Borough of Manhattan Community College
The City University of New York
A c a d e m i c   S e n a t e

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Minutes
January 26th, 2022
Via Zoom

I. CALL TO ORDER: 3:08 pm.

II. ATTENDANCE: A quorum was achieved. The following senators were absent: Fareedat Abubakar, Arthur Cain, Ivanoba Castillo, Rayon Chan, Cheryl Christopher, Cheryl Comeau-Kirschner, Jason Danison, Lisa Grace, Xinyu Ke, Camerie Mazreku, Cathy Mbewe, Michael McGee, Eugene Milman, Mahatapa Palit, Fred Peskoff, Benjamin Powell, Lisa Rose, Shauna-Kay Thomas, Emily Thomason, Igor Zaitsev

III. APPROVAL OF MEETING MINUTES: Minutes of 12.01.2021 were unanimously approved with amendment.

IV. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES:

PRESENTATIONS: The following items were unanimously approved by the Academic Senate:

IV.A.   CURRICULUM COMMITTEE:

IV.A.1. **New Course**: MAT 156 College Algebra
Description: As of Fall 2022, The City University of New York will be eliminating "Stand Alone Remedial" courses. Presently STEM students are required to be exempt from MAT 56 in order to enroll in our PreCalculus course or to enroll in other courses in Business, Computer Science or Science Departments. The Math Department is proposing to provide an alternative credited course MAT 156 for those students.
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

IV.A.2. **Pathways Submission**: MAT 156 College Algebra
Description: This proposal submits MAT 156 to the Mathematical and Quantitative Reasoning area of the Pathways Required Core.
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0

IV.A.3. **New Course:** MAT 156.5 Elementary and College Algebra
Description: As of Fall 2022, The City University of New York will be eliminating "Stand Alone Remedial" courses. Presently STEM students are required to be exempt from MAT 56 in order to enroll in our PreCalculus course or to enroll in other courses in Business, Computer Science or Science Departments. The Math Department is proposing to provide an alternative credited course MAT 156 for those students. For STEM students who are not CUNY proficient in Elementary Algebra (MAT 51) and receive a CUNY proficiency index (CPI) between 40 –

59, they must be able to enroll in a corequisite course. To comply with the mandate, the Math Department has proposed MAT 156.5
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

IV.A.4. Pathways Submission: MAT 156.5 Elementary College Algebra
Description: This proposal submits MAT 156.5 to the Mathematical and Quantitative Reasoning area of the Pathways Required Core.
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

IV A.5. Course Revision: ENG 100.5 Intensive English Composition

FROM:	TO:
Course Prerequisites: English Proficiency Index 58-64 OR a score of 43-55 on the Writing Placement Test and exemption from ACR 95 OR successful completion of ACR 95. This course is not open to ESL students.	**Course Prerequisites:** English Proficiency Index 55-64 OR a score of 43-55 on the Writing Placement Test and exemption from ACR 95 OR successful completion of ACR 95. This course is not open to ESL students.

Reason(s) for change(s): To accommodate students who previously would have been placed in CRT 100.5 and in compliance with CUNY's co-requisite requirements, this proposed prerequisite change uses CUNY's recently implemented English Proficiency Index for placement of students in an English gateway course. The new English Proficiency Index score of 55 reflects the lowest EPI number that formerly placed students in CRT 100.5.
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

IV.A.6. Curriculum Revision: Literacy and Linguistics
Description: Adding a distance learning format to an existing degree program.
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

IV.A.7. Curriculum Revision: Business Administration
Description: This revision replaces BUS 200 with BUS 150 as a required course. The AS. program in Business Administration enables students to develop a solid foundation in business courses and mastering the skills necessary to successfully graduate and transfer to a baccalaureate program in business. Business administration students receive a solid training in topics such as marketing, human resources, accounting, business law, information technology, statistical analysis, and online business. The program enhances the development of communication and interpersonal skills, so that students can effectively communicate using the language of business and feel confident dealing with their colleagues. Business students need to be able to write reports, letters, and emails, deliver presentations or negotiate deals with customers. Potential employers emphasize that communication is one of the most important skills they look for in applicants, as well as teamwork, which are skills the business administration program aims to strengthen on students.
The changes outlined on page 3 are necessary to address the development of communication skills, transfer to a baccalaureate program in business, and provide clear path in BMCC Baruch Business Academy Program.
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

IV.A.8. Curriculum Revision: Engineering Science
Description: Adding a distance learning format to an existing degree program.

Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

I IV.A.9. Pathways Submission: LAT 475 Latin American and Caribbean Society
Description: This proposal submits LAT 475 to the World Cultures and Global Issues bucket of the Pathways Flexible Core. LAT 475 is an existing course.
Vote: **PASSED:** The motion to approve the proposal passed 16-0-0.

IV.B.   FACULTY DEVELOPMENT COMMITTEE
   a. Call for Faculty Development Grant applications will be sent out soon. Due date for proposals will be 02.28.2022

IV.C.   INSTRUCTION COMMITTEE
   a. Committee met with J. Spadaro, G. Cherry and T. Harding to get clarity on HyFlex.
   b. Committee met with C. Shults and M. Elbulok regarding Student Experience Survey simulation. Data forthcoming.

IV.D.   ACADEMIC STANDING COMMITTEE
   a. Read appeals.
   b. Discussed Executive Committee recommendation on pilot program for online appeal process.

IV.E.   COMMITTEE ON STUDENT AFFAIRS
   a. Piloted four question student survey on support/ disruption during the pandemic. Committee proposes bringing survey collegewide.

IV.F.   ADMISSIONS COMMITTEE
   a. No report.

IV.G.   ACADEMIC FREEDOM COMMITTEE
   a. Gathering information on HyFlex and will present report and recommendations to body.

V. CHAIR'S REPORT
   V.A.   Grading policies should not be dictated by Cuny Central. Recent policy was not approved by Board of Trustees, and there was no input from Faculty.

VI. NEW BUSINESS
   VI.A.   Social Science Department resolution (below). Motion to support the resolution did not pass.
   VI.B.   Executive Committee meeting: Ruling on Online Appeals Process: *In an emergency session on December 15, 2021, The Executive Committee of the Academic Senate voted to recommend that the proposed pilot of the online platform for the submission and review of academic and financial appeals developed by IT in consultation with counseling, advisement, and faculty proceed as soon as possible, on the condition that this transition to a new platform will not substantively change the roles and responsibilities of constituents involved in the appeals process.*

Prof. Blake (ASC Chair): there are continuing problems with the online appeal process that need to be resolved before a pilot can be undertaken. ASC will review and will report back to body at the next AS meeting.

VI.C.   PSC has short presentation clarifying what students should do if they contract COVID. This will be disseminated to the body.

VI.D.   Upcoming UFS elections. Election committee will send out announcement.

VI.E.   UFS: discussed 70/30 mandate, increases in City and State funding, creation of 1075 new Faculty lines.

VII. OLD BUSINESS

VIII.   ADJOURNMENT: 4:39 pm.

Social Science Department Resolution

Be it resolved that we, the members of the Social Science, Human Services and Criminal Justice department have voted to approve online majors in our department. However, at the same time, we know that resources are required to create effective online degree programs that will be conducive to student enrollment AND retention. These include but are not limited to: an increase in Instructional Designers, advisors that are well-versed and trained in guiding students who are wishing to enroll or are enrolled in an online degree program, and marketing strategies for these programs that are informed by faculty who have designed them. Be it resolved that we strongly urge that the BMCC administration present a plan that is commensurate with these points.