



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

Minutes
March 27th, 2019
Room N451

- I. CALL TO ORDER: 2:50pm
- II. ATTENDANCE: A quorum was achieved. The following senators were absent: Sauhda Alazab, Joel Barker, Anthony Creaco, Erik Freas, Deborah Gambs, Jennifer Garay, Abdoul Gbadamassi, Orlando Justo, Francine Kamtse, Jun Liang, Laurie Lomask, Desmond McKernan, Kaddy Momoh, Mahatapa Palit, Neili Popal, Benjamin Powell, Suzanne Schick, Tanke Seulio Gilles, Kiberwossen Tesfagiorgis, Daniel Torres, Youssouf Toure, Eugenia Yau, Issa Yaya, Meryem Zaman
- III. APPROVAL OF MEETING MINUTES: minutes of 2.27.19 were unanimously approved.
- IV. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES
 - a. CURRICULUM COMMITTEE: The following items were approved by the Academic Senate:
 - i. **Course Revision:** BTE 201 Introduction to Biotechnology
Description: This revision changes the pre-requisites from CHE 202 to CHE 201.
 - ii. **Curriculum Revision:** Modern Languages – French
Description: This revision adds additional Program Electives to the major and modifies the French Language requirements.
 - iii. **Curriculum Revision:** Modern Languages – Italian
Description: This revision adds additional Program Electives to the major and modifies the Italian Language requirements.
Vote: Motion to approve the curriculum revision passed 13-0-0.
 - iv. **Curriculum Revision:** Modern Languages – Spanish
Description: This revision adds additional Program Electives to the major, modifies the Spanish Language requirements to account for pre-requisite changes in SPN courses.
 - v. **Curriculum Revision:** Office Automation Program
Description: This revision deregisters the major.
Vote: Motion to approve the curriculum revision passed 13-0-0.

- vi. **Curriculum Revision:** Office Operation Program
Description: This revision deregisters the major.
- vii. **Certificate Revision:** Office Automation Certificate
Description: This revision deregisters the certificate.
- viii. **New Course:** SOC 220 Art, Culture & Society
Description: In this course students will examine the role of arts and culture in society with an emphasis on social meaning, interpretation and impact.
- ix. **Curriculum Revision:** Gender & Women's Studies
Description: This revision adds CRT 196 Critical Thinking: Inquiry through Queer Theories, as an elective option.
- x. **New Course:** LAT 140 Introduction to Mexican-American Studies
Description: In this course students will study the varied experiences of Mexicans in the United States from an interdisciplinary perspective.
- xi. **Pathways Course:** LAT 140 Introduction to Mexican-American Studies
Description: Inclusion of the course in the US Experience in its Diversity Pathways bucket.

b. COMMITTEE ON STUDENT AFFAIRS

- i. Comparison of StarFish, BART and Academic warning form for repetition. StarFish is from the Administration, while Academic warning is from Senate. Not everyone uses BB. Academic warnings will be removed from BART. Will keep all three. A meeting on StarFish use will be held on 4.5.19 N699L at 10am. Committee asked members to email M. Matarese if still using the academic warning form. C. Stein noted that StarFish training should also be offered to adjuncts.
- ii. Committee received response from IP Wilks on ICE, and thanked her for it.
- iii. Committee met with Muslim Students Association – got ideas for an event. Also learned about some issues e.g. bathrooms downstairs near Muslim center no longer have paper towels. Also, some classes meet at prayer time. Have been changed for the semester and for Fall 2019. MSA will let committee know whether to hold a forum or event following the New Zealand tragedy.
- iv. J. Blake thanked faculty who spoke at MSA forum held on 3.26.19. Students are excited about the dialogue.
- v. Menstrual products – dispensers being placed in Murray and Fiterman.
- vi. Bathrooms – issue with signage. Needs plaques, rather than stickers.

c. FACULTY DEVELOPMENT COMMITTEE

- i. Joe Doctor Colloquium – Topic “We gon’ be alright, but that ain’t alright: abolitionists teaching and the pursuit of educational freedom. Dr. Bettina Love. Committee reminded the Senate that this event is held to honor Dr. Joseph Doctor, previously of BMCC.
- ii. FDG – awardee names to be submitted to the Administration by 4.5.19, and announcements of grant recipients to be made 4.8.19.

d. INSTRUCTION COMMITTEE

- i. Peer observations: should mirror F-2-F observations as close as possible. Committee will bring resolution to Senate.
- ii. Online course approval: there is an existing eLearning Council that advises. IM establishing links with committee. Will work with the committee, which is led by faculty member.
- iii. Student evaluations
 1. Revising current questions
 2. Use of these evaluations – not in contract, but is in by-laws.
- iv. H. Glaser asked whether it is possible for evaluations to be seen only by Chair and Faculty member, not by Administration. S. Bishop: committee can make recommendations to Senate, per procedure. Committee will make recommendations.

e. ACADEMIC STANDING COMMITTEE

- i. Committee read and acted on appeals.

f. ADMISSIONS COMMITTEE

- i. Have made four promotional videos – this information should be brought to faculty. Currently they are being placed on the Departmental websites, Expertise, and Social media. They also need to be on the Admissions websites, and the BMCC website.

g. ACADEMIC FREEDOM COMMITTEE

- i. See report below. H. Glaser – the report is not about the content of DfS, but about process. The recommendations are presented for further discussion – issues need to be discussed at all levels of the College.

V. CHAIR’S REPORT

- a. Attendance policy – there is still no consensus on this. BMCC will no longer have a statement about attendance on its syllabi. M. Alam – BMCC can no longer require faculty to take attendance, but faculty may do so if they wish by changing “attendance” to “participation”. BMCC needs guidance from CUNY Central on this issue.

VI. NEW BUSINESS

- a. Study Abroad ad hoc committee
 - i. T. Radell – committee never met. Committee recommends that Study Abroad becomes a standing committee. G. Miller – this would require a change in governance plan. S. Bishop – committee needs to include this in their annual report so that it can be brought to Senate next year. The change cannot be made this year.
- b. Cafeteria – J. Blake brought to the attention of Senate the CUNY is planning a single cafeteria vendor for the whole of CUNY. IP Wilks noted that VP Anderson and E. Samuels are in discussion with CUNY Central about this proposal. BMCC is pushing back.
- c. J. Berg requested that faculty complete the COACHE survey.
- d. L. Rose - Reentry/Entry Symposium: *Pedagogy, Programs, and Policies that Support and Sustain Justice-Involved CUNY Students*. Friday, May 3rd, 2019; Fiterman Hall Conference Center, 13th Floor; 8:30 AM to 4:30 PM.
- e. UFS – G. Clock

- i. Proposed changes to the UFS Charter - Charter Revision Committee had been proposed. This will be examined. Next year a committee will be set up to review the Charter.
- ii. Proposed UFS Charter Revision votes:
 1. Preamble - Passed
 2. Article I: Powers and Functions - Passed
 3. Article II: Membership - Did not Pass
 4. Article III: Meetings - Passed
 5. Article IV: Officers - Passed
 6. Article V: Executive Committee - Passed
 7. Article VI: Standing & Other Committees - Passed
 8. Article VII: Finances & Services - Passed
- iii. Student Activity Fees: UFS supports student-decisions in student activity fee matters. Resolution passed.
- iv. Nominations for Members at Large on the Executive Committee - Nominations are due by May 3. Votes will be held on May 14.

VII. OLD BUSINESS

VIII. ADJOURNMENT: 4.04pm.

Academic Freedom Committee Report on Designing for Success Initiative

- I. In the fall of 2018 the Academic Freedom Committee decided to look into the process of the development and implementation of Designing for Success (DfS). The Academic Freedom Committee decided to look into the DfS initiative when it became clear in the October Academic Senate (AS) meeting that the initiative was well under way, with five large committees being populated, including several whose work impact pedagogy and learning. It is our charge to ensure that there is shared governance and that faculty are the primary decision-makers regarding curriculum and teaching. This investigation is not looking at the content of the DfS initiative directly and we recognize that many people are working hard and coming up with good ideas.
- II. Findings:
 1. The minutes from the Executive Committee (EC) and the AS indicate that Interim President Wilks talked to those bodies about Guided Pathways. The Interim President has hosted two forums on DfS and is visiting departments to speak about the initiative. There was a brief report from the AS chair in the October 2018 meeting, but there is no record of what was communicated specifically about the initiative, and there remains confusion regarding the relationship between DfS and Guided Pathways. According to the BMCC Website, Guided Pathways was Phase I of DfS.
 2. Faculty not directly involved with DfS in its early stages did not recognize the magnitude of the initiative and did not follow through with queries.
 3. Conceptualization of DfS involved a relatively small number of the faculty, mostly department chairs.

4. There are still many faculty members who are completely unaware of DfS. In addition to this confusion, there are some strong critiques of DfS, partially based on lack of information, but also based on a larger critique of the spread of Neo-liberalism into higher education, of which DfS is perceived to be a part.

III. In the spirit of preserving shared governance and creating better collaboration among faculty and administration, the AF Committee respectfully offers the following recommendations.

1. The chairs committee should elect a chair of the committee who sits on AS EC and reports about committee activity that month. We can vote to do this immediately and instantiate the practice when we re-write the governance plan.

Rationale: Much of the conceptual and early administrative work of DfS was done with the department chairs and not more widely shared. Faculty need to know what the chairs are discussing as it is almost always about pedagogy and curriculum.

2. The faculty chair of the DfS committees related to pedagogy should directly report to the AS.

Rationale: Faculty should hear from faculty about pedagogical and curricular issues, not just from the administration. Those closest to the decisions and deliberations (in other words, those sitting on the committees) should be speaking directly to the Academic Senate.

3. The college needs to engage in a discussion that questions the fundamental assumptions of DfS.

Rationale: There is a robust critique of the Designing for Success movement as well as other pedagogical and economic practices within higher education. It does not appear that the administration is aware of these critiques. If the conceptualization of DfS had included those perspectives, we would have seen a number of benefits. First, more people would have known about it. Second, there would have been a richer discussion and opportunities for questions and alternative proposals that may have strengthened or broadened the initiative. Third, there would have been less suspicion about the initiative. As is, the suspicion and critiques of DfS are relegated to the sidelines, when many of the assumptions and structures of the initiative are already in place. We hope that this discussion will take place so that the DfS initiative may still benefit from alternative perspectives and a more holistic approach.

4. Faculty in departments directly affected by pedagogical changes because of DfS should be actively discussing and deciding on how to teach their effected courses.

- A. Faculty on the DfS Committees should be reporting back to their departments regarding the initiative and anything that might affect the departments. Those same faculty should also relate their departments' concerns back to the DfS committees.

Rationale: This will help ensure full communication with the faculty. Furthermore, the DfS committees are very large and necessarily hold meetings that not all of its members can get to. Having another communication process in place will increase the chances that diverse voices are heard.

- B. Faculty in departments where there is significant differences in opinion regarding the implications of DfS, specifically as it influences the developmental skills courses and co-curricular courses, should be having rigorous discussions with the intention of coming to consensus.

Rationale: The Interim President says she is committed to making sure the faculty control the courses and pedagogy of this college. The faculty and chairs of those affected departments should ensure that they are exercising their responsibility to control how they teach our students. The co-curricular courses are central to the DfS initiative. It is optimal that the faculty come to agreement about how to best serve our students in the developmental courses.

These recommendations are offered for consideration and discussion by the full Academic Senate.