



Borough of Manhattan Community College
The City University of New York
Academic Senate

Agenda
October 27th, 2021
Via Zoom

- I. CALL TO ORDER
- II. APPROVAL OF MINUTES
- III. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES:
 - III.A. CURRICULUM COMMITTEE
 - III.B. PRESENTATIONS
 - III.B.1. **Course Revision:** POL 230 Power in American Politics

FROM:	TO:
<p>Course Description</p> <p>This course analyzes the nature of power in America. Who governs? How is power exercised? What is the relationship between the private sector and the public sector? These and other areas will be investigated. The course will examine concepts and approaches to the study of power, including pluralism, elite, class, and the role of race and gender.</p>	<p>Course Description</p> <p>This course investigates the nature of power, order, and authority and examines how they appear in American life. What is power? How is it exercised, both inside and outside government? What brings order to a community? How can authority be legitimate? Themes that may be studied in this class include American political institutions, organizations, culture, and thought; class, race, and gender in the United States; and literary portrayals or classic theories of power.</p>

Reason(s) for change(s): To replace dated political science jargon with language that explains the themes of the course more clearly, retaining the original core concepts and purposes of the course while affording instructors appropriate flexibility in approaching those themes. Specifically, the old description relies heavily on the terminology of political science debates that were current in the 1960s and 1970s: the narrow focus on the term "power", the question "Who

governs?" (the title of a once -prominent but now rarely-read political science text from 1961), the terms "private sector" and "public sector," and the distinction between "pluralis[t], elite, and class" theories of power. Instead, the new description uses a cluster of related concepts (power, order, authority) and avoids trendy terms that are likely to seem dated within a few years.

Vote: Approved: The proposal was approved 14-0-0 pending required revisions

III.B.2. **Course Revision:** POL 260 Political Theory

FROM:	TO:
<p>Course Description</p> <p>This course examines political ideas and their relationship to the practice of politics. Various theories will be explored, including liberalism, conservatism, socialism, and contemporary political thought. The course will address questions such as: What is human nature? What are rights, liberty, and justice? How might they be achieved? What is the proper role of government? Political theorists approach these questions differently and provide different answers. The relevance of theories to current political issues is discussed.</p>	<p>Course Description</p> <p>This course examines political ideas and explores ways of thinking about politics. The course will address classic works of political thought from ancient to modern, contemporary political debates, or perennial questions about human nature, freedom, community, and justice.</p>

Reason(s) for change(s): To make the description clearer and more succinct, to better reflect the full range of ways the course is taught at BMCC, and to better reflect the full range of equivalent classes at other CUNY colleges.

Vote: Approved: The proposal was approved 14-0-0 pending required revisions

III.B.3. **New Curriculum:** Licensed Practical Nursing Program, Certificate

Description: New Certificate for Licensed Practical Nurse (LPN). BMCC Licensed Practical Nurse (LPN) Program is a one-year (3 semesters) certificate program. The program has 46 credits with 16 credits of general education prerequisite courses and 30 credits of LPN courses. The competitive GPA of the five prerequisite courses (i.e., BIO 111, HED 110, ENG 101, MAT 104, and PSY 100) and the competitive score on an admission test (e.g., HESI A2) would determine admission. The program will provide students with the knowledge, practical skills, and experience to become a valuable member as a LPN contributing to quality healthcare. Upon completion of the program, students will be eligible to take the National Council of Licensure Exams for Practical Nursing (NCLEX-PN).

Vote: Approved: The proposal was approved 14-0-0 pending required revisions

III.C. COMMITTEE ON STUDENT AFFAIRS

III.D. FACULTY DEVELOPMENT COMMITTEE

III.D.1. Resolution (below)

III.E. INSTRUCTION COMMITTEE

III.F. ACADEMIC STANDING COMMITTEE

III.G. ADMISSIONS COMMITTEE

III.H. ACADEMIC FREEDOM COMMITTEE

III.H.1. Statement on Government of Colleges and Universities (below)

IV. CHAIR'S REPORT

IV.A. CUNY FGL Communication (below)

V. NEW BUSINESS

VI. OLD BUSINESS

VII. ADJOURNMENT

Faculty Development Grant Funding Resolution

Whereas the Faculty Development Grant is currently funded through the BMCC Auxiliary Funds, which are dependent upon revenue generated by vendors contracted by the college and use of the college facilities;

Whereas the COVID-19 pandemic has reduced the number of in-person, on-campus classes resulting in decreased use of facilities and less income generated for the BMCC Auxiliary Fund and in turn the Faculty Development Grant;

Whereas the awards to 2021 Faculty Development Grant recipients were reduced by 40% per award from the announced request for proposals for due to the lack of revenue generated for the BMCC Auxiliary Fund by vendors contracted by the college;

Whereas awards from the 2021 Faculty Development Grant were not disbursed until August 2021;

Be it resolved that the Faculty Development Grant be included as a line item on the BMCC annual budget

Statement on Government of Colleges and Universities

This statement was jointly formulated in 1966 by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB).

<https://www.aaup.org/report/statement-government-colleges-and-universities>

In 2017 the AGB issued a statement reiterating their commitment to the Statement on Government of Colleges and Universities.

https://agb.org/wp-content/uploads/2019/01/2017_statement_sharedgovernance.pdf

The statement recognizes that colleges and universities operate most effectively when there is a mutual and joint effort among its components. It then delineates the roles and responsibilities of the various stakeholders of colleges and universities—the Governing Board, the President, the Faculty and the Students.

The statement reads:

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.”

Informed by this statement, the Academic Freedom Committee maintains that CUNY’s central administration’s mandate regarding the percentage of instructional modality is outside of its purview and is a violation of the principles of shared governance that has guided higher education for over 50 years. These principles of shared governance continue to be vital to the ongoing successful functioning of academic institutions and must be honored.

CUNY FGL Communication

We submit (below and attached) the following communication to you, the Board of Trustees of the City University of New York, on behalf of ourselves and our colleagues on the Council of Faculty Governance Leaders (<http://www1.cuny.edu/sites/cunyufs/committees/senate/councils/faculty-governance-leaders/>)

Philip A. Pecorino, Ph.D.
Chairperson, Faculty Executive Committee
Queensborough Community College, CUNY
ppecorino@qcc.cuny.edu

John Verzani
Chair, College Council
College of Staten Island
jverzani@gmail.com

Board of Trustees of the City University of New York

We are a large number of the elected faculty governance leaders in the City University of New York of the Council of Faculty Governance Leaders. We send this unprecedented communication to you as we are aware that the Board of Trustees (BOT) may be requested to support an action of the President of the College of Staten Island (COSI) to replace the Governance Plan of the College with one of his own devising that would be inconsistent with and that would in effect nullify the Policies of the CUNY BOT (Article II and Policy 2.08 <https://policy.cuny.edu/general-policy/article-ii/> 1969-1971) that essentially created CUNY in the form we have known for 50 years and the terms by which governance was to operate. The possible action of the COSI President, Dr. William J. Fritz, in unilaterally requesting BOT approval of changes in the COSI Governance Plan is not just inconsistent with shared governance but would be in defiance of shared governance history at COSI and in violation of the COSI Governance Plan. It would constitute an effort to nullify shared governance at COSI.

President Fritz has given repeated denials when asked if he will abide by the results of the binding referendum he has called to support his unilateral request and for which there is little evidence of any significant support from any quarter of the COSI. In an email to the campus community, he provided the following:

"A campus governance plan is a way that a campus chooses to do business, where issues get discussed, and how recommendations are brought to the administration, in the most inclusive and collegial way as possible. A governance plan does not constitute the legal governing authority of the campus."

Based on many past precedents established by the CUNY BOT and courts we hold that the CUNY BOT clearly set out that a governance plan approved by the CUNY BOT does constitute the legal governing authority of a CUNY unit consistent with the BOT policies and actions.

Included in President Fritz's statement is the implication, made explicit in other conversations, that the CUNY BOT has made a mistake in approving processes for amending the COSI Governance Plan that in any way hinder the right of a college president to bring governance plans to the board. In so acting President Fritz is acting in direct opposition to BOT Policy 2.08 of the Manual of General Policy (<https://policy.cuny.edu/general-policy/article-ii/>) wherein, for example, it is written that *"The focus of major decision-making within the University is properly at the college level. Such decisions should not be interfered with by the University administration except where a college decision may affect another college or the University as a whole."*

We hold that President Fritz's decision to act unilaterally is such a decision.

The elected governance leaders of COSI have attempted in various ways to have President Fritz observe the current process for amending the COSI Governance Plan as adopted by the CUNY BOT.

President Fritz asserting his claim of authority to take unilateral action in amending the Governance Plan has brought condemnation at COSI from various groups and virtually no support from the constituents of shared governance (<https://csicollegegovernance.github.io/GovernanceCrisis/>).

President Fritz's proposed replacement Governance Plan for COSI removes numerous elected representative positions and diminishes the voices and votes of Faculty, Staff, HEO's, Adjuncts and Students in shared governance of the College which are fundamental elements in the BOT Policies.

If this plan at COSI is upheld by the CUNY BOT it would be tantamount to approving similar unilateral action at all CUNY schools and colleges, removing the BOT requirement for an inclusive process of governance and obviating the role of faculty in academic affairs.

The proposed replacement constitutes such an affront to shared governance, and in particular the role of faculty, that the University Faculty Senate (UFS) has taken an action (9-28-21, see below) to condemn the attempt to destroy the inclusive governance process that the BOT has mandated for our University.

We support the action of the UFS and we ourselves, as elected governance leaders, request that the CUNY BOT uphold its own policies and traditions.

We thank you for considering our request for your careful deliberation in dealing with the request that may be placed before you by President Fritz of COSI. We trust that you will reject his unilateral action and uphold the policies and traditions which have served CUNY for decades and which have allowed for and supported the accomplishments which we have made together.

Elected Faculty Governance Leaders:

Baruch College: Terrence Martell, Faculty Senate
Borough of Manhattan Community College: Kenneth Levinson, Academic Senate
Bronx Community College: Roni Ben-Nun, College Senate
Brooklyn College: Yedidiah Langsam, Head of the Faculty Council
City College of New York: David Jeruzalmi, Faculty Senate
College of Staten Island: Jane Marcus-Delgado, Faculty Senate
College of Staten Island: John Verzani, Faculty Council
CUNY School of Law: Yasmin Sokkar-Harker, Faculty
Graduate School: Duncan Faherty, GC Graduate Council
Guttman Community College: Andrea Morrell Chair, Academic Senate
Hostos Community College: Ernest Ialongo, College Senate
Hunter College: Laura Keating, College Senate
John Jay College of Criminal Justice: Ned Benton, Faculty Senate
Kingsborough Community College: Scott Cally, College Council
LaGuardia Community College: Christina Bruns, College Senate
Lehman College: Joseph Fera, College Senate
Lehman College: Anne Rice, Faculty Executive Committee
Medgar Evers College: Kathleen Barker, Faculty Senate
Medgar Evers College: Zulema Blair, College Council
New York City College of Technology: Philip Anzalone, College Council
Queens College: Kevin L. Ferguson, Academic Senate
Queens College: Simone Yearwood, Academic Senate
Queensborough Community College: Philip A. Pecorino, Chair, Faculty Executive Committee
Queensborough Community College: Steven Dahlke, Chair, Academic Senate
York College: Aegina Barnes, Chair, York College Faculty Caucus

University Faculty Senate (UFS) Resolution on the Nature of Shared Governance at the College of Staten Island Adopted September 28, 2021 Plenary Session

Prepared and Approved by the UFS Standing Committee on the Status of the Faculty
Prof. Cynthia Wiseman, Chair: CWiseman@bmcc.cuny.edu

WHEREAS, the College of Staten Island's (CSI) governance plan states that Chairs of the Bylaws Committee and Faculty Senate, four full time at-large instructional staff may vote on changed to the governance plan (Section 1g, 2),

WHEREAS, the Bylaws Committee and appointed instructional staff were not consulted on this revision,

WHEREAS, even in the new draft of the governance plan the CSI College Senate is responsible for "Consider[ing] and recommend[ing] revisions to the Governance Plan as needed" (Article II. A.2. e.),

WHEREAS the CSI President has drafted a governance plan that endows himself with the unilateral control of the College's curriculum, a cornerstone of shared governance,

WHEREAS, the CSI President has begun revising the CSI faculty handbook based on un-approved changes to the aforementioned governance plan,

WHEREAS, the President of the College of Staten Island has repeatedly claimed he need not be bound by a failed referendum from taking his proposed replacement plan to the Board of Trustees, essentially stating that any CUNY College President can unilaterally propose governance plan changes to the board.

WHEREAS, the CUNY Board of Trustees argued for broad representation in the development of governance plans,

WHEREAS, the University Faculty Senate must protect the integrity of faculty governance,

BE IT RESOLVED that CUNY University Faculty Senate upholds CSI's right to faculty representation in making and approving changes to the governance plan,

And BE IT FURTHER RESOLVED that the CSI President will recognize and respect the faculty vote on the CSI President's governance plan referendum.

And BE IT FINALLY RESOLVED that CSI administration make no changes to the CSI Faculty Handbook prior to a CSI College Senate vote on the referendum.

