**Minutes for the 141st Meeting of the Faculty Senate**

**for Thursday, May 21, 2020 in 1P-119 from 3:30 to 4:30 pm held virtually.**

**Attendance**: Jonathan Peters, Alfred Levine, John Verzani, Alyson Bardsley, Catherine Lavender, Chang-Hui Shen, Christine Flynn Saulnier, Cynthia Chris, Deborah De Simone, Deborah Franzblau, Ellen Goldner, Florette Cohen, Francisco Soto, Gene Fellner, George Sanchez, Gerry Milligan, Heidi Bertels, Hosu Kim, Jane Marcus-Delgado, John Wing, William Fritz, Michael Parrish, Zaghloul Ahmed,Yi Chen, Wilma Jones, Thomas Tellefsen, Tara Meteik, Suzy Shepardson, Sarolta Takacs, Sarah Zelikovitz, Susan Holak, Simon Wegge, Sebastian Poget, Orit Gruber, Neo Antoniades, Micahel Cavagnero, Maryann Feola, Andre Colbeck.

**Guests**:Alan Hoffner, (**347-552-1806 , 551-427-1050, 609-751-4640, 646-535-4826, 718-494-3993, 718-761-5366, 917-981-9438),** Alana Gaymon, Alex Scott, Amy Stempler, Anat Niv-Solomon, Anita Romano, Anjail Ameen-Rice, Barbara Cohen, Brian Far, Byron Taylor, Carlo Lancelotti, Cesar Arenas-Mena, Charles Gomes, Chrisanthi Anastopolou, Clarisse Domingo, Craig Manister, Danielle Dimitrov, Deborah Meise, Donald Hudec, Elizabeth Kane, Erma Tacopino,Hernan Green, Ismael Garcia-Colon, James Saccardo, Jasmine Cardona, Jennifer Borrero, Jennifer Durango, Jennifer Lynch, Jeremiah Jurkierwcz, Jessica Collura, Jessica Stein, Jodi Meremdino, John Jankowski, Joseph Nicolosi, Joyce Taylor, Ken Iwama, Ken Wolpin, Kerri Gerson, Kevin Ascolese, Koby Kohulan, Kristi Brescia, Kuan Yi Chen, Lara Saguisag, Leo Pignataro, Linda Conte, Lisa French, Louis Petingi, Lucas Marchante, Lynne Lacomis, Mary Boland, Mary Murphy, Maureen Garvey, Maxwell Velikodniy, Mazal Bozaglo, Mel Pipe, Michael Baybuskey, Michelle Borowski, Mohamed Mahmood, Nada Michael, Nadine Abram, Natalie Fiscetti, Neila Green, Nina Del Gatto, Patricia Kahn, Susan Massara, Shannon Cammarano, Sharon Christian, Stephen Ferst, Susan Been, Tara Mastrorilli, Terri Sangiorgio, Patti Gross, Qiao, Sheng Hu, Rachel Sanchez, Ralf Peetz, Richard Veit, Rob Wallace, Rosane Gertner, Roshen Hendricksen, Russel Davis, Sarah Berger,Tony Gallego, Vandana Chaudhry, Veronica DiMeglio, Warrick Bell, Winsome Alston

1. Approval of the proposed agenda (which included a unanimously supported motion to suspend the set agenda and move the Research Committee Report to the top of the agenda.)

*Moved, seconded, and passed unanimously.*

1. Approval of the minutes of the meeting of the Faculty Senate on April 23, 2020. *Moved, seconded, and passed unanimously.*
2. Executive Committee Report: Appendix A.

1. Provost’s Report : Appendix B

**Question by the Provost**: To date there are **2,759** degree candidates for all degrees for the Class of 2020.June graduates increased from 1,568 for 2018 to 1,748 for 2019. There are currently **1,725** candidates for all degrees for June 2020.August degrees awarded have increased from 495 for 2018 to 560 for 2019. There are currently **256** applicants for August 2020, and we anticipate a slight increase as June candidates defer to August and other students continue to apply. January degrees awarded decreased from 961 in 2018, to 800 for 2019. This year we had 778 January degrees awarded. What is your pleasure regarding these candidates?

**Answer by the Senate**: *Approved unanimously.*

1. Reports of the Committees of the Faculty Senate

Research Committee – Appendix C

*Resolution passed*

School of Health Sciences - CR NC policy for degrees leading to NRS AAS BS MS DNP – Appendix D

*Policy position supported unanimously*

* 1. Admissions Committee – none
  2. Curricular Committees –
     1. General Education Committee – Appendix E (joint Gen Ed & UCC)
     2. Graduate Studies Committee – Appendix F
     3. Undergraduate Curriculum Committee – Appendix E

**Curriculum Consent Agenda**

**AIII. DEGREE REQUIREMENTS**

AIII.1 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART BFA AND MHC ART BFA

**AIV. NEW COURSES**

AIV.2 DEPARTMENT OF ECONOMICS: ECO/WGS 205 Women and the Economy

**AV. CHANGE IN EXISTING COURSES:**

AV.1 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART 480 SENIOR PROJECT IN ART & PHOTOGRAPHY

AV.2 DEPARTMENT OF ECONOMICS: ECO 111 Introduction to Microeconomics.

AV.3 DEPARTMENT OF ECONOMICS: ECO 112 Introduction to Macroeconomics

AV.4 DEPARTMENT OF MEDIA CULTURE: CIN 203 Chinese Cinema

AV.5 DEPARTMENT OF MEDICA CULTURE AND DEPARTMENT OF POLITICAL SCIENCE & GLOBAL AFFAIRS FOR: CIN 204/POL 219 POLITICS, CINEMA, MEDIA

AV.6 DEPARTMENT OF MEDIA CULTURE AND THE PROGRAM IN AMERICAN STUDIES: CIN 230/AMS 230 AMERICAN FILM AND AMERICAN MYTH

AV.7 DEPARTMENT OF MEDIA CULTURE AND THE DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY: COM 225/ANT 225 MULTICULTURAL LITERACY

AV.8 PROGRAM IN WOMEN’S, GENDER, AND SEXUALITY STUDIES: WGS 201 INTRODUCTION TO WOMEN’S, GENDER, & SEXUALITY STUDIES (P&D, TALA or SOCIAL SCIENCE)

AV.9 PROGRAM IN WOMEN’S, GENDER & SEXUALITY STUDIES: WGS 202/SOC 202 GENDER, RACE, ETHNICITY AND CLASS, WGS 230/SOC 230 SOCIOLOGY OF WOMEN, WGS 238/SOC 238 SOCIOLOGY OF MEN (SOCIAL SCIENCE, P&D)

AV.10 PROGRAM IN WOMEN’S, GENDER & SEXUALITY STUDIES: WGS 203/INT 203 GENDER IN THE CONTEMPORARY WORLD (SOCIAL SCIENCE, CONT. WLD., P&D)

AV.11 PROGRAM IN WOMEN’S, GENDER & SEXUALITY STUDIES: WGS 204 LGBTQ NARRATIVES (P&D, CONT. WLD.)

AV.12 PROGRAM IN WOMEN’S, GENDER & SEXUALITY STUDIES: WGS 375/ANT 375/SOC 375 Sex and Society

AV.13 PROGRAM IN AMERICAN STUDIES: AMS 210/PHL 210 American Philosophy, AMS 220/GEG 220 Geography of the United States (social science), AMS 227/GEG 227 The Geography of Drugs

AV.14 PROGRAM IN AMERICAN STUDIES: AMS 211/AAD 211American Culture in Black and White (SOCIAL SCIENCE and P&D)

AV.15 PROGRAM IN AMERICAN STUDIES: AMS 212 Twentieth-Century American, AMS 214 America in the World, AMS 222 The City in American Culture, AMS 231 American Myths and Realities (SOCIAL SCIENCE), AMS 239 The American Civil War, AMS 252 American Arts (TALA)

AV.16 PROGRAM INTERNATIONAL STUDIES: INT 201 Latin American Perspectives

AV.17 PROGRAM IN SCIENCE, LETTERS, AND SOCIETY: SLS 230 AMERICAN SOCIETY, SLS 235/POL 235 THE AMERICAN POLITICAL SYSTEM, SLS 245/SOC 245 CONTEMPORARY SOCIAL ISSUES (SOCIAL SCIENCE)

AV.18 PROGRAM IN AFRICAN AND AFRICAN DIASPORA STUDIES: AAD 253/POL 253 AFRICAN POLITICS (SOCIAL SCIENCE, P&D)

AV.19 PROGRAM IN AFRICAN AND AFRICAN DIASPORA STUDIES: AAD 353/FRN 350/WGS 353 GENDER IN THE FRANCOPHONE WORLD (CONT. WRLD, P&D) AND AAD 355/FRN 355 INTRODUCTION TO FRANCOPHONE STUDIES (CONT. WRLD, P&D, TALA)

**Passed unanimously**

* 1. Course and Standing – Appendix G
  2. Library Committee– Appendix H.
  3. Academic Facilities Committee– none
  4. Academic Freedom Committee– none
  5. Academic Technology committee– Appendix I (1&2)
  6. Faculty Personnel Policy Committee – Appendix J

VI. University Faculty Senate Report – none

1. Old Business

Proposed Guidelines for Faculty Joint Appointments Between Two Departments

1. New Business

IX. Adjournment. *Motion made, seconded, and passed.*

**Appendix A**

Faculty Senate Executive Committee Report

May 21, 2020

We are pleased to submit this final report for the 2019-2020 academic year. It has been a challenging semester, and we are grateful for the tremendous effort and solidarity exerted by the CSI community. Our hearts go out to all those adversely affected by the pandemic and their loved ones.

The Faculty Senate Executive Committee has been fortunate during this crisis to continue to maintain open lines of communication with the Senate’s committees. We will discuss some of the more pressing issues at today’s meeting, and we urge everyone to review the written reports that the committees have submitted.

The Faculty Senate Town Hall, held on May 4, was well-attended. Many of the community’s concerns were articulated at the meeting, including (but not limited to) the following: health, safety, and logistics of a possible return to campus; the impact of CSI’s budget crisis on faculty and staff, especially adjunct faculty; the modality of fall teaching (i.e., in-person, hybrid, or on-line); opportunities for training in online instruction; and the development and marketing strategy for the College to promote itself. In addition, a poll was taken to determine how many attendees could not return to campus in the fall to teach in person if asked to do so; the result was 30 of the 90 people voting indicated that they could not do so.

The Executive Committee met with Provost Parrish and other members of the Administration on May 5. We discussed the issues outlined above, and also urged the Administration to develop a task force consisting of numerous constituencies to help plan for the coming months. To date, the President has refused our request to form this task force. We will continue to work toward greater transparency, shared governance and stronger lines of communication in the coming months.

We echo the sentiment of gratitude for Ken Iwama expressed during the College Council meeting. We also congratulate all faculty and staff for their outstanding work in weathering this difficult semester. Finally, above all, we salute the CSI class of 2020 and wish them well.

**Appendix B**

Provost’s Report

May 21, 2020

As you know, this has been a tremendously difficult semester for all of us. I would like to announce that there will be another Academic Affairs Town Hall on Wednesday May 27 at 3 PM. In this Town Hall, I will endeavor to provide answers to many of the questions that arose during the last town hall. Please hold questions until that meeting so that we can get through today’s agenda.

I would like to acknowledge the significant work done by several long-time chairs who will no longer be serving in that role in the fall. Margaret Berci is stepping down as chair of the Department of Curriculum and Instruction. Katie Cumiskey is stepping down as Psychology chair to serve the campus in a variety of other ways, and I am always grateful for her thoughtful and innovative commitment to our students and the campus community. Finally, a deep appreciation and remembrance for the remarkable work that the late Gordon DiPaolo did for CSI, for the Chazanoff School of Business, and for the Marketing Department. I have often said that serving as.a chair is the hardest job on a college campus, and that is never been more true than in the last two months. I would like to thank these individuals, and all those currently and incipiently serving as chairs, for their commitment to the institution under difficult circumstances.

Ralf Peetz has asked for a minute of floor time to honor another long time campus member.

 I now wish to present the candidates for recipients of all degrees to be awarded on June 15 (including fall 2019, spring 2020, and summer 2020 terms).  The names are those recorded on the official rolls maintained by the College Registrar and who have completed all degree requirements – a copy of which I have here.  The numbers are still in flux as students are now being evaluated for completion of requirements based on this term’s grades:

·      To date there are **2,759** degree candidates for all degrees for the Class of 2020.  
  
·      June graduates increased from 1,568 for 2018 to 1,748 for 2019. There are currently **1,725** candidates for all degrees for June 2020.  
  
·      August degrees awarded have increased from 495 for 2018 to 560 for 2019. There are currently **256** applicants for August 2020, and we anticipate a slight increase as June candidates defer to August and other students continue to apply.  
  
·      January degrees awarded decreased from 961 in 2018, to 800 for 2019. This year we had 778 January degrees awarded.  
  
What is your pleasure regarding these candidates?

**Appendix C**

Research Committee Resolution

May 21, 2020

**1. Resolution on the College’s Future as a Research Institution**

WHEREAS, research represents an essential, core part of the College’s academic mission; and

WHEREAS, the ongoing austerity regime thus places our mission in jeopardy; and

WHEREAS, this state of affairs stands to be exacerbated by the current health crisis; and

WHEREAS, the Faculty Senate’s February 2019 resolution has proven insufficient to encourage administration to consult with the Research Committee on budgetary matters related to research support at the College,

THEREFORE, BE IT RESOLVED that Academic Affairs, in direct consultation with the Faculty Senate Research Committee, is hereby asked to produce a five-year plan for supporting faculty research at the College; and

BE IT FURTHER RESOLVED that this document will describe specific plans for restoring funding for (a) conference travel, (b) internal fellowships, (c) library resources, and (d) other resources essential for campus research; and

BE IT FURTHER RESOLVED that this document will also describe new policies to address material and administrative support for faculty research during the ongoing COVID-19 pandemic and future events that impose necessary restrictions on campus facilities; and

BE IT FURTHER RESOLVED that Academic Affairs will submit this document in writing to the Faculty Senate by the body’s first meeting of Fall 2020.

**2. Resolution on the Allocation of Overhead Funds from Research Grants Awarded to Faculty**

WHEREAS, research represents an essential, core part of the College’s academic mission; and

WHEREAS, maintenance and replacement of shared equipment and supplies has been compromised by declining institutional support, and

WHEREAS, indirect funds from faculty research grants should not be used to cover general shortfalls in the College’s budget, or to compensate for austerity policies imposed upon CUNY; and

WHEREAS, administration has, in this regard, not honored the Faculty Senate’s February 2019 resolution on “Proper consultation with faculty governance”,

THEREFORE, BE IT RESOLVED that Academic Affairs is hereby asked to submit a written report (not verbal commentary or Power Point slides) to the Faculty Senate detailing how indirect funds returned to the college are currently being distributed; and

BE IT FURTHER RESOLVED that this report should contain specific items, dollar amounts, percentages of the total, and be detailed enough to withstand the scrutiny of federal funding agencies, which award grants based on expectations about the use of indirect funds; and

BE IT FURTHER RESOLVED that this detailed report will be submitted to the Faculty Senate by the body’s first meeting of Fall 2020; and

BE IT FURTHER RESOLVED that administration should reinstate previous rates of return of research grant overhead funds to the academic departments housing the faculty awarded the grants.

**3. Resolution on Research Committee Representation in Budget Discussions**

WHEREAS, there is at present no member of the faculty involved in discussions of the budget whose dedicated purpose is to advise on, and advocate for, the College's research needs; and

WHEREAS, this state of affairs was identified by the Faculty Senate in February 2019 as contributing unnecessarily to miscommunication between the faculty and the administration; and

WHEREAS, this state of affairs has contributed to an increasingly adverse research climate at the College;

THEREFORE, BE IT RESOLVED that the Research Committee of Faculty Senate regularly send a representative to all committees whose purview includes the College's research needs, including but not limited to the Personnel and Budget Committee, the College Council Budget Committee, and other special committees that may be formed to address the College’s budget; and

BE IT FURTHER RESOLVED, that the representative’s role is understood to always be a non-voting, advisory role.

**Appendix D**

School of Health Sciences - CR NC policy for degrees leading to NRS AAS BS MS DNP

College of Staten Island - Nursing AAS CR/NC Policy

Overview:

The Department of nursing stands in solidarity with the global profession of Nursing in protecting the lives of the nurses we graduate, the members of the health care team they will interact with, and the patients entrusted to their care. The Department has evidence-based criteria and mandated benchmarks congruent with National Standards for nursing education and the National League for Nursing - which creates and administers the NCLEX-RN licensing exam. The Accrediting bodies require that faculty certify graduates as safe competent novice nurses before recommending them to the respective State for licensure candidacy. Among the national standards are the Commission on Collegiate Nursing Education [CCNE] criteria to ensure “*expected program outcomes reflect the needs and expectations of the community of interest*.*”* We maintain that these communities of interest include the graduates, their future coworkers and the clients and families entrusted to their care and the public at large. <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>

Now, more than ever, we have an unprecedented crucible of circumstances that make it imperative that Academic programs uphold the current minimal standard for safe competent nursing care in order to protect the very lives of our graduates, the nurses and other members of the health care team they will interact with and most certainly, the patients and families entrusted to their care. This crisis is a nexus of several factors that will negatively impact patient survival: 1. Graduates of AAS programs are being hired and placed in critical care environments on educational permits in anticipation of an expected future pass on the NCLEX. 2. The number of patients requiring critical care level nursing has skyrocketed to undreamed of proportions. 3. Novice nurses function independently in the clinical setting without supervision caring for 6-7 critical patients without any training provided by the agency. As a result of these convergent factors, it is imperative that we uphold the academic standard ensuring that only the best prepared nurses can enter the workforce. Allowing nurses who have failed to demonstrate minimally safe competent nursing care in the supervised arena is irresponsible and will result in patient deaths. The faculty of the Department of nursing exercise our ethical and legal responsibilities seriously and cannot condone the lowering of academic standards in pre- licensure nursing courses. Accreditation criteria mandate these standards be maintained for progression in the program (Accreditation Commission for Education in Nursing [ACEN]).

Background:

The AAS Nursing degree is a 64-credit degree resulting in the certification of graduates to the states for licensure candidacy as a Registered professional Nurse. There are 36 credits of separate and distinct required nursing classes taken over 4 semesters. Student take 9 credits per semester of required nursing courses. Therefore, a CR/NCR mandate would translate to 20% of required pre-licensure courses per allowed semester. This is unsafe. The department has developed a sterling track record of graduating safe competent nurses as evidenced by our first-time pass rate of 97%. To maintain these standards the department has developed continuation criteria congruent with national standard and approved by our accrediting bodies. They are congruent with those of other academic programs across the nation. (see below)

Position statement

The Department of Nursing understands the need for the CR/NC option for CUNY students. The Department of nursing will uphold the CR/NC option for courses in the major except for required Nursing and Biology courses. Accreditation required criteria include a letter grade as necessary for benchmarking course and program learning outcomes.  “Establishing clear program outcomes is an essential first step in benchmarking and evaluating a nursing program’s success in achieving and sustaining a quality educational environment for faculty and students. Program outcomes can be defined as the results achieved in response to goals set by the program “[NLN] which is the licensing exam. In order for the Department to submit to NYS for student licensing, the Department must document that these outcomes were met. The documentation of course and program outcome data provides validation to our accrediting (ACEN) and licensing board (NYS) that the student has met the minimum safe outcomes of a novice safe practitioner. Three years of outcome data is required for accreditation. If approved outcome measures and benchmarks are abdicated, we cannot provide an attestation of safety and quality. Therefore, in order to ensure the standards for safe competent nursing care, Nursing must uphold a 75/C+ in required NRS and BIO courses as a minimum grade for continuation in the AAS prelicensure program.

Moreover, the faculty of the AAS program hold a unique responsibility in that each of the faculty are licensed Registered Professional Nurses (or above) with ethical and legal responsibilities to the State(s) in which they are licensed. Allowing a student to progress who has not mastered 40% of the required course content (CR grade) presents a clear and present danger to society and the public which we are ethically bound to protect and which our accreditation requires us to uphold. We cannot be party to this irresponsible behavior. One need only watch the news to see evidence that the danger to both nurses and patients is clear, and prevalent. These graduates will be placed in a clinical environment in which seasoned nurses are finding challenging to provide safety to themselves and their patients. Lowering the academic standards at this time would produce terrible events. The benchmark we have in place is a barometer of requisite clinical reasoning skills necessary for the health and well-being of the nurse and the patient she is providing care to. We vote to uphold it in the interest of public safety and the welfare of the clients entrusted to our graduates.

Program admission

Admission to the AAS nursing program is competitive and based on a rubric of several criteria including an earned GPA of 3.0 in 4 prerequisite courses [Eng 111, Psy 100, Bio150 and Phl 130] Admission for applicants will continue to be competitive.  We will consider admission of qualified candidates with earned prerequisite grades of CR in concert with their overall academic record.

Program Continuation

The AAS program of nursing has existing strict criteria for program progression and program retention which are periodically scrutinized and ultimately have been approved by our accrediting bodies. A change to an accredited program must be done formally. The approved accredited minimum grade for course progression is 75/C+.  Therefore, the grade of CR in a NRS or required Bio coursewill be recognized as a requirement to retake, for a letter grade, the required NRS or required Bio course (Bio 160, 350/351). Upon retake, the student must obtain the minimal benchmark letter grade of 75/C+ in a NRS course and C or higher in a required biology course. This will be permitted without prejudice.

The repeat policy for students achieving a NC grade in an NRS or (or Bio required within the major) with the exception of Nursing 110: The department will recognize the NC grade and allow the student to retake the course. Consistent with the existing policy readmission application is necessary for any student achieving less than a 75 in nursing 110.

Respectfully submitted,

Natalie Fischetti PhD, RN (Chairperson)

Susan Mee-Crimmins PhD, RN, NP (AAS Curriculum Coordinator)

**Criteria for Continuation in the Associate's Degree Nursing Curriculum**

1. The student must be admitted to and matriculated in the clinical phase of the Nursing curriculum in order to register for any required nursing course.
2. The student must achieve a minimum grade of C+ in each of the required Nursing courses and a minimum grade of C in the required biology courses. The student may repeat only one biology course with a minimum grade of C and only one nursing course with a minimum grade of B. Withdrawal (W) from any nursing and/or required biology course will be permitted only once.
3. Students with two withdrawals (W) in nursing courses must apply to the Departmental Advisory Committee to request permission to register for any further nursing courses.
4. The time limit for completion of the clinical phase of the Associate’s degree Nursing program is five years.
5. Students seeking readmission to the clinical phase after a break of three or more years in enrollment in clinical courses must apply to the Department Advisory Committee. In the event of readmission, the Committee may require additional work, including repeating a previously completed clinical course.
6. Students are expected to adhere to standards that reflect ethical and professional responsibility.
7. Failure of a student to meet any of the above standards will warrant review by the Department Advisory Committee.
8. The student must be admitted to and matriculated in the clinical phase of the Nursing curriculum in order to register for any required nursing course.
9. The student must achieve a minimum grade of C+ in each of the required Nursing courses and a minimum grade of C in the required biology courses. The student may repeat only one biology course with a minimum grade of C and only one nursing course with a minimum grade of B. Withdrawal (W) from any nursing and/or required biology course will be permitted only once.
10. Students with two withdrawals (W) in nursing courses must apply to the Departmental Advisory Committee to request permission to register for any further nursing courses.
11. The time limit for completion of the clinical phase of the Associate’s degree Nursing program is five years.
12. Students seeking readmission to the clinical phase after a break of three or more years in enrollment in clinical courses must apply to the Department Advisory Committee. In the event of readmission, the Committee may require additional work, including repeating a previously completed clinical course.
13. Students are expected to adhere to standards that reflect ethical and professional responsibility.
14. Failure of a student to meet any of the above standards will warrant review by the Department Advisory Committee.

<https://www.aacnnursing.org/CCNE-Accreditation/Resource-Documents/CCNE-Standards-Professional-Nursing-Guidelines>

<https://www.aacnnursing.org/Portals/42/CCNE/PDF/Crosswalk-2018-Standards-2016-NTF-Criteria.pdf>

<http://www.nln.org/docs/default-source/accreditation-services/cnea-standards-final-february-201613f2bf5c78366c709642ff00005f0421.pdf?sfvrsn=12>

<https://www.nursingworld.org/practice-policy/iom-future-of-nursing-report/>

<https://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Divisions-Schools-Departments-and-Programs/School-of-Health-Sciences/Department-of-Nursing/Nursing/Nursing-AAS>

**College of Staten Island Department of Nursing**

**RN-to-BS NC/CR Policy**

Overview:

The Department of nursing stands in solidarity with the global profession of Nursing in protecting the lives of the nurses we graduate, the members of the health care team they will interact with, and the patients entrusted to their care. The Department has evidence-based criteria and mandated benchmarks congruent with National Standards for nursing education and the National League for Nursing - which creates and administers the NCLEX-RN licensing exam. The Accrediting bodies require that faculty certify graduates as safe competent novice nurses before recommending them to the respective State for licensure candidacy. Among the national standards are the Commission on Collegiate Nursing Education [CCNE] criteria to ensure “*expected program outcomes reflect the needs and expectations of the community of interest*.*”* We understand our accreditors, Accreditation Commission for Education in Nursing (ACEN), maintain that these communities of interest include the graduates, their future coworkers and the clients and families entrusted to their care and the public at large. <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>

Now, more than ever, we have an unprecedented set of circumstances that make it imperative that Academic programs uphold the current minimal standard for safe competent nursing care in order to protect the very lives of our graduates, the nurses and other members of the health care team they will interact with and most certainly, the patients and families entrusted to their care. This crisis is a compilation of several factors that will negatively impact patient survival: 1. Graduates of RN-BS programs are being hired and placed in leadership positions, community health positions, and critical care environments. 2. The number of patients requiring critical care level nursing has skyrocketed to undreamed of proportions. 3. Graduating nurses function independently in the clinical setting without supervision caring for up to 40 acute patients, 6-7 critical patients, or an entire long term care facility without adequate training provided by the agency. They are placed in leadership positions and are responsible for making critical decisions that impact the functioning of the work environment which, includes but is not limited to, epidemiologic management, staffing, scheduling, communication, budgeting, and supply management. This is being done without prior experience or sufficient orientation and training by the facility. As a result of these convergent factors, we understand that our accreditors (ACEN) require us to uphold the academic standards ensuring that only prepared nurses can enter the workforce. Allowing nurses who have failed to demonstrate minimally safe competent nursing care in the supervised arena is irresponsible and will result in patient deaths, and is not permitted by the guidelines of our accreditation. The Department of Nursing, CSI, and CUNY are required to exercise our ethical and legal responsibilities and must maintain the minimum academic standards expected by our accreditors in our nursing courses.

Background:

The RN to BS program builds upon prior learning and provides essential courses for managing patients with complex health needs and prepares them for career advancement. Courses focused on health promotion, leadership, management, research, community health, and professional issues, as well as electives prepare BS graduates for expanded roles and new professional opportunities. Most of the CSI AAS graduates continue to the RN-BS program to build their knowledge so they are better prepared to lead and manage patient care in the hospital and in home settings; to evaluate and adapt appropriate evidence based standards that contribute to best practices; and to foster health promotion and develop physical assessment skills.

The RN-BS Nursing degree is a 61 credit degree with 33 credits of separate and distinct required nursing classes. Students can take up to 18 credits of required nursing courses per semester. Therefore, a one semester CR/NC mandate could translate to over 50% of required nursing courses. This is unsafe, and counters what our accreditors have approved and continue to require. The department has developed a sterling track record of graduating safe competent nurses as evidenced by our AAS program first-time pass rate of 97%. To maintain these standards the department has developed continuation criteria congruent with national standards and approved by our accrediting bodies (ACEN). They are also congruent with those of other academic programs across the nation.

Position statement

The Department of Nursing understands the need for the CR/NC option for CUNY students. The Department of nursing will uphold the CR/NC option for courses in the major except for required Nursing and Biology courses. Accreditation required criteria include a letter grade as necessary for benchmarking course and program learning outcomes. Establishing clear program outcomes is an essential first step in benchmarking and evaluating a nursing program’s success in achieving and sustaining a quality educational environment for faculty and students. The documentation of course and program outcome data provides validation to our accrediting body (ACEN) and licensing board (NYS) that the student has met the minimum safe outcomes of a novice safe practitioner. Three years of outcome data is required for accreditation. If approved outcome measures and benchmarks are abdicated, we cannot provide an attestation of safety and quality in our self-study report which is due in 2022. Therefore, in order to ensure the standards for safe competent nursing care, Nursing must uphold a C+ in required NRS and C in required BIO courses as a minimum grade for continuation in the RN-BS program.

Moreover, the faculty of the RN-BS program hold a unique responsibility in that each of the faculty are licensed Registered Professional Nurses (or above) with ethical and legal responsibilities to the State(s) in which they are licensed. The current COVID-19 CUNY CR mandate allows a student to receive credit for the course if passing with a 60% instead of the CSI Nursing department standard of 75%. Allowing a student to progress who has not mastered 40% of the required course content (CR grade) presents a clear and present danger to society and the public which we are ethically bound to protect. These graduates will be placed in a clinical environment in which seasoned nurses are finding challenging to provide safety to themselves and their patients. Studies (including Aiken, et al. JAMA, 2003) have shown that in hospitals with a higher proportion of nurses educated at the baccalaureate level or higher, surgical patients experienced lower mortality and failure-to-rescue rates. The benchmark we have in place is a barometer of requisite clinical reasoning skills necessary for the health and well-being of the nurses and the patients they are providing care to. The faculty have reviewed the Accreditation and State criteria and unanimously determined it to be in the interest of public safety and the welfare of the clients entrusted to our graduates. In addition to the legal and ethical responsibilities regarding patient welfare, we expose CSI and CUNY to legal liability if we waive our graded standards, and thus with the CR mechanism permit students who may lack necessary competencies to effectively practice safe nursing care.

The Department has considered the consequence of the student with a CR at the AAS level being unable to obtain permission to take NCLEX, or be repeatedly unsuccessful. Students in the RN-BS program are required to obtain a current New York state RN license and registration before moving from 300 level courses to 400 level courses. Inability to take or pass NCLEX would significantly affect progression in the program.

The Department has considered the consequence of students going forward to the next nursing course with the CR. This will place the student at a disadvantage for progression and retention in the program. The level of critical thinking and clinical decision making is scaffolded into each course. If a student does not meet the course objectives in the previous course their success in the next course is significantly compromised.

The Department has considered the short-term consequences of the CR/NC policy for student success as it relates to professional development. Sigma Theta Tau, the Nursing Honor Society, is a prestigious membership that is offered to the top 35% of the class in the last third of the student’s RN-BS degree. It is competitive and based on GPA. A student with a CR or NC would not be eligible for consideration, and that may have significant long-term negative effects on their career trajectory, as well as admission to other educational programs.

The Department has considered the long-range consequences of the CR/NC policy for student success as it relates to professional development. Students enter our RN-BS nursing program with the reasonable expectation of using the RN-BS as a springboard to future academic and career paths, trusting that a CUNY degree will serve them well in future professional endeavors. There are significant and necessary academic attainments along the professional advancement spectrum. Graduate nursing programs are highly and increasingly competitive; the CR/ NC grade will place our students at an academic disadvantage when considered among a larger pool. Of significance is that many of these programs are distance learning based, forcing our graduates to compete on the national stage. Specifically, in 2025, NY will join the majority of the nation in requiring entry to practice Doctorate level education for Nurse Practitioners. Many of our RN-BS students do continue along the career trajectory toward this goal and a significant number of economically, socially, and academically disadvantaged students enter our RN-BS with this aspiration. CSI has a responsibility to their students to set them up for success; the CR/NC option will be of detriment to their professional and academic advancement.

The requirements for licensure in NYS and beyond include a review of the candidates’ academic record. Nurses receive their first RN license in one state and then apply for reciprocity from the respective state regulatory body of another in the event of residential or employment transitions. This is extremely common in the tristate area among employed nurses. New York has passed a “BSN in 10” bill that requires a BS in Nursing within 10 years of initial licensure. New Jersey is one of the states also working on a “BSN in 10” bill. The effect of the CR/NCR option on the licensure and reciprocity application process are unknown; for certain, in the best of circumstances, it is a necessary, arduous and often lengthy bureaucratic process. The CR/NC is unheard of in Nursing academic standards. This will be a significant impediment to their employability and licensure when they apply for initial or reciprocal recognition in the future. Current RN-BS students may not anticipate this difficulty and frankly, in the post-COVID19 milieu, may just be considering how to get through the current day. It is incumbent upon the Department of Nursing at CSI and CUNY to be proactive in putting polices in place that will not jeopardize their future career advancement and professional licensure and attendant employment.

Program admission

Admission to the BS nursing program is competitive and based on a rubric of several criteria including an earned GPA of 2.5 overall, and an earned GPA of 2.5 in all previous Nursing courses. Admission for applicants will continue to be competitive.  We will consider admission of qualified candidates with earned prerequisite grades of CR in concert with their overall academic record.

Program Continuation

The RN-BS program of nursing has existing strict criteria for program progression and program retention which are periodically scrutinized and ultimately have been approved by our accrediting bodies. A change to an accredited program must be done formally. The approved accredited minimum grade for course progression is 75/C+ for NRS courses.  Therefore, a student exercising their right to take a CR in one or more NRS or required Bio courses will be required to retake all CR courses for a grade, and meet the existing program policy of a C+ or higher in each nursing course or a C in biology before continuing in the nursing program. This will be permitted without prejudice.

The repeat policy for students achieving a NC grade in an NRS or Bio required within the major: The department will recognize the NC grade and allow the student to retake the course.

Respectfully submitted,

Marie Giordano, PhD, RN

Deputy Chairperson/ Department of Nursing

Susan J. Brillhart PhD, RN, PNP

RN-BS Program Coordinator

**Criteria for Admission and Progression in the RN-BS Degree Nursing Curriculum**

1. Applicants to the RN to BS completion program in Nursing must be graduates of a nursing program from a degree-granting associate degree program, or an accredited diploma-granting nursing school, or an associate degree program affiliated with an accredited diploma-granting nursing school that prepares students for licensure as registered nurses.
2. Applicants should have at least a 2.5 cumulative grade point average and at least a 2.5 grade point average in all pre-licensure nursing courses taken prior to application
3. The student must be admitted to and matriculated in RN-BS in order to register for any required nursing course unless currently in their final semester of CSIAAS Nursing program. Current AAS final semester students may take one entry-level RN-BS course concurrently with NRS 220 &/or NRS 221
4. The student must achieve a minimum grade of C+ in each of the required Nursing courses and a minimum grade of C in the required biology courses. The student may repeat only one biology course with a minimum grade of C and only one nursing course with a minimum grade of C+. Withdrawal (W) from any nursing and/or required biology course will be permitted only once in the program.
5. The student must have a current New York RN license and registration to progress to 400 level courses.
6. Students with two withdrawals (W) in nursing courses must apply to the Departmental Advisory Committee to request permission to register for any further nursing courses.
7. The time limit for completion of coursework of the RN-BS degree Nursing program is six years.
8. Students seeking readmission to the RN-BS program, after a break of six or more years in enrollment, must apply to the Department Advisory Committee. In the event of readmission, the Committee may require additional work, including repeating a previously completed course.
9. Students are expected to adhere to standards that reflect ethical and professional responsibility.
10. Failure of a student to meet any of the above standards will warrant review by the Department Advisory Committee

**Graduate Programs (MS, DNP) in Nursing CR/NC Policy**

Overview

The Department of Nursing stands in solidarity with the global profession of Nursing in protecting the lives of the nurses we graduate, the members of the health care team they interact with, and the patients entrusted to their care. Our graduate programs prepare nurses in advanced practice where they assume the role of Adult Gerontology Primary Care Nurse Practitioner or Clinical Nurse Specialist. The Department has evidence-based criteria and mandated benchmarks congruent with National Standards for advanced practice nursing education as set forth by the American Association Colleges of Nursing (AACN) and National Organization of Nurse Practitioner Faculties (NONPF) and the Accreditation Commission for Education in Nursing (ACEN), our accrediting body. The Accrediting bodies require that faculty certify graduates as safe competent advanced practice nurses before recommending them to the respective State for national certification/registration. Among the national standards are the Commission on Collegiate Nursing Education [CCNE] criteria to ensure “*expected program outcomes reflect the needs and expectations of the community of interest”* <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>

Now, we face unprecedented circumstances that make it imperative for Academic programs to uphold the current minimal standard for safe competent advanced practice nursing to protect the very lives of our graduates, the nurses and other members of the health care team they will interact with and most certainly, the patients and families entrusted to their care. Our accreditors (ACEN) require us to uphold the academic standards ensuring that only completely prepared graduates enter the workforce in the advanced practice realm. Allowing advanced practice nurses who have failed to demonstrate minimally safe competent nursing care in the supervised arena is irresponsible and will result in patient deaths and is not permitted by the guidelines of our accreditation. The Department of Nursing, CSI, CUNY are required to exercise our ethical and legal responsibilities and must maintain the minimum academic standards expected by our accreditors in our advanced practice nursing courses.

Background

The Graduate Nursing degree is a 42-credit degree and the Doctor of Nursing Practice is a 75-credit degree resulting in the certification of graduates to the states for national certification/registration candidacy as either an Adult Gerontology Nurse Practitioner or Clinical Nurse Specialist. The graduate programs have created an exceptional history of graduating advanced practice registered nurses in both programs including AGNP, CSN, and DNP students. Certification/registration success rates have been documented at 100%. We must be able to maintain these standards by upholding our students to the requirement of a minimum of an 80 or B in all courses, a standard congruent with national standard and approved by our accrediting bodies (ACEN). They are congruent with those of other academic programs across the nation.

Position Statement

With regard to the CR/NC policy, Advanced Practice Nursing Education should receive parity with the College of Medicine, since the role that Advanced Practice Nurses play is parallel to responsibilities of primary care physicians.

The Department of Nursing understands the need for the CR/NC option for CUNY students. National accreditation required criteria include a letter grade as necessary for benchmarking course and program learning outcomes.  “Establishing clear program outcomes is an essential first step in benchmarking and evaluating a nursing program’s success in achieving and sustaining a quality educational environment for faculty and students. Program outcomes can be defined as the results achieved in response to goals set by the program. The documentation of course and program outcome data provides validation to our accrediting (ACEN) that the student has met the minimum safe outcomes of an advanced practitioner. Three years of outcome data is required for accreditation, and it is unknown how the CR/NC will affect the three year record of data. If approved outcome measures and benchmarks are abdicated, we cannot provide an attestation of safety and quality.

Moreover, the faculty of the graduate program hold a unique responsibility in that each of the faculty are licensed Registered Professional Nurses (or above), with advanced degrees, and with ethical and legal responsibilities to the State(s) in which they are licensed and practice. Allowing a student to progress who has not mastered 40% of the required course content (CR grade) presents a clear and present danger to society and the public which we are ethically bound to protect. One need only watch the news to see evidence that the danger to both nurses and patients is clear and prevalent. Lowering the academic standards at this time would produce graduates unable to uphold the advanced practice standards in which we all are responsible for. The benchmark we have in place is a barometer of requisite clinical reasoning skills necessary for the health and well-being of fellow nurses, patients, families, and communities they are providing care to.  The faculty have reviewed the Accreditation and State criteria and unanimously determined it to be in the interest of public safety and the welfare of the clients entrusted to our graduates. In addition, to the legal and ethical responsibilities regarding patient welfare, we expose CSI and CUNY to legal liability if we waive our graded standards, and thus, with the CR mechanism this will permit students who may lack necessary competencies to effectively provide safe nursing care. Our accreditation (ACEN) requires this.

The Department has considered the consequence to students going forward to the next nursing course with the CR/NC. This will place the student at a disadvantage for progression and retention in the program. The level of critical thinking and clinical decision making is scaffolded into each course. If a student does not meet the course objectives in the previous course their success in the next course is significantly compromised.

The Department has considered the long-range consequences of the CR/NC policy for student success as it relates to professional development. There are significant and necessary academic attainments along the professional advancement spectrum. Graduate nursing programs are highly and increasingly competitive; the CR/NC grade will place our students at an academic and professional disadvantage when being considered among a larger pool of applicants when applying to other graduate or doctoral programs.

The effect of the CR/NC option on the professional national certification/registration and reciprocity application process are unknown; for certain, in the best of circumstances, it is a necessary, arduous and often lengthy bureaucratic process. The CR/NC is unheard of in Nursing academic standards. This will be a significant impediment to their employability and professional national certification/registration when they apply for initial or reciprocal recognition in the future, and if students apply for future doctoral studies. Current graduate students cannot be expected to anticipate this difficulty and frankly, in the post-COVID19 milieu, may just be considering how to get through the current day. It is incumbent upon the Department of Nursing at CSI and CUNY to be proactive in putting polices in place that will not jeopardize their future career advancement and professional national certification/registration and attendant employment. Therefore, in order to ensure the standards for safe competent nursing care, and maintain our accreditation (ACEN), Nursing must uphold an 80 or B grade in all graduate courses

Program Admission

1. Official baccalaureate transcript(s) documenting a cumulative grade point average of 3.0 on a 4.0-point scale.
2. Evidence of successful completion of baccalaureate undergraduate courses (or comparable learning experiences approved by the Admissions Committee) in nursing research; statistics; health assessment/physical examination and pharmaco-therapeutics.
3. Two recommendation letters supporting the applicant’s potential for completing graduate studies; one must be from a current nursing supervisor or recent professor who can address the applicant’s clinical performance.
4. Recent Curriculum Vitae.
5. One year of relevant clinical nursing practice experience as determined by the admissions committee.

Program Continuation

The graduate program has strict criteria for program progression retention approved by our accrediting bodies. Changes to an accredited program must be formal and approved by the accreditors. Should students exercise the CR grade in one or more course, they will be required to retake those courses to receive a grade of B, as required for progression and continuation. Our process for program continuation is:

Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained and to progress.

Progression: Students must achieve a grade of B in all graduate courses. Students must provide verification of three years full-time appropriate clinical experience as a registered nurse in order to progress to the clinical courses.

Grades: For a grade lower than a B, the course must be repeated within one year. Students who do not obtain a passing grade in one course may repeat the course only once. Progression in the program cannot occur until the course is repeated successfully. Courses cannot be repeated more than once. Only one course can be repeated throughout the curriculum.

Withdrawals: No more than two (2) withdrawals are permitted throughout the curriculum. When a second withdrawal is requested, permission must be obtained from the Department Chair by requesting permission for the second withdrawal in writing. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual’s plan for success.

Dismissal: If the student fails any courses in the core ([BIO 670](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/BIO-Biology/600/BIO-670), Advanced Pathophysiology; BIO/[NRS 682](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/600/NRS-682), Advanced Pharmacology; and/or [NRS 702](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-702), Advanced Health Assessment and Diagnostic Reasoning) or role specialization courses (i.e. [NRS 720](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-720), [NRS 721](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-721), [NRS 722](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-722), [NRS 723](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-723), [NRS 725](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-725), [NRS 726](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-726), [NRS 727](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-727), and/ or [NRS 728](http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Courses/NRS-Nursing/700/NRS-728)), the student will be dismissed from the program.

In conclusion, this policy is unsound for the students enrolled in the graduate programs and for the patients and families entrusted to their care. We respectfully request consideration for the same exemption afforded the Medical School.

Respectfully submitted,

Catherine Paradiso DNP, ANP-B, PMHNP-B; Graduate Program Coordinator

Danna L. Curcio PhD, RNC, FNP; Assistant Graduate Program Coordinator

Dated April 27, 2020

**Appendix E**

Joint Report of the Undergraduate Curriculum Committee (UCC)

and the

General Education Committee (GEC)

on

*Modes of Instructional Delivery and Curriculum at the College of Staten Island in the COVID-19 Moment*

Professor Sarah Zelikovitz, Chair, UCC

Professor Catherine Lavender, Chair, GEC

In response to a request from the Executive Committee of the College of Staten Island/CUNY's Faculty Senate, we submit this report on the impact of COVID-19 adjustments on the actions and responsibilities of the undergraduate curriculum committees in Spring semester, 2020.

The curricular committees moved to online meetings this semester, with great success. Faculty submitted items, attended the meetings, gave feedback, and much was accomplished this semester. We thankfully are up to date with all items that were submitted.

However, the curricular committees express some concerns on the transition from in-person mode to online mode of learning. In particular, these concerns focus on maintaining the approved student learning outcomes when the mode of delivery is changed, through ensuring that appropriate resources and course conditions (such as course caps) are available in all modes of instructional delivery.

When reviewing courses, committee members often discuss requirements for student access to resources across campus. These include, but are not limited to: access to library holdings; availability of wet laboratories, studios, computer laboratories, and other dedicated instructional spaces; installations of necessary software; access to multimedia equipment; and the availability of field trips, field work, and internships. Course proposals ask faculty to identify course caps because these are also important aspects of course delivery. When the curriculum committees approve courses and programs of study, they take into consideration these aspects -- access to resources, student learning outcomes, course caps, and modes of delivery. Therefore, when significant changes are made to any of these aspects it is not only beneficial but necessary that these be made with careful consideration of the impact on the course and program student learning outcomes. The curriculum committees would argue that in order to maintain the academic integrity of the degree programs, such changes must not be made without the approval of the departments and programs to which the curricular items belong, and that serious efforts must be made to ameliorate any negative pedagogical impact of changes in modes of instruction.

Finally, the curriculum committees expressed concern that assessment of course and program student learning outcomes will need to be adjusted to be effective in the mode of delivery of the courses and degree programs. This is especially a challenge for General Education, as its outcomes fall outside of the purview of any department, where most student learning outcomes assessment takes place. A plan is in place, however, to aid in the successful assessment of General Education outcomes in an online environment.

**Appendix F**

Graduate Studies Committee Report

GSC held an asynchronous meeting Monday, 11 May 2020 that covered six topics:

1. What we should call our combined Bachelor’s/Master’s degree program framework. The committee decided upon “Accelerated Master’s Degree Program.” This title distinguishes our CSI framework from the CUNY-wide 4+1 program. It is also more accurate: in some programs it is difficult to complete the master’s degree in only one additional year.

2. The Compassionate Grading Policy for this semester. All committee members understand the policy.

3. Veronica Di Meglio announced the implementation of the “Navigate” platform for graduate programs.

4. Assessment. The committee discussed how to assess online courses.

5. The committee discussed problems and successes with the move to remote teaching and learning this semester.

The most significant issues are with “practice” disciplines that require resources for demonstration and observation, particularly in nursing and teacher certification.

In the School of Education, the most significant challenges are with the needs of teacher candidates who are preparing for state certification. Since they can no longer be on site with their students, they have been planning and delivering virtual lessons that they share with their college supervisors and cooperating teachers. The courses that require field observations use videos of actual lessons that they can analyze and discuss virtually with their peers.

6. In order to celebrate our successes this semester, I asked the committee members to share their good news about their programs. Here are their answers:

School of Health Sciences: Our DPT, SWK and NRS graduate student graduates all head into the field every year in front-line positions. Many of our graduate Nursing students (actually, all of them!) are already RNs before they even enter the graduate program and are making great sacrifices at the moment while continuing their studies. It is truly humbling to read about their accomplishments, and that of our faculty, many of whom (esp. adjunct Nursing faculty) are also on the front lines at great peril to care for others.

Here are a just a few of their stories (includes undergraduate alumni):

<https://csitoday.com/2020/05/csi-nursing-alumni-serving-on-the-front-lines-during-pandemic/>

I would also like to acknowledge the truly exceptional job our SHS graduate faculty have performed in converting graduate courses that are intensively hands-on to a format that permits most of our students to continue in program without delay, with innovative virtual clinical instruction, while maintaining accreditation standards and program standards.

Our students are not only working in the front line, they are leading. Almost all of them are working in the critical care units in the five boroughs. They all have children at home, and many are also caring for their parents.  Often they cannot go home, so have worked around the clock. Yet, most have kept up with their classes this semester and will progress to next semester.

Liberal Studies

A recent graduate of our program was accepted into and began the PhD program in English at Rutgers.

History

One of our public history graduates, Carlos Santiago, was hired by the New York Genealogical Society and will be working with them to expand their outreach to the Hispanic community.  We're very proud of him.  Our interns have been finishing up their internships with the Conference House and Historic Richmond Town.

School of Business:

The first batch of MS in Healthcare will graduate this Summer. This is a huge accomplishment for Chazanoff School of Business. Moreover, this is even more important for the students, especially when they have to endure so many challenges, such as adapt to online learning while working in the healthcare sector during these difficult times.

School of Education:

Three of the Graduates of the Educational Leadership Program are currently acting as Directors of Regional Educational Centers where children of first responders and other essential employees go every day. Not only are they putting themselves at risk, they are caring for the well-being of children ages 4-14, sibling groups, making sure they keep up with their regular assigned schoolwork and making sure they are emotionally supported during such a frightening time. They have managed to put in art, phys ed and dance programs where the children are required to practice social distancing, wear masks, etc. We are very proud to be in any way associated with these people.

English:

This year two of our graduates have been accepted to top doctoral programs in English for the first time in our history.  One will attend the University of Texas at Austin and the other will begin studies at the CUNY Graduate Center this fall. Eleven of our students have completed excellent theses that cover a range of literary fields, including Shakespeare, Chinese Science Fiction, and the works of James Baldwin. One graduate plans to become a fireman and would like to adjunct teach in our writing program. The rest will continue teaching in the public schools on Staten Island and in Brooklyn.

**Appendix G**

Report of Committee on Course and Standing Report

During the Academic Year 2019-2020, the Course and Standing Committee focused on the following:

**1. Appeals in AY 2019/2020 to-date, compared to prior year**

The following table represents the student appeals considered by type of appeal.

|  |  |  |
| --- | --- | --- |
| **Type of Appeal** | **# during AY 2019/2020 to-date\*** | **# during AY 2018/2019\*\*** |
| **Readmission** | 173 | 95 |
| **Grade Change** | 138 | 160 |
| **Remed. Extension** | 6 | 5 |
| **TAP** | 334 | 388 |
| **Title IV** | 681 | 705 |
| **Total** | 1332 | 1353 |

\*AY 2019/2020 includes appeals reviewed from August 2019-May 2020. The Committee has one more meeting scheduled for June 10, 2020, at which readmission, grade change, and remediation extension appeals will be considered. \*\*AY 2018/2019 includes appeals reviewed from August 2018-June 2019.

**2. Academic Standing Policies**

The committee has begun to examine a range of existing Academic Standing policies and their impact on students at CSI and is planning to continue this work in AY 2020/2021. This includes examining if certain policies remain current and appropriate for the students we serve - and how these policies compare to best practices at peer institutions. It is anticipated that the committee will start presenting proposals for revisions and/or new policies to the Faculty Senate during the Fall 2020 semester.

**3. Appeals Process**

To facilitate a streamlined process for submitting all types of appeals, an online portal with fillable forms, clear and detailed instructions, and an audit-trail is currently in the final stages of development.

**4. COVID-19 - Processes and Policies**

The committee moved its petition collection and meetings to a fully online process and will continue its work in the online environment for the foreseeable future. The committee had robust discussions about the various CUNY academic policies enacted in response to the pandemic, with the conversation focusing heavily on the impact of the Credit/No Credit (CR/NC) Policy on CSI student in general and programs with specific grading requirements and accreditation mandates (such as nursing, education, and other health sciences) in particular. A statement advocating for “Compassionate Grading” was unanimously endorsed, and - after consultation with the Faculty Senate Executive Committee – disseminated to CSI faculty and staff via email.

Respectfully submitted,

Ralf Peetz

**Appendix H**

Library Committee Report

Proposal put forth by the History Department

WHEREAS, the CSI Library cut the Cambridge Journals, Cambridge Companions, and Cambridge e-books, despite the History Department’s strong protests starting in Spring 2019 that these items are a vital resource for students to fulfill their course objectives and for faculty to pursue ongoing research projects;

WHEREAS, the CSI Library terminated the Oxford Journals and the New York Review of Books in November 2019, resources that History Department faculty use for their existing courses and for the development of new courses, and this material cannot easily be substituted by open-access materials;

WHEREAS, the CSI Library cut films from the Kanopy video platform during the Spring semester 2020 without notifying the faculty in advance, requiring their last-minute restoration for class use;

WHEREAS, the CSI Library makes database and acquisition decisions exclusively based on clicks, treating knowledge as an article of commerce, rather than striving to maintain an adequate baseline of fundamental works, as recommended by faculty in their capacity as teachers and researchers;

WHEREAS, the CSI Library has not updated its electronic catalog, so that e-books may appear in search results but may be behind a pay-wall;

THEREFORE, BE IT RESOLVED that:

1. This resolution be placed before the Faculty Senate, to solicit the support of other departments that have similar problems with the CSI Library;

2. The CSI Library restore the Cambridge Journals, Cambridge Companions, and Cambridge e-books;

3. The CSI Library restore the Oxford Journals and the New York Review of Books;

4. The CSI Library maintain the Kanopy database with the full range of titles throughout the year, without making cuts mid-semester;

5. The CSI Library properly update its catalog so that it deletes items it does not actually own and presents an accurate picture of its real holdings;

6. The CSI Library’s Liaisons regularly consult with the History Department and other departments during the acquisition process, beyond the limited information sessions of the Library Committee, so the CSI Library makes decisions based on current course and research needs.

**Appendix I 1**

Academic Technology Committee Report

**(**14 May 2020)

Statement on the Proposal to Increase Enrollment Caps for Courses Offered in Terms Potentially Impacted by COVID-19

In early May 2020, Academic Affairs announced the possibility that the College would respond to budget reductions, in part, by increasing enrollment caps and by combining sections of individual courses. Increasing enrollment caps for courses offered in terms potentially impacted by COVID19, in particular, has severe instructional design and pedagogical implications, and poses serious concerns regarding faculty workload, as outlined below.

1. Increasing enrollment caps will impose substantial instructional design and training demands in order to maintain positive learning outcomes

Distance learning instructional design and training initiatives at the College of Staten Island have undergone rapid and substantial development since our transition to distance learning due to COVID-19 in early March. The Office of Information Technology Services (OITS) and Faculty Center for Professional Development (FCPD) are challenged with not only developing instructional design guidelines for distance learning in these unprecedented conditions, but also with disseminating them in an effective and timely manner to faculty and staff. Indeed, many of the challenges of transitioning to distance learning on which OITS and FCPD are focusing their efforts are precisely those that would only be exacerbated if enrollment caps were to be raised. Among these challenges are (i) training faculty who have little or no previous experience teaching online or creating remote learning materials; (ii) assisting both students and faculty with limited access to technological resources; (iii) designing effective and fair remote assessments; and (iv) identifying technologically-based solutions to difficulties arising from the absence of in-person interaction and demonstration (particularly in the Arts and Sciences).

In order to offer distance education courses with higher enrollment caps than those currently implemented, it would be necessary to ensure that (i) all faculty are sufficiently trained in creating and implementing sound distance learning pedagogy; (ii) all students are provided tools with which to self-assess their readiness to embark on distance learning, and, in turn, identify any areas of concern prior to the start of classes; and (iii) an extensive network, consisting of multiple groups on campus dedicated to optimizing distance education, key faculty mentors (individuals who have worked with the online learning team and/or have successfully taught online in the past), and communities of practice (comprised of all faculty) is well established, such that individuals can access support in any domain of distance education, and to any reasonable extent necessary. Failure to fully meet even any one of these conditions would likely result in the rigor and integrity of existing standards of pedagogy being substantially compromised.

While numerous and extensive efforts on the part of several groups to satisfy the conditions described above are currently underway, a considerable amount of time will be necessary to fully cultivate and make widely available these support structures, and to evaluate their efficacy in optimizing distance education such that aspects of them can be refined over time.

1. Increasing enrollment caps will result in reduced instructional efficacy and compromised student outcomes

Maintaining large (rather than small) class sizes, particularly in the context of distance learning, has been demonstrated to result in less pedagogically sound instructional practices, and, in turn, negatively impact instructional efficacy and student outcomes in numerous ways. Research suggests that reduction in class size results in higher pass rates, better retention, and fewer students who ultimately fail or withdraw from courses (Horning, 2007). In the same vein, grade performance has been shown to be inversely correlated with class size (Johnson, 2010). Development of students’ communication skills has also been demonstrated to vary as a function of class size. Individuals in smaller online classes are evidenced to be more cognitively engaged and participative (Jahang et al., 2010) and demonstrate more advanced communication skills (Kim, 2013) than those in larger online classes. With respect to mastery of complex course content, evidence suggests that smaller class sizes facilitate critical thinking and higher order learning (Maringe & Sing, 2014; Walls, 2016).

In addition to impacting students’ learning and development outcomes, class size also affects students’ overall experience of the course, with students in larger classes assigning lower ratings of the instructor based on overall effectiveness, level of instructor interactivity, and instructor evaluations of student progress (Bedard & Kuhn, 2008; Kingma & Keefe, 2006; Lowenthal et al., 2019), as well as lower self-reported ratings of learning (Monks & Schmidt, 2011). **Perhaps most strikingly, the factor of class size disproportionately impacts the very populations of which the student body at the College of Staten Island is primarily comprised.** While large class sizes negatively affect student grades in general, larger negative effects are observed for first generation college students, Black students, Latino students, international students, low SAT scoring students, lower SES students, and those students who work more hours per week (Beattie & Thiele, 2016; Diette & Raghav, 2015). Furthermore, research suggests that in larger classes, first-generation college students, Latino students, and Black students have significantly fewer interactions with professors and peers regarding course content and course-related ideas, and that they are less likely to correspond with professors regarding future career opportunities (Beattie & Thiele, 2016).

It is, perhaps, unsurprising that scores associated student learning outcomes, overall development, and course experience vary inversely with class size, given that at class size increases, faculty are afforded less contact time with individual students and diminished ability to individualize instruction (Ravenna 2012; Taft et al., 2019). In fact, when teaching more than twenty students in a given section, faculty are reported to be more likely to to change their pedagogical practices drastically (from more engaged interaction with students to less individualized interaction) to maintain instructional feasibility (Benton & Pallett, 2013; Mandel & Sussmuth, 2011).

It is not only students and faculty who recognize the dangers (at worst) and compromises (at best) associated with large class sizes. Additional support for the implications of class size on quality of instruction is given by the scoring system used by the U.S. News and World Report in determining college rankings, in which colleges are awarded credit for undergraduate classes with fewer than twenty students and no credit for classes with enrollment caps over thirty-nine (Morse, Brooks, & Mason, 2018).

1. Increasing enrollment caps without additional support will challenge academic integrity

Academic integrity requires that we do not tempt students to violate the honor code with easily cheatable tests, or penalize the honest students for their honorable behavior. However, the ease of cheating increases as class sizes increases, and the difficulty of enforcement grows exponentially in an online setting. We cannot attribute these challenges to large class size alone. The online element compounds the issues that large classes already face.

As class sizes increase, coursework will tend towards more objective questions, and less comprehensive review of individual student work (e.g., essays, long answer questions, individual projects). These objective questions are more easily resolved by simple internet queries, using “find” functions among distributed documents, or pooling photographs of test questions into a group document. These methods of cheating are impractical for in-person classes, but extremely viable online. Many of these methods (e.g., shared group documents) become more effective as the pool of cheaters grows. For example, in one study, when given easily queryable vocabulary questions, even with online proctoring technology and honor statement prompts, students grades increased (on average) by 10% (Golden, Kohlbeck, 2020). While some attempts can be made to mitigate these problems by raising the costs of online cheating (e.g., manufacturing an abundance of unique problems for each student’s exam, oral exams, eschewing objective questions, etc.), most of them involve additional work per student. Therefore, raising the course enrollment caps while being online only exacerbates this problem. (1)

In addition to challenges in making cheating more difficult, we do not have readily available and equally cost-effective tools with which to identify cheating behavior in an online setting. More importantly, students are aware of that fact. For example, we cannot easily distinguish between a student who has memorized a verbatim correct definition and one who has copy-pasted it from a textbook. There are challenges in even determining if the proper student is actually taking the exam (Rowe, 2004). In less objective questions, one would expect a strong degree of similarity between correct essays, but in an online setting, the amount of guesswork and number of pairwise comparisons faculty must make increases substantially with each additional student. In person, such a distinction can easily be made simply by surveying the classroom, assigning seating, and patrolling during exams. With these measures, the costs for maintaining academic integrity remain relatively constant even for large classes. This is not true for online courses.

1. Increasing enrollment caps will unjustly increase the workload demand on faculty

Developing and executing online pedagogy is generally acknowledged to be more time-consuming and labor-intensive than doing so for face-to-face instruction (Freeman, 2015; Jones, 2015; Maringe & Sing, 2014; Mupinga & Maughan, 2008; Sorensen, 2014; Sword, 2012; Taft et al., 2011; Tomei, 2006; Tynan et al., 2015), with development and execution of online pedagogy being estimated to require 39.9% more time than for face-to-face pedagogy (Finley et al., 2005; Zuckweiler et al., 2004). This is recognized not only by researchers, educators, and administrators across fields, but also by the College of Staten Island, itself. **Under *typical* circumstances at our College, it is estimated that optimal development of distance learning curricula for courses** **already offered in person requires twelve weeks of work alongside an instructional designer, per course,** as evidenced by protocols and practices of the OITS Online Learning Initiative. It is also the case, historically, that stipends have been provided to faculty who make this investment in developing their online pedagogy. Faculty transitioning to distance education due to COVID19 are working under circumstances drastically different than those described above; faculty no longer have twelve weeks (2) at their disposal, nor do they have virtually unlimited access to instructional design specialists, nor are they being commensurately compensated for this additional labor. Considering this from a purely logistical perspective, it is clear that a serious challenge is posed: How can faculty be expected to fit development of distance learning curricula that is expected to take twelve weeks of time with maximal assistance from an instructional design specialist, per course, into the remaining days of the current semester and the one day(3) between the start of the following semester and the beginning of classes offered in that semester? Any development of distance learning curricula done outside of these periods would be labor completed outside of full-time faculty’s nine-month contractual obligation, and outside of the semester-based contractual obligation of adjunct faculty.

In sum, it is clear that faculty’s workload demand has substantially increased due to the recent transition to distance learning, alone. Based on the implications of distance learning on workload, the literature provides sound and compelling justification for online class sizes being reduced. Instead increasing enrollment caps, without reducing faculty’s time-based teaching load, will further exacerbate the issues at hand, resulting in an increase in workload demand far beyond those already introduced by the sudden transition to distance education due to COVID-19.

V. Increasing enrollment caps will set a precedent with potentially serious implications

Setting a precedent of raising course enrollment caps, particularly in this exceptionally trying climate, is likely to give rise to the misconception that increasing course enrollment caps is a reasonable, viable, and low-risk way of addressing fiscal concerns in the future, despite the extensive literature and experience on the part of both faculty and students demonstrating otherwise.

Furthermore, even if all concerns outlined above were to be addressed (i.e., if faculty received sufficient training in creating and implementing sound distance learning pedagogy; if all students are provided tools with which to self-assess their readiness to embark on distance learning; if sufficiently extensive networks of faculty support were well-established; if solutions to preserving academic integrity and adequate assessment were provided; and if faculty were compensated commensurately for their additional labor), the issue would still remain that there is no policy in place that would effectively reverse this action, preventing revised (increased) enrollment caps from holding, once the existing (and impending) budget crisis has resolved and once distance learning is no longer necessary, and face-to-face learning can commence.

In summary, the repercussions of adopting increased course enrollment caps are likely to be numerous, severe, and far-reaching, having the realistic potential to negatively impact students, faculty, and the College at large. We request that these repercussions be taken into serious consideration when proposing ways in which to address the budgetary concerns of the College.

Endnotes:

1 We note that there are some private solutions offered by publishers, but this simply offsets the cost directly onto the students, many of whom are fiscally constrained

2 At an absolute minimum; distance learning curriculum development is expected to be even more time-consuming and labor-intensive for faculty who have never previously taught their current classes in person.

3 In the case of Fall 2020, for which the semester begins on August 25 and classes begin on August 26

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**Appendix I 2**

Academic Technology Committee Report

1. Statement on course caps (please see attached)

2. Update on assessment of Respondus Monitor CUNY has decided not to provide a University-wide solution for proctoring distance learning exams.

• CUNY unable to reach agreement of Terms & Conditions with vendor (vendor would have required individual students, rather than CUNY, to accept terms and corresponding liability).

• Equity and Ethical Concerns • Learning and user data may be sold to assist in creation of predictive tools used by commercial and law enforcement to surveil, track or target individuals. • CUNY’s student population may be especially vulnerable to privacy risks involved.

CUNY has formed a task force to explore alternative solutions. In the meanwhile, faculty are encouraged to:

• consider alternatives to proctored distance exams (for example, as outlined by Rutger’s University and UC Berkeley), only using proctored assessments when absolutely necessary (e.g., for accreditation purposes).

• seriously consider practical challenges of using Respondus, should they pursue its use independently, as outlined by Baruch College’s Center for Teaching and Learning.

3. Identifying and addressing needs of faculty across the disciplines

As part of our initiative to help facilitate the transition to distance education, the Academic Technology Committee has consulted with chairs of all departments, individually, via e-mail, to identify technological tools (e.g., hardware, software, training) that would aid faculty and students, should courses in upcoming terms (beyond Summer 2020) be moved online. Chairs and faculty have been requested to report back to the ATC by Monday, May 18. Responses are being systematically recorded. The ATC will reconvene on May 20 to discuss departmental requests and how they might be addressed.

**Appendix J**

Faculty Personnel Policy Committee Report

1. Join appointments Policy Proposal

FFP drafted this policy proposal in Spring 2019, one year ago. It has circulated through General Chairs and other forums. Twice, at meetings in March and April, it has been addressed at the end of meetings with moments to spare. While at the April meeting we gladly deferred given the urgency of issues exacerbated by the public health crisis, we may suggest that FS committee reports get ordered on a rotating basis in the future, so that FFP is not always at the bottom of the list.

2. Policy Proposal on Designating Mode of Instruction.

In Fall 2019, we drafted a policy proposal in response to suggestions that decisions about designating courses hybrid or online was not governed by any agreed upon procedure. Questions were raised regarding who approves mode of instruction changes (we proposed the chair and dean); when (we proposed by the start of registration periods so that student have fair notice of how their classes would be taught except in case of real emergencies); why (such as demonstrable demand, pedagogical readiness); and impact on campus presence of fulltime faculty. We advised classroom observation standards in line with the most recent contract’s provisions for online observation of adjuncts, and reiteration of FT faculty obligation to participate fully in non-teaching duties such as attendance at department meetings, service assignments in-person meetings, office hours and advising, allowing that under some circumstances some of these functions could be performed online with approval by the chair. This proposal was circulated to the General Chairs in Spring 2020 and appeared to be warmly received, with chairs willing to take it to their departments for additional feedback. Then the Covid-19 public health crisis hit and a wave of emergency measures were issued by the Governor of the State of New York, the CUNY Chancellor, and the Board of Trustees that mandated all courses convert to distance learning and campuses were closed for all instructional purposes. These decisions were highly centralized, removing any campus-local chain of command, which would be unacceptable under other than true crisis conditions. We have not abandoned the principles of the proposal and seek to participate in development of policies to be in [ace for re-opening.

3. Going Forward.

We acknowledge that multiple issues have arisen which may require the input of the FFP in conjunction with other communities: \*The potential for raising caps beyond pedagogically sensible levels, whether in in-person, hybrid, or on-line modes. \* Discussion of a hybrid teaching modality that would allow for some social distancing by asking instructors to meet half of in-person hours with some students, the other half with others, and teach the whole group another unit online. This increases the actual teaching hours by 50% without a plan for compensation in terms of FT workload credit. \* The pedagogical reality of teaching courses that require lab access (in the sciences, the arts, foreign languages, linguistics, etc.) and clinical practicum (nursing, education, PT) during mandated distance learning. \* Faculty governance in an increasingly centralized decision making process. \* Concerns about support for research in an environment in which funds for a variety of related activities, such as conference travel, have already plummeted to shockingly low levels.

We will oppose action in any of these areas that breach contractual provisions; that increase workload expectations without compensation; that dilute the quality of instruction that we are capable of offering; or that jeopardize the health and safety of our constituents.