



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

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Agenda

October 13<sup>th</sup>, 2021 via Zoom

I. CALL TO ORDER

II. APPROVAL OF MINUTES

III. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES:

III.A. CURRICULUM COMMITTEE: Lesley Rennis

III.B. PRESENTATIONS

1.B.1. **Course Revision:** POL 230 Power in American Politics

FROM:	TO:
<p><b>Course Description</b> 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><b>Course Description</b> 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 <b>the United States</b>; 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

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

FROM:	TO:
<b>Course Description</b> 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.	<b>Course Description</b> 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.

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

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

**Description:** New Certificate for Licensed Practical Nurse (LPN).

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

III.C. FACULTY DEVELOPMENT COMMITTEE: Jennifer Longley

1.C.1. Resolution (below)

III.D. INSTRUCTION COMMITTEE: Monica Foust

III.E. ACADEMIC STANDING COMMITTEE: Cynthia Wiseman

III.F. COMMITTEE ON STUDENT AFFAIRS: Cara Kronen

III.G. ADMISSIONS COMMITTEE: Benjamin Powell

III.H. ACADEMIC FREEDOM COMMITTEE: Hollis Glaser

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

IV. CHAIR'S REPORT

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](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.**

