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

Agenda
March 13th, 2019
Room H651

I. CALL TO ORDER: 4:08pm

II. APPROVAL OF MEETING MINUTES: unanimously approved.

III. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES:

   a. CURRICULUM COMMITTEE

      i. **Course Revision**: BTE 201 Introduction to Biotechnology
      Presenters: Jane Tezapsidis, Nanette van Loon
      Description: This revision changes the pre-requisites from CHE 202 to CHE 201.
      Vote: Motion to approve the course revision passed 13-0-0 pending required revisions.
      Required Revisions: Submit a revised version of the syllabus with the following changes:
- include the pre-requisite,
- remove the attendance policy,
- remove semester and room specific information.

     ii. **Curriculum Revision**: Modern Languages – French
     Presenter: Maria Enrico
     Description: This revision adds additional Program Electives to the major and modifies the French Language requirements.
     Vote: Motion to approve the curriculum revision passed 13-0-0.

    iii. **Curriculum Revision**: Modern Languages – Italian
     Presenter: Maria Enrico
     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
Presenter: Maria Enrico
Description: This revision adds additional Program Electives to the major, modifies the Spanish Language requirements to account for pre-requisite changes in SPN courses.
Vote: Motion to approve the course revision passed 13-0-0.

v. **Curriculum Revision**: Office Automation Program
Presenter: Francisca Campos
Description: This revision deregisters the major.
Vote: Motion to approve the curriculum revision passed 13-0-0.

vi. **Curriculum Revision**: Office Operation Program
Presenter: Francisca Campos
Description: This revision deregisters the major.
Vote: Motion to approve the curriculum revision passed 13-0-0.

vii. **Certificate Revision**: Office Automation Certificate
Presenter: Francisca Campos
Description: This revision deregisters the certificate.
Vote: Motion to approve the curriculum revision passed 13-0-0.

viii. **New Course**: SOC 220 Art, Culture & Society
Presenter: Deborah Gambs
Description: In this course students will examine the role of arts and culture in society with an emphasis on social meaning, interpretation and impact.
Vote: Motion to approve the course revision passed 13-0-0 pending required revisions.
Required Revisions: The course needs a formal approval from the chair of Music and Art. In addition the following changes to the proposal documents are required:
- Proposal Form: Change prerequisites from "permission of the instructor" to "permission of the Department."
- Proposal Form and Syllabus: add the following basic skills "ENG 88, ARC 94, ESL 94"
- Syllabus: Change the Evaluation to 100 total points or percentages
- Syllabus: add text to the pre-requisites to match the proposal form "or permission from the Department."

ix. **Curriculum Revision**: Gender & Women's Studies
Presenter: C. Ray Borck
Description: This revision adds CRT 196 Critical Thinking: Inquiry though Queer Theories, as an elective option.
Vote: Motion to approve the curriculum revision passed 13-0-0 pending required revisions.
Required Revisions:
- Proposal Form: Change the name of the department to the two department names

- Two Column Document: Add the full degree requirements to both sides of the two-column description.

x. **New Course**: LAT 140 Introduction to Mexican-American Studies
   Presenter: Patricia Matthews and Leslie A. Martino-Velez
   Description: In this course students will study the varied experiences of Mexicans in the United States from an interdisciplinary perspective.
   Vote: Motion to approve the new course passed 13-0-0 pending required revisions.
   Required Revisions: Change the basic skills on the syllabus to ESL 094.

xi. **Pathways Course**: LAT 140 Introduction to Mexican-American Studies
   Presenter: Patricia Matthews and Leslie A. Martino-Velez
   Description: Inclusion of the course in the US Experience in its Diversity Pathways bucket.
   Vote: Motion to approve the Pathways course passed 13-0-0 pending required revisions.
   Required Revisions:
   - Remove basic skills from the proposal form.
   - Modify the outcome starting "The varied experiences of Mexicans in the United States will be presented…" to be more focused on what students will be able to do.
   - Change the outcome starting "the varied experiences of Mexicans in the United States will be understood.." to use other wording than "understood"
   - Change the outcome starting "Contemporary and historical U.S. and Mexican immigration policies will be analyzed" to be more active and descriptive of what students will be able to do.

b. FACULTY DEVELOPMENT COMMITTEE

c. INSTRUCTION COMMITTEE

d. ACADEMIC STANDING COMMITTEE

e. COMMITTEE ON STUDENT AFFAIRS

f. ADMISSIONS COMMITTEE

g. ACADEMIC FREEDOM COMMITTEE – see document below.

IV. CHAIR'S REPORT

V. NEW BUSINESS

VI. OLD BUSINESS

VII. ADJOURNMENT

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 position of AS chair should be the primary service obligation of the individual who serves in that position.

   Rationale: a. The office of the chair of Academic Senate is an important one and requires significant attention from the individual who holds the position. The position should not be diluted by other significant service work. The AS is best served and is strongest when there is one person as chair whose only responsibility is to manage the governance body.

   b. BMCC has a long tradition of having department chairs serve as the AS chair. However, the role of department chair is distinct from the role of AS chair; when the same person serves in both positions, there is the potential for role conflict.

4. The AS should decide and vote on what external committees the AS chair serves on.

   Rationale: As above, the AS chair should only serve as the AS chair and not serve on any other committee unless the AS body believes governance would be stronger to have the AS chair on a particular committee. BMCC administration has a history of asking the AS chair to serve on various committees, thereby believing the faculty is represented on that committee. However, faculty representation occurs when the AS body votes on how to populate a committee, not simply by having the AS chair serve on a committee at the administration's request. Again, there is too much opportunity for role conflict when this happens and not enough oversight of governance issues.

5. 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.

6. 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.