance of keeping Sage Premiere Collection for the Management Department.

Student representative, Jasmine Shaikh, expressed some issues with non-freshman DII students and the turnstiles and accessibility door remaining open in the 1L lobby. Student Government performed a survey of weekend/part-time students, and it was concluded that weekends need a quiet space to study. She suggested that she and another member of Student government volunteer to help keep the noise at a level conducive to study.

There was a question about the overall budget. Stempler brought up the PowerPoint presentation she demonstrated at College Council/Faculty Senate last Spring, as well as some of the other numbers provided to the Research Committee.

Stempler was pleased to announce that a substitute librarian line has been converted into a tenure-track Emerging Technologies Librarian line in order to develop the online tutorials and assessment tools, as well as design interactive distance learning modules that introduce students to library services and teach information literacy and research skills. This position would help serve the entire campus community, but is particularly critical in order to assist students and faculty at the St. George location, which currently lacks a library and library faculty presence, and to support the College’s online education initiative.

Due to a robust discussion about the Library’s budget, and its impact on resources and hours, Stempler did not have time to adequate time to demonstrate the items listed in item 2b or item 2c on “Programming and Events.” Links are below for members to review and disseminate to their departments for use in the curriculum.

b)

Online Tutorials:

Online tutorials include those on such topics as; Getting Started with Your Research, Fake News, and Introduction to Citation Styles. Most tutorials contains a short quiz with results that can be emailed faculty.

<https://library.csi.cuny.edu/OnlineTutorials>

Subject Guides/Webpages:

Research Guides/Subject Sites cover a variety of subjects, disciplines, and those created for specific courses.

<https://library.csi.cuny.edu/homepage?b=s&group_id=16098>

Federal Depository Library Program (FDLP):

The Library has been an FDLP member since May 2018. The mission of the Federal Depository Library Program [<https://www.fdlp.gov/>] is to provide free, ready, and permanent public access to trusted federal government information, as well as to promote civic service. We welcome the opportunity to incorporate these collections into curriculum, as well as suggestions from faculty about government publications to pursue.

<https://library.csi.cuny.edu/fdlp>

Academic Works:

<https://library.csi.cuny.edu/academic-works>

[CUNY Academic Works](http://academicworks.cuny.edu/) is a service of the CUNY Libraries dedicated to collecting and providing worldwide, open access to the research, scholarship and creative work of the City University of New York. In service to CUNY’s mission as a public university, content in Academic Works is freely available to all.

c)

Stempler mentioned the Library’s News & Events blog that promotes upcoming programs, events, as well as resources. The Library’s ‘Monthly Movies’ has been a great success and she welcomes feedback and suggestions for film titles that can be incorporated in the curriculum.  Stempler hopes committee members can help promote exhibits and events and even co-sponsor. She is also happy to promote departmental events that are open to the campus.

<https://library.csi.cuny.edu/blog>

Announcement from Santiago of the Sociology/Anthology Department that a meeting about these (budget) issues will take place on December 10th at 2:30 in 4S-218.