

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:39 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To amend the agenda and add item 4a. Special Motions: Second Resolution on the Library Website”

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

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated February 13, 2025 by unanimous consent”

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

3. Announcements, Administrative Reports, and Memorials:

- a. Alternate Senator, Stephen Grover, Philosophy read the following memorial:

James N. Jordan, known always as Nick, died peacefully at home on West 69th Street on March 7th. He was 86. Raised in Texas, his 1961 BA and his 1966 PhD were both from the University of Texas at Austin; he wrote his doctoral dissertation on the Scots philosopher, David Hume. He taught briefly at Southwest Missouri State University and for four years at the University of South Dakota before being hired at Queens in 1970. He was tenured in 1975, promoted to Associate Professor in 1978, and to Professor ten years later. Nick retired after 49 years at Queens in 2019.

Nick's publication record was modest: a handful of articles on various philosophers - Protagoras, Socrates, in particular Kant - and on the debate between free-will and determinism; the first volume of a projected two-volume history of Western Philosophy. The second volume was never finished. There might have been a good deal more had Nick not been taken up with administration. On receiving tenure in 1975 he was drafted as Chair and tasked with managing a Department deeply divided on matters of pedagogy and politics, in a city teetering on the brink of bankruptcy. Nick, unfailingly calm, polite, moderate, and reasonable, was the only person acceptable to all sides. By the time he took over as Dean of Social Sciences in 1982, the Philosophy Department was a happier, or at least a much less unhappy, place. Nick served for five years as Dean. After that, he returned to Philosophy for another six years as Chair. He was meticulous, efficient, and effective in both these roles; I have never heard anything but praise for his competence and thoroughness, or his courtesy and kindness. After stepping down as Chair, Nick became Director of the MA in Liberal Studies, a role he remained in until his retirement.

Nick was living proof that you can remain a Southern gentleman while becoming a die-hard New Yorker. He was at the core of a cohort of philosophers hired by Queens in the 1960s and 1970s who gave faithful service to the College for forty, or forty-five, or fifty years. All are retired, and now, sadly, another one is dead.

The Senate paid its respect with a moment of silence.

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- b. Meghan Healey, Chair of the Drama, Theatre, and Dance Department, announced that their spring production of *Ride the Cyclone* will open on Thursday, March 27 in the Goldstein Theatre. Tickets for the show are available at the Kupferberg Center for the Arts box office.
- c. Chair Ferguson announced that, at next month's meeting, the Academic Senate should expect a motion from the Graduate School of Library and Information Studies to change their name to the School of Information Studies.
- d. Chair Ferguson announced that the Senate should also expect a motion from the Undergraduate Curriculum Committee to change the minimum residency requirement at Queens College from 45 credits to 30 credits.
- e. Chair Ferguson announced that the Senate should also expect a motion from the Committee on Teaching Excellence and Evaluation to change Queens College's course evaluations.
- f. Guest Speaker, Peter Liberman, Chair of the Committee on Teaching Excellence and Evaluation gave the following presentation:

 <p>Anastasiya Lipnevich Elementary and Early Childhood Education Professor Educational Psychology anastasiya.lipnevich@qc.cuny.edu Powdermaker Hall 0540</p>	 <p>UNPACKING STUDENTS' ENGAGEMENT WITH FEEDBACK Pedagogy and Partnership in Practice Edited by Anastasiya A. Lipnevich, Jessica To and Kelvin Tan Heng Kiat</p>	 <p>Kristine Rosales Lecturer Sociology Department and SEEK Department Professor Rosales is a Queens College alumnus for both her BA and her MA. She has over 15 years of teaching experience in both CUNY and SUNY. She has been a practicing social data analyst for over a decade in higher education and as a consultant with corporate clients. She has spent the last five years focused on higher education and diversity, equity and inclusion. Her current research interest is in college access and attainment for minoritized first generation students.</p>
 <p>Dr. Soniya Munshi Associate Professor Department of Urban Studies Soniya Munshi's research and teaching interests include illness, disability, carework, and reproductive justice in Asian America; gendered violence in migrant communities, the carceral state, and transformative justice; feminist theories, methodologies, and movements; and critical, accessible, and open pedagogies. Her work has been supported by the NEH, ACLS/Mellon, NYS Council for the Humanities, Lambda Literary, the Voices of Our Nation Arts Foundation, Monson Arts, and Blue Mountain Center. Soniya served as the Interim Executive Director of the Asian American/Asian Research Institute (AARI) at CUNY (2022-2023). Prior to this role, she was an Associate Professor in CUNY Borough of Manhattan Community College's Department of Ethnic and Race Studies, where she taught Asian American Studies and Gender & Women's Studies. Soniya is currently an affiliate faculty in the CUNY Graduate Center's Critical Social/Personality Psychology Program. Soniya received her Ph.D. in Sociology with an Advanced Women's Studies Certificate from the CUNY Graduate Center. She has a B.A. in Women's Studies and in Psychology from Macalester College.</p>	 <p>Lizandra A. Friedland Associate Director of Survey Research and Assessment Lizandra.Friedland@qc.cuny.edu Kiely Hall 705 +1 718 997 5796 Lizandra is the Associate Director for Survey Research and Assessment, where she leads the design, implementation, and analysis of campus surveys and the collection of key student and alumni data. In this role, she aims to promote a deeper understanding of our students' experiences and development through cohort studies, impact evaluation studies, needs assessment, and other projects. A first-generation graduate and QC alum, collaborating with fellow faculty and staff on student-centered initiatives is the highlight of her work. Lizandra has been with Queens College since 2011 and holds master's degrees in data analytics and applied social research, and philosophy – a combination that brings conceptual thinking and ethical rigor to her training in quantitative and qualitative research methodologies. Outside the OIE, Lizandra teaches in the Philosophy department where she guides her students through the fascinating world of formal logic.</p>	

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Amy Wan



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Research Interests

My research is guided by an interest in how literacy is used for citizen-making in school and non-school settings and in how change happens within institutions. My book, *Producing Good Citizens: Literacy Training in Anxious Times* (University of Pittsburgh Press, 2014), examines citizenship, literacy, and the productive worker-citizen in the United States. Drawing on literacy studies, composition history, and citizenship theory, along with historical evidence of U.S. immigration and labor practices and policies in the early 20th century (1910-1929), the book constructs a history of work-inflected citizenship and the role of literacy in its cultivation and complicates literary and participatory notions of citizenship commonly taken up by contemporary literacy teachers. It analyzes how literacy is imagined to



Dean Savage, Research and Faculty Survey Team Lead

Queens College, Professor of Sociology, Emeritus



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- Feedback to instructors to improve teaching
- Data for chairs/committees to promote effective teachers
- Feedback to students for enrollment decisions
- A voice for students about their educational experience

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Studies in Educational Evaluation

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ELSEVIER

Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related

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ABSTRACT

Student evaluation of teaching (SET) ratings are used to evaluate faculty's teaching effectiveness based on a widespread belief that students learn more from highly rated professors. The key evidence cited in support of this belief are meta-analyses of multisession studies showing small-to-moderate correlations between SET ratings and student achievement (e.g., Cohen, 1988, 1981; Feldman, 1989). We re-analyzed previously published meta-analyses of the multisession studies and found that their findings were an artifact of small sample sized studies and publication bias. Whereas the small sample sized studies showed large and moderate correlation, the large sample sized studies showed no or only minimal correlation between SET ratings and learning. Our up-to-date meta-analysis of all multisession studies revealed no significant correlations between the SET ratings and learning. These findings suggest that institutions focused on student learning and career success may want to abandon SET ratings as a measure of faculty's teaching effectiveness.

Evaluating Student Evaluations of Teaching: a Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform

Rebecca J. Kreitzer¹ · Jennie Sweet-Cushman²

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Abstract

Student evaluations of teaching are ubiquitous in the academe as a metric for assessing teaching and frequently used in critical personnel decisions. Yet, there is ample evidence documenting both measurement and equity bias in these assessments. Student Evaluations of Teaching (SETs) have low or no correlation with learning. Furthermore, scholars using different data and different methodologies routinely find that women faculty, faculty of color, and other marginalized groups are subject to a disadvantage in SETs. Extant research on bias on teaching evaluations tend to review only the aspect of the literature most pertinent to that study. In this paper, we review a novel dataset of over 100 articles on bias in student evaluations of teaching and provide a nuanced review of this broad but established literature. We find that women and other marginalized groups do face significant biases in standard evaluations of teaching – however, the effect of gender is conditional upon other factors. We conclude with recommendations for the judicious use of SETs and avenues for future research.

We would like student course evaluations to provide:

- **Feedback to instructors to improve teaching**
- Data for chairs/committees to promote effective teachers
- Feedback to students for enrollment decisions
- A voice for students about their educational experience

Proposal

- Appendix 1: Qs for in-person and online sync courses
- Appendix 2: Qs for async online courses
- Appendix 3: add 3 Qs for “W” courses
- Instructors can add 1-3 more Qs they select from an Add-On Question Bank

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Items dropped from 2008 questionnaire

1. What is your overall evaluation of the course, as distinct from the instructor?
2. What is your overall evaluation of the instructor, as distinct from the course?
3. Did you receive a detailed syllabus during the first week of class?
4. Reading assignments were valuable.
5. The instructor presents the content in a clear and lucid manner.
6. The instructor interacts well with students.
7. How many pages of formal writing (essays, lab reports, narratives, term papers, etc.) were assigned?

Items reworded from 2008 QC course evaluation questionnaire

1. How difficult is the course?
2. On average, how much time did you spend per week working on this class outside of the regularly scheduled class time? (Number of hours)
3. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside of class).
4. The instructor returns assignments/exams in a timely fashion.
5. The instructor is available outside of class.
6. What did you like most about this class?
7. What, if anything, could the instructor have done to improve this class?
8. Please explain why you would or would not recommend this instructor to a friend.

Appendix 5. 2008 QC course evaluation questionnaire

1. What is your overall evaluation of the course, as distinct from the instructor?
2. What is your overall evaluation of the instructor, as distinct from the course?
3. Did you receive a detailed syllabus during the first week of class?
4. How difficult is the course?
5. On average, how much time did you spend per week working on this class outside of the regularly scheduled class time? (Number of hours)
6. Reading assignments were valuable.
7. How many pages of formal writing (essays, lab reports, narratives, term papers, etc.) were assigned?
8. The instructor presents the content in a clear and lucid manner.
9. The instructor interacts well with students.
10. The instructor provides useful feedback (e.g., comments on written work and exams, informal feedback inside/outside of class).
11. The instructor returns assignments/exams in a timely fashion.
12. The instructor is available outside of class.
13. What did you like most about this class?
14. Please explain why you would or would not recommend this instructor to a friend.
15. What, if anything, could the instructor have done to improve this class?

Appendix 3. Questions to be added to all writing intensive (W) courses

1. The instructor devoted class time to writing instruction (such as revision strategies, disciplinary concerns, proper attribution, the writing process, research, rhetorical strategies, or writing in online environments).
2. Writing assignments were broken up into stages (e.g., prewriting, outlining, drafting, etc.).
3. I had opportunities to revise and improve my writing.

Items dropped from 2008 questionnaire

1. What is your overall evaluation of the course, as distinct from the instructor?
2. What is your overall evaluation of the instructor, as distinct from the course?
3. Did you receive a detailed syllabus during the first week of class?
4. Reading assignments were valuable.
5. The instructor presents the content in a clear and lucid manner.
6. The instructor interacts well with students.
7. How many pages of formal writing (essays, lab reports, narratives, term papers, etc.) were assigned?

DRAFT Motion to Revise Queens College's Student Course Evaluations March 4, 2025 DRAFT

Please send feedback to Peter.Liberman@qc.cuny.edu

Whereas Queens College has not updated its student evaluations of teaching in seventeen years and new evidence has emerged since then on teaching evaluation best practices, and

Whereas the Senate Committee on Teaching Excellence and Evaluation has voted unanimously to support recommendations developed by a working group guided by evidence on best practices and having full-time faculty members from every college division as well as student representation,

Be it resolved that the Academic Senate approves the adoption of:

- A. The teaching evaluation questions in Appendix 1 for all courses other than asynchronous online ones
- B. The teaching evaluation questions in Appendix 2 for all asynchronous online courses
- C. The additional three questions in Appendix 3 to be added to the course evaluations for all writing-intensive ("W") courses
- D. Giving each instructor the option of adding up to three additional course evaluation questions selected from an "Add-On Question Bank" maintained by the Office of Institutional Effectiveness, initially including the questions in Appendix 4.
- E. Within the first two weeks of the semester following the approval of this motion.

Appendix 1. Proposed college-wide course evaluation questionnaire for all in-person courses

1. The course is organized such that it is easy to understand how topics, assignments, and activities fit together.
2. The instructor followed the course syllabus or clearly explained any changes.
3. The graded assessments (exams, papers, projects, etc.) directly reflect course topics and assignments (lectures, readings, exercises, etc.).
4. I received guidance on how to do well on graded assessments (such as course grading criteria, study guides, rubrics, etc.)
5. I received regular guidance on how to improve my performance in this course (such as comments, exam reviews, informal feedback inside/outside of class).
6. I had opportunities to be actively engaged in this class (through interactive lectures, exercises, discussions, group work, peer reviews, hands on experiences, collaborative projects or other interactive classroom activities).
7. I felt welcome in this class.
8. There are multiple open channels for communication (such as office hours, email, or discussion forums) where students can ask questions and seek help.
9. How challenging was this course for you (e.g., topics or materials, assignments, activities, etc.)? [response options: Much too difficult; A bit too difficult; About right; A bit too easy; Much too easy]
10. In an average week, how many hours per week did you spend on this course (or section), including: attending class, doing homework, attending rehearsals, doing readings, reviewing notes, writing papers, attending study groups, doing lab work (unless the lab is a separate section), and any other course related work? [SLIDER SCALE: 0-20 HOURS PER WEEK]
11. What aspects of the course enhanced your learning the most? [open-ended]
12. What aspects of the course could be improved to better support students to succeed? [select all that apply; open-ended option]
13. Is there anything else that you would like to share about this course? [open-ended]

Appendix 2. Proposed online asynchronous college-wide course evaluation questionnaire

This version substitutes questions 6 and 7 on accessibility and variety of course materials (marked with "*" below) for the questions on active learning and inclusion in the college-wide questionnaire.

1. The course is organized such that it is easy to understand how topics, assignments, and activities fit together.
2. The instructor followed the course syllabus, or clearly explained any changes.
3. The graded assessments (exams, papers, projects, etc.) directly reflect course topics and assignments (lectures, readings, exercises, etc.)
4. I received guidance on how to do well on graded assessments (such as course grading criteria, study guides, rubrics, etc.)
5. I received regular guidance on how to improve my performance in this course (such as comments, exam reviews, informal feedback inside/outside of class).
6. Course materials are easy to find and navigate.*
7. Course materials are available in a variety of formats (e.g., lecture, text, graphics, video, etc.).*

4. Special Motions:

a. Second Resolution on the Library Website

- i. MOTION: Duly made by Kevin L. Ferguson, Senator, English:

Editorial Correction: In the last sentence, change “~~with 10 days~~” to “within 10 days.”

“To accept a Second Resolution to Provide the Chief Librarian with Information on the Security Vulnerabilities of the Library Server as amended”

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

A Second Resolution to Provide the Chief Librarian with Information on the Security Vulnerabilities of the Library Server

for consideration 13 March 2025

Whereas the Academic Senate duly resolved on February 13, 2025 that “the CIO [Queens College Chief Information Officer] shall provide access to the CIS [CUNY Computing and Information Services] report to the Queens College Chief Librarian and their designees,” and

Whereas the CIO has failed to provide such a report,

Be it resolved that the Senate requests that all records, including but not limited to emails, text messages, reports, and other communications of any kind related to the Rosenthal Library and Queens Memory Project websites’ outages, be transmitted to the Chief Librarian or designee with 10 days.

Resolution to Provide the Chief Librarian with Information on the Security Vulnerabilities of the Library Server

Whereas CUNY Computing and Information Services (CIS) flagged the server that hosts the Queens College Library (Library) and Queens Memory websites for security vulnerabilities and sent a detailed report of such vulnerabilities to the Queens College Chief Information Officer (CIO) and Information and Technology Services (ITS), and

Whereas the Library has been an integral co-manager of this server with ITS and needs to understand the security vulnerabilities as outlined in the CIS report to improve service to the Library and Queens Memory websites,

Be it resolved that the CIO shall provide access to the CIS report to the Queens College Chief Librarian and their designees. Should the CIO determine that sharing a digital copy of the CIS report could further jeopardize server security, the CIO can make the CIS report available in physical form for the Chief Librarian and their designees.

Passed 13 February 2025

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated February 13, 2025 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 2/13/2025

A. General Education

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. Political Science

- a. Change in title and description.

TO:

PSCI 258 China and East Asia in Global Politics. 3hr.; 3 cr.

The states of East Asia, including China, Japan, South and North Korea, Taiwan and Singapore, have emerged as important players in global politics and international economy. This course surveys the modern resurgence of China and other East Asian states in the international system, relations with major external actors (especially the United States), changing roles in the global economy and their effects on global trade politics, regional hotspots and their global impacts, and motives and capabilities as emerging global powers.

2. Family, Nutrition and Exercise Sciences

- a. Change in Major Requirements – **Nutrition and Dietetics NUTDTS-BS**

To:

For completion of the Nutrition and Dietetics program, a grade of C or better for all courses required in the Nutrition and Dietetics program, and an overall GPA of 3.0 is required.

A 3.2 GPA from all courses in the Nutrition and Dietetics major will be needed to receive a Verification Statement, a document required by the Accreditation Council for Education in Nutrition and Dietetics for entry into a Dietetic Internship. A student may be denied a Verification Statement if an Academic and/or Disciplinary Sanction was deemed necessary due to academic dishonesty.

3. Physics

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- a. Change in prerequisites and course description.

To Read:

PHYS 365. Principles of Quantum Mechanics. 4 hr.; 4 cr. Prereq.: PHYS 260, 310 or 311, 237

Quantum states, operators and observables, postulates of quantum mechanics, uncertainty principle, solution of Schrodinger's equation for a free particle, particle in a box, harmonic oscillator, and hydrogen atom, time-dependent and time independent perturbation theories, spin, statistics, and exchange phenomena.

4. Urban Studies

- a. New course.

URBST 267: Environmental Justice

3 hr., 3 cr.

This course examines the disproportionate impact of urban environmental hazards, from flooding to air pollution, on already marginalized communities. By emphasizing environmental racism, the course analyzes why public agencies locate toxic facilities in communities of color and why these same communities face special hurdles in disaster recovery and in mitigating the effects of climate change. Finally, we will evaluate contemporary government efforts to support the meaningful involvement of so-called “disadvantaged communities” in environmental decision-making processes. Most importantly, the course will highlight community-led solutions to environmental injustice and sustainability.

- b. New course.

URBST 356: The Climate Crisis in Cities

3 hr., 3 cr.

This course investigates how cities confront climate change. We will interrogate urban strategies for increasing resiliency to extreme weather, from sea walls to cooling centers. We will also evaluate urban progress on mitigating greenhouse gases that cause climate change. Students will learn about the transition to renewable energy, investment in public transportation, and food waste reduction. We will pay special attention to the climate justice movement as well as climate change’s disproportionate impact on poor people and communities of color. Finally, the course will underscore youth leadership in the fight against climate change.

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by David Lahti, Chair of the GCC:

“To accept the GCC minutes dated December 4, 2025 and February 5, 2025 as distributed”

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

GCC Minutes Dated December 4, 2024

A. ITEMS FOR UNIVERSITY REPORT

1. HIST

- a. Request for New Course

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Course number and title: **HIST 7931 – Graduate Capstone Supervised Tutorial**

Hours and credits: 1 hr.; 1 credit

Prerequisites or corequisites: HIST 792

Description (as it should read in the Graduate Bulletin):

During each semester that an MLSMA student is actively working on their capstone, they must register for HIST 7931 with their primary advisor overseeing the project. This is in addition to HIST 792, which may run concurrently. They should be in regular contact with their thesis advisor for feedback on their capstone in progress during the semester. The History Capstone project must be completed to progress to graduation. HIST 7931 may be repeated.

2. HIST

b. Request for New Course

Course number and title: **HIST 7933 – Graduate Thesis Supervised Tutorial**

Hours and credits: 1 hr.; 1 credit

Prerequisites or corequisites: HIST 796

Description (as it should read in the Graduate Bulletin):

During each semester that an MA student on the research track is actively working on their MA Thesis, they must register for HIST 7933 with their primary advisor overseeing the project. This would occur after completion of HIST 796. They should be in regular contact with their thesis advisor for feedback on their work in progress during the semester. HIST 7933 may be repeated.

3. GSLIS

c. Minor Change – Change in course numbers

From:

LBSCI 700 The Technology of Information
LBSCI ~~701~~ Fundamentals of Library and Information Science
LBSCI ~~702~~ Information Sources and Services: General
LBSCI ~~703~~ Information Organization
LBSCI ~~705~~ Managing Information Services
LBSCI ~~706~~ Critical Information Studies
LBSCI ~~707~~ Information Activism
LBSCI ~~709~~ Research in Library and Information Studies
LBSCI ~~710~~ Independent Study
LBSCI ~~711~~ Collection Development
LBSCI ~~712~~ Academic Librarianship
LBSCI ~~713~~ Information Sources and Services: Science and Technology
LBSCI ~~714~~ Information Sources and Services: Rare Books and Special Collections
LBSCI ~~715~~ Information Sources and Services: Social Sciences
LBSCI ~~717~~ Information Sources and Services: Humanities

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LBSCI ~~719~~ Government Information Sources
LBSCI ~~720~~ Data Analysis and Visualization
LBSCI ~~723~~ Advanced Subject Cataloging and Classification
LBSCI ~~725~~ Data Ethics
LBSCI ~~726~~ Data Curation
LBSCI ~~728~~ Public History
LBSCI ~~729~~ Introduction to XML for Metadata Encoding
LBSCI ~~730~~ Archival Appraisal, Arrangement and Access
LBSCI ~~731~~ From Manuscripts to eBooks: Studies in Print Culture
LBSCI ~~732~~ Introduction to Archival Studies
LBSCI ~~733~~ Preservation of Cultural Heritage Materials
LBSCI ~~734~~ Art Librarianship and Visual Resources Curatorship
LBSCI ~~735~~ Museum Studies
LBSCI ~~736~~ Records Management
LBSCI ~~737~~ Materials for Children
LBSCI ~~738~~ History of Children and Young Adult Literature
LBSCI ~~739~~ Materials for Young Adults
LBSCI ~~740~~ Introduction to Audiovisual Archives
LBSCI ~~741~~ Audiovisual Preservation
LBSCI ~~742~~ Audiovisual Collection Management
LBSCI ~~743~~ Indexing and Abstracting
LBSCI ~~746~~ Bibliographical Database Design and Management
LBSCI ~~748~~ Programming
LBSCI ~~750~~ Digital Humanities
LBSCI ~~751~~ Digital Humanities Practicum
LBSCI ~~752~~ Digital Preservation
LBSCI ~~753~~ Digital Libraries
LBSCI ~~754~~ Human Computer Interaction
LBSCI ~~755~~ Multimedia Design and Production
LBSCI ~~756~~ Social and Community Informatics
LBSCI ~~757~~ Digitization of Cultural Materials
LBSCI ~~758~~ Advanced Archival Practice
LBSCI ~~759~~ Memory Work
LBSCI ~~760~~ Oral History
LBSCI ~~761~~ Organization and Management: School Library Media Centers
LBSCI ~~764~~ Information Literacy Instruction for K-12
LBSCI ~~765~~ Resources for the School Curriculum
LBSCI ~~766~~ Digital Pedagogy and Educational Technologies
LBSCI ~~767~~ Reading Motivation Techniques for Children and Adolescents
LBSCI ~~768~~ Storytelling
LBSCI ~~769~~ Digital Storytelling
LBSCI ~~773~~ Public Library Services for Children
LBSCI ~~774~~ Community Libraries and Archives
LBSCI ~~775~~ Librarianship in a Multicultural Society
LBSCI ~~776~~ Community Engagement, Outreach and Partnership
LBSCI ~~777~~ Public Library Services for Young Adults
LBSCI ~~778~~ Information Literacy Instruction for Adults
LBSCI ~~779~~ Adult Readers Advisory Services in the Public Library
LBSCI ~~780~~ Introduction to Rare Book Librarianship
LBSCI ~~781~~ History of the Book
LBSCI ~~782~~ Descriptive Bibliography
LBSCI ~~783~~ Book Lab
LBSCI ~~786~~ Business Information Sources

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LBSCI ~~787~~ Strategic and Competitive Intelligence
LBSCI ~~790~~ Variable Topics
LBSCI ~~795~~ Internship
LBSCI ~~790.3~~ American Sign Language for Librarians
LBSCI ~~790.3~~ Bibliotherapy
LBSCI ~~790.3~~ Comics in Libraries
LBSCI ~~790.3~~ Disability in the Library
LBSCI ~~790.3~~ Manga in Libraries
LBSCI ~~790.3~~ User Experience and User Centered Design
LBSCI ~~790.3~~ Video Games in Libraries
LBSCI ~~790.3~~ Public Librarianship
LBSCI ~~790.3~~ Special Librarianship
LBSCI ~~790.3~~ Information Governance
LBSCI ~~790.3~~ Information Policy

To:

LBSCI 7001 The Technology of Information
LBSCI 7000 Fundamentals of Library and Information Science
LBSCI 7002 Information Sources and Services: General
LBSCI 7003 Information Organization
LBSCI 7004 Managing Information Services
LBSCI 7005 Critical Information Studies
LBSCI 7006 Information Activism
LBSCI 7009 Research in Library and Information Studies
LBSCI 7010 Independent Study
LBSCI 7011 Collection Development
LBSCI 7017 Academic Librarianship
LBSCI 7024 Information Sources and Services: Science and Technology
LBSCI 7025 Information Sources and Services: Rare Books and Special Collections
LBSCI 7026 Information Sources and Services: Social Sciences
LBSCI 7027 Information Sources and Services: Humanities
LBSCI 7028 Government Information Sources
LBSCI 7502 Data Analysis and Visualization
LBSCI 7031 Advanced Subject Cataloging and Classification
LBSCI 7501 Data Ethics
LBSCI 7500 Data Curation
LBSCI 7410 Public History
LBSCI 7035 Introduction to XML for Metadata Encoding
LBSCI 7401 Archival Appraisal, Arrangement and Access
LBSCI 7610 From Manuscripts to eBooks: Studies in Print Culture
LBSCI 7400 Introduction to Archival Studies
LBSCI 7402 Preservation of Cultural Heritage Materials
LBSCI 7019 Art Librarianship and Visual Resources Curatorship
LBSCI 7413 Museum Studies
LBSCI 7303 Records Management
LBSCI 7040 Materials for Children
LBSCI 7044 History of Children and Young Adult Literature
LBSCI 7041 Materials for Young Adults
LBSCI 7420 Introduction to Audiovisual Archives
LBSCI 7421 Audiovisual Preservation
LBSCI 7422 Audiovisual Collection Management
LBSCI 7030 Indexing and Abstracting

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LBSCI 7036 Bibliographical Database Design and Management
LBSCI 7200 Programming
LBSCI 7600 Digital Humanities
LBSCI 7601 Digital Humanities Practicum
LBSCI 7404 Digital Preservation
LBSCI 7037 Digital Libraries
LBSCI 7210 Human Computer Interaction
LBSCI 7220 Multimedia Design and Production
LBSCI 7620 Social and Community Informatics
LBSCI 7403 Digitization of Cultural Materials
LBSCI 7408 Advanced Archival Practice
LBSCI 7412 Memory Work
LBSCI 7411 Oral History
LBSCI 7045 Organization and Management: School Library Media Centers
LBSCI 7046 Information Literacy Instruction for K-12
LBSCI 7047 Resources for the School Curriculum
LBSCI 7048 Digital Pedagogy and Educational Technologies
LBSCI 7049 Reading Motivation Techniques for Children and Adolescents
LBSCI 7050 Storytelling
LBSCI 7051 Digital Storytelling
LBSCI 7042 Public Library Services for Children
LBSCI 7414 Community Libraries and Archives
LBSCI 7015 Librarianship in a Multicultural Society
LBSCI 7014 Community Engagement, Outreach and Partnership
LBSCI 7043 Public Library Services for Young Adults
LBSCI 7013 Information Literacy Instruction for Adults
LBSCI 7012 Adult Readers Advisory Services in the Public Library
LBSCI 7080 Introduction to Rare Book Librarianship
LBSCI 7081 History of the Book
LBSCI 7082 Descriptive Bibliography
LBSCI 7083 Book Lab
LBSCI 7029 Business Information Sources
LBSCI 7302 Strategic and Competitive Intelligence
LBSCI 7990 Variable Topics
LBSCI 7995 Internship
LBSCI 7060 American Sign Language for Librarians
LBSCI 7061 Bibliotherapy
LBSCI 7078 Comics in Libraries
LBSCI 7062 Disability in the Library
LBSCI 7079 Manga in Libraries
LBSCI 7211 User Experience and User Centered Design
LBSCI 7077 Video Games in Libraries
LBSCI 7016 Public Librarianship
LBSCI 7018 Special Librarianship
LBSCI 7300 Information Governance
LBSCI 7301 Information Policy

4. GSLIS

d. Minor Change – Change in course title

From:

We are requesting that all LBSCI courses be given the course code INFO.

LBSCI 7001 The Technology of Information
LBSCI 7000 Fundamentals of Library and Information Science
LBSCI 7002 Information Sources and Services: General
LBSCI 7003 Information Organization
LBSCI 7004 Managing Information Services
LBSCI 7005 Critical Information Studies
LBSCI 7006 Information Activism
LBSCI 7009 Research in Library and Information Studies
LBSCI 7010 Independent Study
LBSCI 7011 Collection Development
LBSCI 7017 Academic Librarianship
LBSCI 7024 Information Sources and Services: Science and Technology
LBSCI 7025 Information Sources and Services: Rare Books and Special Collections
LBSCI 7026 Information Sources and Services: Social Sciences
LBSCI 7027 Information Sources and Services: Humanities
LBSCI 7028 Government Information Sources
LBSCI 7502 Data Analysis and Visualization
LBSCI 7031 Advanced Subject Cataloging and Classification
LBSCI 7501 Data Ethics
LBSCI 7500 Data Curation
LBSCI 7410 Public History
LBSCI 7035 Introduction to XML for Metadata Encoding
LBSCI 7401 Archival Appraisal, Arrangement and Access
LBSCI 7610 From Manuscripts to eBooks: Studies in Print Culture
LBSCI 7400 Introduction to Archival Studies
LBSCI 7402 Preservation of Cultural Heritage Materials
LBSCI 7019 Art Librarianship and Visual Resources Curatorship
LBSCI 7413 Museum Studies
LBSCI 7303 Records Management
LBSCI 7040 Materials for Children
LBSCI 7044 History of Children and Young Adult Literature
LBSCI 7041 Materials for Young Adults
LBSCI 7420 Introduction to Audiovisual Archives
LBSCI 7421 Audiovisual Preservation
LBSCI 7422 Audiovisual Collection Management
LBSCI 7030 Indexing and Abstracting
LBSCI 7036 Bibliographical Database Design and Management
LBSCI 7200 Programming
LBSCI 7600 Digital Humanities
LBSCI 7601 Digital Humanities Practicum
LBSCI 7404 Digital Preservation
LBSCI 7037 Digital Libraries
LBSCI 7210 Human Computer Interaction
LBSCI 7220 Multimedia Design and Production
LBSCI 7620 Social and Community Informatics
LBSCI 7403 Digitization of Cultural Materials
LBSCI 7408 Advanced Archival Practice
LBSCI 7412 Memory Work
LBSCI 7411 Oral History
LBSCI 7045 Organization and Management: School Library Media Centers

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LBSCI 7046 Information Literacy Instruction for K-12
LBSCI 7047 Resources for the School Curriculum
LBSCI 7048 Digital Pedagogy and Educational Technologies
LBSCI 7049 Reading Motivation Techniques for Children and Adolescents
LBSCI 7050 Storytelling
LBSCI 7051 Digital Storytelling
LBSCI 7042 Public Library Services for Children
LBSCI 7414 Community Libraries and Archives
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LBSCI 7018 Special Librarianship
LBSCI 7300 Information Governance
LBSCI 7301 Information Policy

To:

INFO 7001 The Technology of Information
INFO 7000 Fundamentals of Library and Information Science
INFO 7002 Information Sources and Services: General
INFO 7003 Information Organization
INFO 7004 Managing Information Services
INFO 7005 Critical Information Studies
INFO 7006 Information Activism
INFO 7009 Research in Library and Information Studies
INFO 7010 Independent Study
INFO 7011 Collection Development
INFO 7017 Academic Librarianship
INFO 7024 Information Sources and Services: Science and Technology
INFO 7025 Information Sources and Services: Rare Books and Special Collections
INFO 7026 Information Sources and Services: Social Sciences
INFO 7027 Information Sources and Services: Humanities
INFO 7028 Government Information Sources
INFO 7502 Data Analysis and Visualization

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INFO 7031 Advanced Subject Cataloging and Classification
INFO 7501 Data Ethics
INFO 7500 Data Curation
INFO 7410 Public History
INFO 7035 Introduction to XML for Metadata Encoding
INFO 7401 Archival Appraisal, Arrangement and Access
INFO 7610 From Manuscripts to eBooks: Studies in Print Culture
INFO 7400 Introduction to Archival Studies
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INFO 7041 Materials for Young Adults
INFO 7420 Introduction to Audiovisual Archives
INFO 7421 Audiovisual Preservation
INFO 7422 Audiovisual Collection Management
INFO 7030 Indexing and Abstracting
INFO 7036 Bibliographical Database Design and Management
INFO 7200 Programming
INFO 7600 Digital Humanities
INFO 7601 Digital Humanities Practicum
INFO 7404 Digital Preservation
INFO 7037 Digital Libraries
INFO 7210 Human Computer Interaction
INFO 7220 Multimedia Design and Production
INFO 7620 Social and Community Informatics
INFO 7403 Digitization of Cultural Materials
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INFO 7412 Memory Work
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INFO 7045 Organization and Management: School Library Media Centers
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INFO 7300 Information Governance
INFO 7301 Information Policy

B. ITEMS FOR CEP/CAP

1. BIOL

a. Program Change

1) Please specify the type of change you are requesting:

Change in degree type – Conversion of M.A. Program Award to M.S.

2) Please give HEGIS number if known to you: 0401.00

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: Master of ~~Arts~~

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: Master of Science

2. GSLIS - HIST

b. New Program

1) Please give HEGIS number if known to you: **n/a**

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

HISTORY and GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES

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

Advanced Certificate in Public History

The Advanced Certificate in Public History is offered by the History department and the Graduate School of Library and Information Studies (GSLIS). This Advanced Certificate offers students the opportunity to develop skills in the methodologies of public history. Graduates will be well suited for careers in museums, historical societies, genealogy services, local history rooms at public libraries, oral history initiatives, community libraries and archives, teaching, government, public policy, and other cultural heritage fields and industries. The 18-credit program must be completed as part of the 54-credit MLS/MA

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Dual Degree in Library and Information Studies and History program. Students should consult advisors in either department in selecting courses relevant to their research and career goals.

Requirements (totaling 18 credits):

Two courses (6 credits):

LBSCI 728 / HIST 7250. Public History

LBSCI 795. Internship

GSLIS electives (6 credits):

Two LBSCI graduate courses (6 credits) from the following:

LBSCI 732. Introduction to Archival Studies

LBSCI 733. Preservation of Cultural Materials

LBSCI 735. Museum Studies

LBSCI 757. Digitization of Cultural Materials

LBSCI 776. Community Engagement and Outreach

LBSCI 790.3. VT: Seminar (Special Topics in Public History)

HIST electives (6 credits):

Any other two HIST courses (6 credits)

HIST 740. History & Memory

HIST 784. Sources of New York City History

HIST 799. Special Topics in Public History

3. GSLIS

c. New Program

1) Please specify the type of change you are requesting:

Proposal to add the distance education format: We are seeking to add distance learning options to our MLS program.

2) Please give HEGIS number of known to you: 1601.00

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

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The requirements for the Master of Library Science Degree are described in the 2023-2024 Graduate Bulletin at <https://qc-graduate.catalog.cuny.edu/programs/LBSCI-MLS>. It should remain in the same place.

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

Overview

Official Name of Program

Library Science

Plan Code

LBSCI-MLS

Department(s) Sponsoring Program

[Graduate School of Library and Information Studies \(GSLIS\)](#)

Career

Graduate

Degree Designation

MLS - Master of Library Science

HEGIS Code

1601.00

NYSED Program Code

02778 - LBSCI-MLS

CIP Code

25.0101

GSLIS is committed to providing affordable programs and rigorous teaching to educate critically minded, community-focused, service-oriented professionals who will contribute to diverse information-intensive environments, the vitality of their local and global communities, and the advancement of the LIS disciplines, research, and practice.

Students can complete the program through on-campus evening courses and synchronous and asynchronous distance learning courses.

Masters Requirements: Overall

Type: Completion requirement

Earn at least 36 credits

Earn a minimum GPA of 3.0

Degree Requirements

All requirements for the degree must be completed within four years after admission to the program or four years after the first course was credited, including credits earned as a non-matriculant or credits transferred. Extensions of time may be granted under compelling circumstances.

Masters Requirements: Core

Type: Completion requirement

Complete ALL of the following Courses:

- LBSCI 700 - The Technology of Information

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- LBSCI 701 - Fundamentals of Library and Information Science
- LBSCI 702 - Information Sources and Service: General
- LBSCI 703 - Information Organization

In addition to the four courses listed above, after completing at least 21 credits, all students must complete this fifth required course, LBSCI 709, which includes a research project. The student's project report must give evidence of ability to integrate knowledge obtained from the individual courses constituting the MLS program. Satisfactory completion of a research project is mandated by the New York State Department of Education for receipt of the MLS degree.

4. GSLIS

a. Program Change

1) Please specify the type of change you are requesting:

Change in requirements for degree/certificate: ☒ CHANGE TO DUAL DEGREE (MLS/MA) PROGRAM

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:

- LBSCI 700. The Technology of Information
- LBSCI 701. Fundamentals of Library and Information Science
- LBSCI 702. Information Sources and Service: General
- LBSCI 703. Introduction to Organization of Information
- Any other four LBSCI graduate courses
- HIST 791. Introduction to Historical Research (to be taken as one of the student's first courses in History)
- Any other seven HIST graduate courses
- Thesis/project (6 credits): LBSCI 709. Research in Library and Information Studies and HIST 792. Research and Writing (to be completed at or near the end of the dual degree). The Capstone Research Project is completed via these two courses. HIST 792 is typically only offered in the Fall
- HIST 7931: Graduate Capstone Supervised Tutorial (1 Credit)
- Total credits required for the MLS/MA Dual Degree: 55 Credits

GCC Minutes Dated February 5, 2025

A. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. Request for New Course

Course number and title: **ECPSE 724 Behaviorism and Philosophical Foundations of Applied Behavior Analysis.**

Hours and credits: 3 hr.; 3 cr.

Prerequisites or corequisites: None

Description (as it should read in the Graduate Bulletin):

Candidates in this course learn the scientific and philosophical underpinnings of behavior analysis. It will trace the historical development of radical behaviorism to current applied behavior analysis, and professional practice guided by the science of behavior analysis. Course content is delivered via weekly, interactive lectures and learning is assessed through comprehensive assignments and exams. All course content is aligned with the Behavior Analytic Certification Board's (BACB) sixth edition task list. This course is specifically designed for candidates who have been accepted into the BCBA Subplan program in the Graduate Programs in Special Education (GPSE).

2. ECP

b. Request for New Course

Course number and title: **ECPSE 755 Single Case Research in Applied Behavior Analysis.**

Hours and credits: 3 hr.; 3 cr.

Prerequisites or corequisites: ECPS 724, ECPSE 728, ECPSE 729, & ECPSE 732

Description (as it should read in the Graduate Bulletin):

This research course is part of the Special Education Behavior Analysis Certification Board (BCBA) subplan. This 3-credit course is designed to acquaint students with basic concepts of applied behavior analytic research, with a focus on single case research methodology. These concepts include behavioral measurement, steady state and baseline logic, procedural and treatment integrity, social validity, and single-case research designs. Additionally, candidates will learn how to read and understand published behavior analytic research and interpret outcomes using visual inspection of the data. The culminating experience involves the completion of a research proposal that includes a review of the literature and methodology of procedures.

3. ECP

c. Minor Change – Change in course title and change in course description

To:

ECPSE 728: Applied Behavior Analysis II: Intervention & Treatment Strategies.

3 hr.; 3 cr. Prereq.: ECPSE 723: Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement. This course in applied behavior analysis is offered to graduate students in special education who are also interested in pursuing a Board-Certified Behavior Analyst (BCBA) certification. Candidates who take this course must be admitted into the BCBA subplan and successfully complete ECPSE 723: Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement. This course focuses on enhancing candidates' knowledge, skills, and dispositions related to applied behavior analysis grounded in the Test Content Outline established by the Behavior Analyst Certification Board. The content of this course focuses on understanding ABA intervention strategies and the application of treatment approaches to address the challenges of special needs students.

4. ECP

d. Minor Change – Change in course title and change in course description

To:

ECPSE 733: Advanced Seminar in Applied Behavior Analysis: Organizational Management & Supervision

3 hr.; 3 cr. Prereq.: ECPSE 723, ECPSE 728, ECPSE 729, & ECPSE 732. This seminar course is designed to provide candidates in the Special Education Board Certified Behavior Analyst (BCBA) subplan the content knowledge and coursework hours to meet the BCBA Test Content Outline (TCO) requirement to sit for the BCBA exam. Specifically, this course will overview issues related to Organizational Behavior Management, that focuses on staff management and supervision in the field of applied behavior analysis. Candidates will learn how to assess staff performance issues and implement/develop training protocol to ensure treatment integrity in the context of behavioral organizations. Additionally, this course will teach candidates to become effective BCBA field supervision and mentors to ensure organizational goals are met. Specifically, candidates will learn how to critically analyze factors that contribute to inadequate staff performance and develop strategies for improvement. Further, candidates will learn how to assess their own effectiveness as BCBA field supervisors using self-management strategies. The culminating experience involves the development of training protocols to improve procedural and treatment integrity for students with disabilities.

5. HIST

d. Program Change – Change in requirements for degree/certificate

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:

1. Thirty-four credits of coursework, which must include HIST 791 (3 cr.), HIST 796 (3 cr.), ~~and one~~ independent study HIST 798.3, and HIST 7933 (1 cr.) taken with the student's thesis advisor in preparation for graduation (3 cr.).

5c. Nominating Committee

i. MOTION: Duly made by Sari Kisilevsky, Senator, Philosophy:

“To accept the Nominating Committee report dated March 13, 2025 as distributed”

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

1) Undergraduate Scholastic Standards Committee

The following faculty members were elected with unanimous consent:

Brais Outes-Leon	Arts & Humanities	May 2027
Patricia D'Ateno	Math & Natural Sciences	May 2027
Anna Malyukova	Education	May 2027

2) Committee on Academic Technology

The following faculty members were elected with unanimous consent:

Alla Rozovskaya	Math & Natural Sciences	May 2027
Steven Leventhal	Social Sciences	May 2027

3) Committee on Honors and Awards

The following faculty member was elected with unanimous consent:

Susan Rotenberg	Math & Natural Sciences	May 2027
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4) Dean Review Committee: School of Social Sciences

The following faculty members were elected with unanimous consent:

Kevin Birth	Social Sciences	Until the review is over
Emily Drabinski	Social Sciences	Until the review is over
Sari Kisilevsky	Social Sciences	Until the review is over
Thomas Ort	Social Sciences	Until the review is over

The following student members were elected with unanimous consent:

Sanaa Bokhari	Social Sciences	Until the review is over
Samrat Dawadi	Social Sciences	Until the review is over
Andreia Duarte	Social Sciences	Until the review is over
Ralph Matamoros	Social Sciences	Until the review is over

6. Old Business:

a. Nominations to the Nominating Committee:

Students

- 1) Arts and Humanities – 2026 (No student nominees)
- 2) Education – 2026 (No student nominees)

7. New Business:

a. Election of student member to Executive Committee

- i. The Chair accepted nominations for the **Executive Committee**:

The following student was nominated from the floor:

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Tabeer Sajjad

Seeing no further nominations, the Chair asked the Secretary to cast one ballot for the nominee.

b. University Faculty Senate petition

i. MOTION: Duly made by Kevin L. Ferguson:

“To nominate Karen Weingarten to the University Faculty Senate”

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

MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:16 p.m. The next Academic Senate meeting will be on Thursday, April 10, 2025.