

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE February 9, 2023

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:42 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

Hearing no objection to the motion, the agenda was approved as distributed.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated December 8, 2022”

Hearing no objection to the motion the minutes were approved as distributed.

3. Announcements, Administrative Reports and Memorials:

- a. Guest Speakers, David Gerwin, QC PSC-CUNY Chapter:

Professor David Gerwin spoke on behalf of the PSC (Professional Staff Congress) union. Professor Gerwin explained that the union represents faculty and staff at the City University of New York and the CUNY Research Foundation. Professor Gerwin spoke briefly about some issues being faced and upcoming plans.

- b. Interim Associate Dean and Chief Librarian Simone L. Yearwood announced on behalf of the Elections Committee that the Student Association President, Jamal Mark and Vice President, Reveena Ramotar resigned last month. A new President, Sristhi Bhatia and Vice President, Braneyda Pierre were elected. Dean Yearwood also announced that nominations open from February 19 through March 4. A QC mailer will go out with more information.
- c. Interim Associate Provost for Innovation and Student Success, Nathalia Holtzman announced on behalf of the Committee on Teaching Excellence and Evaluation that the committee is short one faculty and one student. Dr. Holtzman spoke briefly about the duties of the committee and encouraged faculty to reach out if interested or to self-nominate.

4. Special Motions: (none)

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5. Committee Reports:

5a. Undergraduate Curriculum Committee

Typographical amendment: Page 12. p. New Course AFST 311. Pre req: ~~ENG 111~~ change to ENG 110.

- i. MOTION: Duly made by Ken Lord, Chair of the UCC:

“To accept the UCC minutes dated December 8, 2022 as amended”

Hearing no objection to the motion, the Chair moved unanimous consent.

Undergraduate Curriculum Committee

Minutes of 12/8/2022

A. General Education

1. General Education Matters

- a. EAST 252. Korean Women’s Writings. (College Option LIT)
- b. EAST 132. Civilization of Korea (WCGI)
- c. CMLIT 102W. Global Literatures II (WCGI)
- d. FREN 250, 250W. French and Francophone Film and Media (CE)

2. Mathematics and Quantitative Reasoning Advisory Committee.

3. Writing Intensive Advisory Committee.

- a. CHEM 331.1W. Physical Inorganic Chemistry Laboratory
- b. CHEM 395W. Senior Thesis

4. STEM variant courses.

1. Biology

- a. Change to the major in Biology (MAJOR CODE BIOL-BA)

TO READ:

Required

At least 36 credits in biology, including BIOL 105, 106, and two of BIOL 285, 286, or 287 with the remainder being in 200-level courses and above, of which at least three of the advanced courses, not including BIOL 344, 381, 390, 391, 395, or 396, must be at the 300 level, and at least four must be laboratory courses. One year of general chemistry (CHEM 113.1, CHEM 113.4, 114.1 and 114.4 or equivalent) plus one semester of organic chemistry (CHEM 251 or equivalent) plus one semester of calculus (MATH 132, 142 or 151 or equivalent) or BIOL 230 or equivalent. At least 20 of the biology credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with a departmental advisor.

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(5a. UCC continued)

b. Change to the major in Biology Education (MAJOR CODE BIOLED-BA)

TO READ:

Required

At least 30 credits in biology, including BIOL 105, BIOL 106, and two of BIOL 285, 286 or 287; the remainder must be in 200- and 300-level courses, of which at least two must be 300-level courses and at least three must be laboratory courses. A minimum of a year of chemistry (normally CHEM 101.1, 101.3, 102.1 and 102.3, or equivalent); and one semester of calculus (MATH 132, 142 or 151, or equivalent) or BIOL 230 or equivalent. At least 16 of the credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with the biology- education advisor.

Also required are 16 credits in major-level courses in the following cognate departments: Chemistry & Biochemistry; Computer Science; Earth & Environmental Sciences;

Family, Nutrition & Exercise Sciences; Mathematics; Physics. These courses are to be chosen in consultation with the advisor.

Also required is a co-major in Elementary & Early Childhood Education or a major in Secondary Education & Youth Services, as prescribed by a subject matter advisor of the pertinent EECE or SEYS Department.

2. CMAL

a. New course.

EAST 280. History, Identity, and Reconciliation in Korea 3hr.; 3cr. An exploration of how Korea's colonial experience (1910–1945) has shaped Korean identity, society, and culture during the colonial period through the present day. This course focuses on the transformation of Korean identity within East Asia and the world, as well as ongoing sociopolitical conflicts and attempts toward reconciliation between East Asian nations. The course materials vary from literature, film, popular culture, to recent scholarship on Korea and the Japanese empire. All texts are available in English translation and no previous knowledge of the Korean language is necessary.

3. Political Science

a. New course:

PSCI 201. The Internet, Technology, and Politics. 3 hrs; 3 cr. Examination of the relationship between the internet (and other new technologies) and politics. Students will study the impact of the internet on politics, power, and democracy and consider topics like social networks, AI, algorithms, automated decision-making, digital surveillance, computational propaganda, protest movements, online activism, various forms of information disorders and their offline effects (e.g. violence). Students will be asked to hone their critical thinking skills and to develop tools for information and digital literacy.

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(5a. UCC continued)

b. New course:

PSCI 202. Political Psychology. 3 hrs; 3 cr. Examination of what the field of social and cognitive psychology tells us about politics and political behavior. Students will analyze politics by focusing on the psychology of individuals, e.g., how individuals make voting decisions, process information, and form opinions. Students will understand the effect of group or social identity (e.g. race or religion) on political beliefs, preferences, and partisan affiliation. Furthermore, this class will highlight the role of the media, prejudice and stereotypes, as well as genetics and neuroscience in politics.

c. New course:

PSCI 243. Fascism, Populism, and Authoritarianism. 3 hrs; 3 cr. What does it mean to be, and to be labeled, a fascist, a populist, or an authoritarian regime, movement, and/or political actor? This course will provide students with an understanding of fascism, populism, and authoritarianism from a comparative perspective. We will examine the origins, ideologies and varieties of one or more of the above movements, as well as the rise of extremism at the domestic and international level in contemporary times.

d. New course:

PSCI 227. Latino Politics and Immigration. 3 hrs.; 3 cr. Examination of how the social constructs of race and ethnicity shape the history of immigration in the U.S. The course is divided into two parts. The first part analyzes the histories and evolution of some of the largest Latino groups in the U.S. (Mexican Americans, Cuban Americans, Puerto Ricans, South and Central Americans). The second part focuses on the Latino electorate, or the role that pan-ethnic, racial and ethnic identities play in voting behavior. Students further explore how different national origins may shape political attitudes and ideologies. Is the Latino electorate the sleeping giant the media often suggests it is?

e.

To:

PSCI 234. Contemporary Europe. 3 hr.; 3 cr. Analysis of European political institutions and processes, including the dynamic interaction between the European Union and its western and eastern European member states in the post-1990 era to the present. (SS, ET)

f.

To:

PSCI 257. Europe in World Politics. 3 hr.; 3 cr. The role of the European states and the European Union in world politics. Cohesion and conflict within the regions: the politics of European integration, a Common European Foreign and Security Policy, the European Neighborhood Policy, transatlantic cooperation, and EU relations with third countries (SS, ET).

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(5a. UCC continued)

4. Africana Studies

a. *New course:*

AFST 103 The Making of the Black Race and Racism in US Popular Culture. 3cr 3 hr.

Interrogation of the historical, political, social, and ideological processes and practices that have shaped racialized identities. This course will focus on [re]presentations of racial identities on contemporary media through (1) music, (2) film, (3) television but will also analyze gendered and sexualized identities, while being attentive to the ways in which US society has been affected by the varied portrayals present in today's media-saturated era. This course will also consider the attempt by cultural producers of marginalized groups to destabilize stereotypes and broaden the range of those depictions to reorient these concepts within the American imagination. The goal of this course is to provide students with an introductory understanding of how racialized media depictions play a role in the formation of American culture, as well as the problematic ways in which they inform, mediate, and legitimize social relations within and across American demographics.

b. **Proposed course listing:**

AFST 104 Race and Racism in American Popular Music, 3cr 3 hr.

Exploration of how musical representations and experiences figure in the creation of public and private notions of race and nation. It grapples with music's power to mediate imagined and inscribed cartographies of self and other. The course provides a broad foundation for discussing matters of music, race, and nationalism.

c. **New course:**

AFST 204 Origins of African American Literature - 3cr 3 hr.

The evolution of Black literature and literary culture in often in the face of (often legalized) racial oppression from the mid-18th century to late 19th Century. Moving across a range of genres - from poetry to drama to fiction - and mediums - from the periodical to the bound novel - we will interrogate the relationship between literary form, aesthetics, and cultural politics, while developing a deep understanding of the emergence of an African American literary tradition.

d. **New course:**

AFST 205 African American Literature, 3cr 3 hr. Prereq: AFST 100 or permission of the instructor. A survey of 20th- and 21st century African American literature, including the tradition's key aesthetic manifestos. Special attention will be given to how modern African American literature is periodized and why certain innovations in genre and style emerged when they did. Readings will include poetry, essays, novels, popular fiction, stage productions, and related visual texts.

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(5a. UCC continued)

e. New course:

AFST 206 The Black Family in a Global Context 3cr 3hr

An interdisciplinary course examining institutional factors that affect the structure, evolution, and function of the Black family in the United States and throughout the Diaspora. Students will be introduced to the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of African American Families. A Comparison will be made with families in Africa and the Diaspora. This course may be co-listed with Sociology 271.

f. New course:

AFST 207 Inequality: Race, Class, and Gender 3cr 3hr

The impact of inequalities in property, power, and prestige for their effects on life chances and lifestyles of Africans and African-descended people in the Western Hemisphere. The course primarily focuses on socioeconomic classes in modern societies. Special attention is given to the role of religious, racial, gender, and ethnic factors in the lives of African descended people. The course will engage comparisons of different systems of stratification in the world today.

g. New course:

AFST 211 The Anthropology of Africa (ANTH 211) 3cr Pre req AFST 100

Exploration of the diversity of African people and culture through an interdisciplinary lens. It provides a specific anthropological and ethnographic lens on the hundreds of societies and cultures that exist in Africa. The course will focus on the basic elements/building blocks/pillars of African social and cultural systems, including subsistence practices and economic systems, marriage and family, religion, and politics. May be cross listed with ANTH 211.

h. New course:

**AFST 250 Caribbean Worlds 3 Cr 3 hr. Pre req AFST 100
or permission of the instructor**

This interdisciplinary course of the study of the Caribbean will begin with examinations of what constitutes the Caribbean and an understanding of Caribbean space. We will then study its peoples, contact between Europeans and indigenous peoples, African enslavement, and resistance, Indian indentureship and other forced migrations. The course will explore a cross-section of leading thinkers and ideas while giving attention to identity, migration, and the creation of the Caribbean diaspora.

i. New course:

AFST 277 African American History to Reconstruction

Exploration of African American history from the Atlantic slave trade up to the Civil War. It is centrally concerned with the rise of and overthrow of human bondage, and how they shaped the modern world.

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(5a. UCC continued)

j. New course:

AFST 278 African American History Since Reconstruction

3cr 3hr Pre req AFST 100 or permission of the instructor

An introduction to the major themes, critical questions, and pivotal moments in post-emancipation African American history. It traces the social, political, cultural, intellectual, and legal contours of the black experience in the United States from Reconstruction to the rise of Jim Crow, through the World Wars, Depression, and the Great Migrations, to the long civil rights era and the contemporary period of racial politics. Using a wide variety of texts, images, and creative works, the course situates African American history within broader national and international contexts.

k. New course:

AFST 280 African American Political Thought

Exploration of the African American community's diverse responses to the predominant challenges it has faced (including, but not limited to, slavery); the economic and political legacies of those challenges; and American political culture more broadly. This course is an engagement with African American political thought from approximately 1830 to the present. It focuses on issues such as slavery, systemic racism, and segregation, as criticized by prominent African American philosophers, public intellectuals, and activists. May be cross listed with PSCI 277.

l. New course:

AFST 299 Music of the African Diaspora, 3 cr. 3hr. Pre req AFST 100 ENGL 110

Exploration of the history and significance of musical performance in the African Diaspora. Tracing intersecting and multi-directional movements of people, music, and culture across the oceanic divide between Africa, Europe, and the Americas—the “Atlantic Triangle”—the course will examine the significant role that music has played in the construction of social identities and movements, from the era of the transatlantic slave trade to the present day.

m. New course:

AFST 302 The African American Experience in Film and Media 3cr 3 hr. Pre req AFST 100 junior standing or permission of the instructor

Analysis of African American achievement in the genres of film and media, from the earliest days of the silent film to the contemporary moment. We will pay close attention to the political, historical, and artistic contexts of African American representation, participation, and creative agency in the motion picture industry. This course provides an opportunity to study some of the most significant films, actors, and directors in African American cultural history.

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(5a. UCC continued)

n. New course:

AFST 303. The Global Black Experience in Media and Film 3cr. 3hr. Pre req AFST 100 junior standing or permission of the instructor

Examination of the complex dialogue between Black media representations and the lived cultural, social, and historical experiences of people of African descent world-wide. It explores the interdependent roles of Black individuals, groups, and communities as cultural producers, consumers, and subjects of media representations and discourses.

o. New course:

AFST 308 Social Change in the African Diaspora

Examination of the process of democratization and the implementation of economic liberalization programs within the contemporary African Diaspora. Issues that will be explored include problems of economic instability, ongoing inequality, excessive presidentialism, and limited popular participation, with a focus on developed and developing nations established by Africans and African descended people.

p. New course:

AFST 311 Black Digital Humanities 3cr 3 hr.

Pre req AFST 100; ENG 110; must be a junior or senior in good standing

Introduction to the emerging field of Black Digital Humanities. This interdisciplinary course pays special attention to knowledge production, the role of archives, collections, research centers, the Black press, and digital technology. The course explores ideas related to power, memory, resistance, perspective and respectability politics in storytelling and control of the vehicles used to do so.

5. Music

a. New course.

MUSIC 235. Music of the African Diaspora. 3 hours, 3 credits. Prereq.: ENG 110. To be cross-listed with AFST 299, Music of the African Diaspora.

Exploration of the history and significance of musical performance in the African Diaspora. Tracing intersecting and multi-directional movements of people, music, and culture across the oceanic divide between Africa, Europe, and the Americas—the “Atlantic Triangle”—the course will examine the central role that music has played in the construction of social identities and movements, from the era of the transatlantic slave trade to the present day.

Fulfills non-Western music requirement for undergraduate music degree students.

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(5a. UCC continued)

6. Media Studies

Change to the Major: Advertising

To Read:

Advertising majors are required to take six core courses (Media Studies 101, 160, 223, 255 and 260) as well as Anthropology 201, 232, or 280. In addition, students are required to take four electives and three capstone classes (Media Studies 363, 364 and 299, an internship).

Electives include: MEDST 222, 262, 264, 266, 350 (W), 357, ARTS 370, DATA 205, SOC 765, 235, 353, and ECON 245. Other classes can be approved as electives in consultation with the department.

7. Psychology

Requesting a change of course name and description.

To Read:

Psych 353 - The Psychology of Sex and Gender
This course discusses the difference between sex and gender, and analyzes current research and theories of both these constructs. In addition, the course considers the role of biological, psychological, and social determinants in gender development.

Justification: Sex and gender are two separate topics and both topics are addressed thoroughly in this course and to clearly indicate sex and gender are not synonymous. To clearly show gender is affected by the biopsychosocial model, and to stop referring to the binary (male/female).

8. FNES

Change to a major: Food Management Studies (MAJOR CODES BA-FMS),

To Read:

FNES 101, 104, 105, 151, 163, 200, 203, 204, 275, 305, 371.2, and 378; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 100; BALA 200, 3983; BIOL 11, 44; ECON 100

5b. Graduate Curriculum Committee

i. MOTION: Duly made by Ping Li, Chair of the GCC:

“To accept the GCC minutes dated December 7, 2022 as distributed”

Hearing no objection to the motion, the Chair moved unanimous consent.

GCC Minutes Dated December 7, 2022

A. ITEMS FOR UNIVERSITY REPORT

1. CHEM/BIOCHEM

- a. **Program Change: Change in Program Award**
- b. **M.A. to M.S.**
- c. **4-year B.A. & M.A. to 4-year B.S. & M.S.**

2) Please give HEGIS number of known to you: **1905.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: N/A

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: N/A

Justification: The department currently offers B.A. degree program in Chemistry with Chemistry or Biochemistry concentration. Students expect a Bachelor of Science (B.S.) and Master of Science (M.S.) degrees in line with domestic as well as international designation of a degree earned in chemistry discipline. All SUNY colleges and some CUNY colleges already offer B.S. and M.S. in chemistry. The course requirements are unaffected by these changes.

We expect to implement this change from Spring 2024. Students who have declared their Chemistry major with Chemistry or Biochemistry concentration prior to spring 2024 in the B.A. program and those admitted into the M.A. program prior to Spring 2024 will be offered the option to keep their current registration or switch to B.S. and M.S. award, as applicable. All students will be automatically enrolled for the B.S. or M.S. degree award, starting in Spring 2024.

2. CHEM/BIOCHEM

- b. **Program Change: Change in Requirements for Degree/Certificate**

2) Please give HEGIS number of known to you: **1905.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross out the material that you wish changed or eliminated: N/A

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding:

Students must complete a comprehensive departmental examination or write a research thesis, as outlined below:

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(5b. GCC continued)

Comprehensive Examination: The comprehensive examination includes material from undergraduate and graduate level chemistry courses. Under the guidance of graduate program advisor, students will register for a 2-credit course as part of the total credits required for the program to carry out independent study and prepare for the examination.

Research Thesis: Those who choose to do a research thesis must have a mentor to guide their research. At the completion, a student must submit a research thesis to the department and defend it. Under the guidance of graduate program advisor, students will register for a 2-credit course as part of the total credits required for the program to write the thesis.

Justification: Most of our students currently do mentored research for credit and write a report as part of their MA degree program. The proposed changes to write a research thesis further clarifies the graduation requirement.

The addition of a comprehensive examination in the proposed change provides added flexibility for students registered in the program.

Currently the program has some mandated coursework of about 20 credits with enough flexibility for the program advisor to structure the remaining 2 credits to accommodate the changes.

The additional requirement does not change the total credits or time needed for graduation.

3. SEYS

c. Program Change: Addition of Languages to Existing Program

2) Please give HEGIS number of known to you:

Prog code 39276 Critical Languages Education Grades 7-12 HEGIS 1199.01 MAT

Prog code 39277 Critical Languages Education Grades 7-12 HEGIS 1199.01 ADV CRT

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: N/A

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: N/A

Justification: The program is adding certification languages to the list currently offered in this existing program. No other changes to the program.

*In our program, candidates can earn an MAT in Critical Languages Education for certification in **any world language** other than English that NYS offers.*

The program is adding German, Modern Greek, Modern Hebrew, Portuguese and Japanese. All admissions requirements and program requirements remain the same.

B. ITEMS FOR CEP/CAP

4. SEYS

d. New Program: World Languages for Young Leaders

2) Please give HEGIS number if known to you: **HEGIS 1199.01 Foreign Languages, Other, 7-12 Teacher**

3) Please indicate the precise location where the new requirements should appear in the Graduate Bulletin:

P. 101. DELETE Teaching Languages to Young Children. (This course will no longer be an elective option in the MAT)

P. 101 Insert AFTER Integrating Language, Culture, and Content in Critical Language Education

4) Please state the requirements as you wish them to read and underline new material you are substituting:

World Languages for Young Learners

This is an extension program for any 7-12 World Language teaching possessing an initial certificate. The program extends certification K-6. Prior to being admitted to the World Languages for Young Learners extension program, candidates must have the following:

1. An undergraduate, or graduate degree from a accredited institution of higher education, an institution authorized by the Board of Regents to confer degrees; or the foreign equivalent.

2. At least a 3.0 cumulative grade point average or its equivalent;

3. Initial or Initial and Professional certification in NYS in any World Language (LOTE)-7-12 grade.

Justification: SEYS 713 will address the goals of certified secondary teachers of world languages, 7-12 interested in extending their certification to include the instruction of world languages at grades K-6. Students who have completed an initial or professional certificate program for world languages 7-12 may take this program and apply for an addendum on the 7-12 certification. The World Languages for Young Learners K-6 program examines curriculum design, assessment techniques and instructional strategies for teaching languages to children within the full range of abilities for the research-based benefits of early language and immersion programs. This program includes 15-hours of field experience which includes observation, instruction, and reflection.

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5c. Nominating Committee

- i. MOTION: Duly made by Stephen Grover, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated February 9, 2023”

Hearing no objection to the motion, the Chair moved unanimous consent.

1) Elections Committee

The following faculty member was elected by unanimous consent:

Jose Sanchez	Social Sciences	December 2024
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2) Graduate Curriculum Committee

The following student member was elected by unanimous consent:

Natashia Rhodes	Social Sciences	December 2024
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3) Graduate Scholastic Standards Committee

The following faculty members were elected by unanimous consent:

Brais Outes-Leon	Arts and Humanities	December 2024
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Eric Silberberg	Arts and Humanities	December 2024
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4) Policy Board on Administration

The following student member was elected by unanimous consent:

Kristina Wong	Math and Natural Sciences	December 2024
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5) Undergraduate Scholastic Standards Committee

The following faculty members were elected by unanimous consent:

Anna Malyukova	Education	December 2024
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The following student member was elected by unanimous consent:

Zoe Rabinowitz	Arts and Humanities	December 2024
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6) Committee on Academic Technology

The following faculty members were elected by unanimous consent:

Steven Leventhal Social Sciences December 2024

Alla Rozovskaya Maath and Natural Sciences December 2024

5d. Special Committee on Governance proposal

- i. MOTION: Duly made by Dave Fields, Chair of the Special Committee on governance:

“To move the adoption of the governance plan by amending section XI, A”

Hearing an objection to the motion, discussion followed.

- ii. MOTION: Duly made by Senator Jacqueline Bracco to table the motion:

Chair Ferguson called for a vote.

Motion failed.

Dave Fields withdrew the motion.

Report of the Special Committee on Governance Proposed Amendment to the Queens College Academic Senate Charter

Allow Lecturers with a Certificate of Continuous Employment (CCE) to Serve on Departmental Personnel and Budgets Committees subject to the limits that apply to untenured Assistant Professors.

Be it Resolved;

The Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to allow Lecturers who hold a Certificate of Continuous Employment to serve on Department Personnel and Budget Committees by adding the underlined language below to part A of Section XI of the Academic Senate Charter as follows:

Section XI – Voting Rights of Lecturers, Promotion to Full Professor

- A. In addition to those faculty members authorized by the Bylaws of the City University of New York to vote in departmental elections for chair and for members of the departmental Personnel and Budget Committee, those lecturers who hold Certificates of Continuous Employment shall be entitled to vote. **Lecturers who hold a Certificate of Continuous Employment shall also be entitled to stand for election to departmental Personnel and Budget Committees and serve on them subject to the same limits that apply to non-tenured Assistant Professors.**

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6. Old Business:

a. Nominations to the Nominating Committee:

Student – Math and Natural Sciences May 2023

At-Large May 2023

The Chair accepted nominations from the floor to fill the OPEN Math and Natural Sciences and At-Large seat:

There were no nominees.

b. Nominations to the Executive Committee:

The Chair accepted nominations from the floor to fill the OPEN Faculty seat:

There were no nominees.

7. New Business: (none)

i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:05 p.m. The next Academic Senate meeting will be on Thursday, March 9, 2023.