

John Jay College of Criminal Justice

City University of New York

Undergraduate Curriculum and Academic Standards Committee

Minutes of November 15, 2024

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting November 15, 2024, via Zoom. Interim Dean Sidman called the meeting to order.

Present: Alexa Capeloto, Roosbelinda Cardenas, Jocelyn Castillo, Crystal Endsley, Sergio Gallegos, Penny Geyer, Thomas Herndon, Kathy Killoran, Ma'at Lewis, Cristina Lozano Argüelles, Kelly McWilliams, Fatma Najjar, Dor Nave, Judy-Lynne Peters, Gohar Petrossian, Tiffany Rodriguez, Andrew Sidman, Shreya Subramani, Marisa Tramontano, Gregory Umbach, Roberto Visani,

Absent: Angelique Corthals, Tracie Meyer, Nina Rose Fischer, Daniel Matos, Shavonne McKiever, Amada Santiago, Robert Till, Sengkathirkumaran Kalamohan

Non-Voting Members and Guests: Maggie Arismendi, Melissa Dolan, Sulema Ebrahim, Wynne Ferdinand, Stacy Nardin, Patrizia Pelgrift, Dyanna Pooley, Kate Szur, Evan Mandery, Maria Volpe, Chrissy Pacheco, Bettina Carbonell, Hunter Johnson, Olivera Jokic, Samira Zaroudi, Caroline Reitz, Michael Pandazis, Ray Rosas, Michael Schoch.

I. Dean's Announcements—Interim Dean Sidman

- Dean Sidman announced CUNY's search for an AI Officer – they will report to the University Provost, and will work closely with CUNY's Central Information System Office;
- Dean Sidman also acknowledged the recent election and reflects on its impact, especially on students, particularly immigrant students, who have expressed concerns about the new administration. He noted efforts made at the college to address these concerns, including a Town Hall meeting and a teaching session by the TLC. He also emphasized the importance of the work being done in the committee and within liberal arts education, especially in shaping students into informed and responsible citizens. In the wake of a disappointing election outcome, Dean Sidman stressed the need to reinforce fundamental principles like democracy, rights, and freedom, which are critical to the work at hand.

1 **II. Approval of the minutes of November 15, 2024.**

2

3 **A motion was made and seconded to approve the minutes of November 15, 2024. The**
4 **minutes were approved unanimously with 17 votes in favor.**

5

6 **III. Old Business – none**

7

8 **IV. New Business**

9

10 **A. Program Review / Programs Subcommittee**

11

12 **i. Program Revision - BA in English**

13

14 Associate Dean Killoran introduced a significant revision to the Bachelor of Arts in
15 English program, which has been in place for over 10 years without significant changes.
16 The revision aims to broaden the scope of the major, which has traditionally focused on
17 literature, by incorporating other disciplines within the department such as creative
18 writing, writing and rhetoric, digital journalism, media, film, theater arts, and Latinx
19 literature. The total number of credits required for the major remains unchanged, but
20 the learning outcomes have been revised to reflect the expanded focus. Additionally,
21 the historical perspectives requirement, which had been a barrier for some students, is
22 being removed and integrated into the elective area. Associate Dean Killoran then
23 handed over to Professor Caroline Reitz.

24

25 Professor Reitz discussed the lengthy process of revising the English major, which has
26 been ongoing for 7 years. The original major, designed over 12-15 years ago, was
27 primarily focused on literature, reflecting the traditional English major. However, over
28 time, issues arose, particularly with students struggling to complete the major due to
29 course prerequisites and the rise of double majors and transfer students. The revision
30 aims to broaden the major to better reflect the diverse expertise of the faculty,
31 incorporating more areas like writing and media. Additionally, the department seeks to
32 align the major with students' pre-professional goals, such as law, teaching, and digital
33 media. This will involve creating more room for electives, providing targeted advising,
34 and addressing students' career aspirations. Professor Reitz stressed that while the
35 major is evolving, it remains committed to the principles of liberal arts education,
36 ensuring it remains relevant and manageable for students.

37

1 Dean Sidman praised the proposed revisions, stating they align well with the college's
2 broader goals of supporting students' postgraduate success. He emphasized the
3 importance of meeting students where they are, while also reminding them of the value
4 of liberal arts principles. He also thanked the department for their work on the
5 revisions. Professor McCormack praises Professor Reitz's work on this revision.

6
7 Professor Reitz responded by expressing gratitude for the collaborative effort involved
8 in revising the English major, and acknowledges the hard work of everyone, especially
9 the writing program. She notes that without the writing program's support, the English
10 major would be in a worse state. She also highlights that it took too long to address the
11 inequities within the program and to grow it in a way that better aligned with the needs
12 of students and faculty. She expressed her excitement and appreciation for finally
13 reaching this point, thanking Professor McCormack, Professor Capeloto, and the writing
14 program for their contributions.

15
16 **A motion was made and seconded to approve the revision of the BA in English. The program**
17 **review was approved unanimously with 20 votes in favor.**

18
19 **ii. Program Revision – CJBA**

20
21 Associate Dean Killoran provided an overview of the revision to the BA in Criminal
22 Justice. Key changes include the addition of a new course, *CJBA 130: The Things Not*
23 *Seen, Quantitative Reasoning and Criminal Justice*, which led to the removal of *CJBA 111*
24 from the major, reducing the intro sequence to one course. Additionally, the research
25 methods course was moved from the 300-level to the 200-level, and students will still
26 complete a year-long statistics sequence. The program also added several new 300-level
27 courses in the past year, including courses on managing and visualizing criminal justice
28 data, qualitative research methods, and queer criminology. She then invited Professor
29 Evan Mandery to share any further details on the revision.

30
31 Professor Mandery emphasized the goal of engaging students in quantitative reasoning
32 earlier and more frequently, based on feedback from both students and faculty. He
33 plans to overhaul the outcomes assessment to better evaluate students' quantitative
34 reasoning and research skills. While uncertain about the long-term value of the faculty's
35 teaching in a post-AI world, Professor Mandery acknowledged the importance of these
36 skills. Additionally, he notes a revision to the Research Methods course, now a 200-level
37 class, which should no longer require the second half of statistics (241) as a prerequisite.

1 The course has been expanded to include qualitative research methods, with specialized
2 courses like Queer Criminology having a critical research method approach for students
3 interested in data management in criminal justice. Professor Mandery invited questions
4 and thanks the committee for their attention to the revision.

5
6 Dean Ferdinand highlighted that most of the new courses introduced in the past year
7 were developed using Open Educational Resources (OER) funds. She expressed
8 appreciation for this effort, as it contributes to transforming the curriculum and making
9 education more affordable and inclusive.

10
11 Professor Mandery adds that he does not support students being forced to buy books,
12 and he is collaborating with a colleague to develop open resources for criminal law to
13 ensure that students do not have to buy books.

14
15 Dean Sidman praised the revisions, emphasizing that they clearly connect academic
16 skills to a specific field of study, showing students that these skills are important not just
17 on their own but in the context of their curriculum. He believes this approach will allow
18 students to progress effectively through the major and expresses excitement about
19 seeing the revisions in action, similar to the English major revisions.

20
21 **A motion was made and seconded to approve the revision of the BA in Criminal Justice (Crime**
22 **Control and Prevention). The program review was approved unanimously with 20 votes in**
23 **favor.**

24
25 **iii. Program Revision – BA in Criminology**

26 Dean Killoran discussed the revision to the BA in Criminology, which closely mirrors the
27 recent revision to the BA in Sociology. The key change involves adding a new required
28 course, *Sociology 213: The Sociology of Race and Ethnicity*, and increasing the total
29 number of credits required for the major to 42, which aligns with other Social Science
30 majors at the college. Additionally, the learning outcomes for the major have been
31 revised, and the list of electives has been updated in both the applied criminology area
32 and the electives section at the end of the major. She then invited Professor Marissa
33 Tramontano to provide further input.

34
35 Professor Tramontano explains the rationale behind adding *Sociology 213: The Sociology*
36 *of Race and Ethnicity* to the Criminology major, highlighting its importance as both a
37 Gen Ed course and a key content addition. She also mentions that the revision of the

1 learning outcomes is part of a broader departmental process to align the overall major
2 outcomes with individual course outcomes, which will guide instructors. Additionally,
3 the department is excited to introduce the Queer Criminology class and continues to
4 debate whether to offer separate classes for specific sub-fields or integrate them across
5 all courses. Finally, the department refreshed the sociology electives because most were
6 at the 300 level, which limited students' ability to take them earlier. Now, courses like
7 the Sociology of Mental Health and Political Sociology are available as 200-level
8 electives. Professor Tramontano thanked Dean Killoran for her help in shaping these
9 revisions.

10
11 Dean Ferdinand emphasized the importance of the learning objectives revision
12 mentioned by Professor Tramontano, noting that it is a great way to support faculty in
13 understanding the courses better. She expressed interest in inviting the department
14 back to share this process and discuss how they can help faculty utilize these revised
15 learning outcomes.

16
17 Dean Sidman highlighted the importance of critically reviewing and revising learning
18 objectives within a program, linking them to the curriculum and student experience. He
19 expressed appreciation for the thoughtful work done on the sociology and criminology
20 revisions and acknowledge the effort involved in bringing colleagues together to
21 improve the curriculum in ways that benefit students and faculty alike. Moreover, he
22 commended the department and curriculum committee for their hard work and
23 encourages others to continue discussing and revising their programs. Finally, he thanks
24 Deans Killoran and Ferdinand for their support throughout the process.

25
26 **A motion was made and seconded to approve the revision of the BA in Criminology. The**
27 **program review was approved unanimously with 20 votes in favor.**

28
29 **iv. Program Revision – Certificate and Minor in Dispute Resolution**

30 Dean Killoran explained that the programs now have three course offerings for students
31 to choose from in Part One since popular topics have been spun off into new stand-
32 alone courses. Additionally, the certificate program now enables students to focus
33 more on dispute resolution-specific courses, rather than choosing from a long list of
34 electives. This change is seen as an improvement for both programs. Dean Killoran then
35 invited Professor Volpe to add further comments.

36

1 Professor Volpe illustrated that the journey to revise the program has focused on
2 increasing transparency for students. Previously, students signing up for SOC 283 were
3 unaware of the specific topic until the first day of class, but making selected topics
4 courses permanent improves this by clearly defining what students are signing up for.
5 The inclusion of these courses in the minor provides more focused dispute resolution
6 options, as opposed to generic electives. Additionally, prerequisites have been removed,
7 making these courses accessible to all students. A new course on Restorative Justice is
8 being developed. The team is excited about these changes and grateful for the support
9 of Kathy and Wynne. Interim Dean Sidman praises the revisions to both programs.

10
11 **A motion was made and seconded to approve the revision of Minor and Certificate in Dispute**
12 **Resolution. The program review was approved unanimously with 20 votes in favor.**

13
14 **B. Course Revisions**

15
16 Dean Killoran moved onto course revisions with MAT 302, Probability and Mathematical
17 Statistics. It has been a part of the curriculum at John Jay for a long time, though it
18 hasn't been consistently offered. The department is now refreshing the topics covered
19 in the course. Both computer science and applied mathematics students are required to
20 take the first part of this course. Professors Hunter Johnson and Fatma Najjar are
21 present to support this update.

22
23 Professor Johnson offered that the course MAT 302, Probability and Mathematical
24 Statistics, underwent a routine update due to outdated content. With input from
25 Professor Leslie Chandrakantha, the course now includes more relevant topics like data
26 science and regression, replacing older concepts from the 1970s. These updates aim to
27 make the course more appealing to students, help with graduate school applications,
28 and potentially facilitate transfers within the CUNY system. The inclusion of terms like
29 "data science" is expected to attract students, even if some of the mathematical terms
30 remain complex.

31
32 **A motion was made and seconded to approve the revision of MAT 302 Probability and**
33 **Mathematical Statistics II. The course revision was approved unanimously with 19 votes in**
34 **favor.**

35
36 Dean Killoran moved onto the revision to Africana Studies 310, the Research Seminar in
37 African American Studies. It involved a procedural update. The course is a key

1 requirement for students in the McNair program, which prepares students for PhD
2 programs. The revision adds a student group for the McNair program as an alternative
3 prerequisite, allowing for smoother registration for students. Professor Crystal Endsley
4 is available to support this revision.

5
6 Professor Endsley explains that the revision is a straightforward technical update that
7 will simplify processes for Dr. Ernie Lee, the director of the McNair program, and
8 improve support for McNair students, who are highly talented scholars. It will also
9 streamline Africana Studies advising.

10
11 **A motion was made and seconded to approve the revision of AFR 310 Research Seminar in**
12 **African American Studies. The course revision was approved unanimously with 19 votes in**
13 **favor.**

14
15 Associate Dean Killoran closes this segment of the meeting with the final voting item.
16 The CJBA Bulk Course Revision proposal involves changing the prerequisites for about
17 eight courses by removing the course CJBA 111 and replacing it with CJBA 110, which
18 students will continue to take. Additionally, the calculus sequence and the two statistics
19 courses have had their numbers refreshed. There is also a note to double-check the
20 prerequisites for the research methods course, although it is not part of this specific
21 proposal.

22
23 **A motion was made and seconded to approve the revision of CJBA Bulk Revision: 210, 220,**
24 **230, 240, 241, 250, 361, 365. The course revision was approved unanimously with 19 votes in**
25 **favor.**

26 27 **V. Other Business**

28 29 **i. Undergraduate Foundations Presentation**

30
31 Dean Sidman welcomed Interim Assistant Dean Kate Szur to present about
32 Undergraduate Foundations.

33 Dean Szur introduced the idea of "undergraduate foundations," a concept aimed at
34 providing students with a uniform two-year experience. This would offer all students
35 access to the same opportunities and supports during their first two years, although it
36 doesn't mean the experience is identical for everyone. She plans to discuss student
37 success outcomes, evidence-based practices, and a proposed plan, emphasizing how

1 students today have different needs and interests compared to those from 20 years ago.
2 She also engaged the audience by asking about student success outcomes, starting with
3 graduation rates.

4 Moreover, Dean Szur discussed student retention rates, highlighting an improvement in
5 first-year retention, which has risen from a pandemic low of 75% to about 82%.
6 However, this improvement is not consistent across all student groups, with some
7 experiencing much lower retention. She emphasized that students in cohort programs
8 with structured support (such as ACE, SEEK, or Apple Corps) have higher retention rates
9 due to consistent academic and career support, whereas non-cohorted students
10 experience a drop-off in their second year.

11 She identified generational differences in current students, noting that Gen Z and Gen
12 Alpha students seek purposeful education linked to career preparation, prefer hands-on
13 learning, and are concerned with social justice, mental health, and work-life balance.
14 These students increasingly rely on platforms like YouTube for learning and value
15 shorter, bite-sized content.

16 The proposal suggests creating career-aligned academic communities for students that
17 span two years, moving beyond traditional one-year programs. These communities,
18 tentatively named "Meta-majors" or "Academies," would be organized around students'
19 interests and career goals. The initiative aims to connect students with each other and
20 provide structured pathways that integrate both academic and co-curricular activities to
21 support their professional development.

22 The plan includes adding a career exploration component to the first-year seminar and
23 introducing a second-year course focused on career awareness, major exploration, and
24 developing professional skills. This would be designed to help students prepare for
25 internships and higher-level courses in their majors. Additionally, there would be
26 greater out-of-classroom support aligned with the courses at the 100-200 level.

27 Key considerations for the proposal include how to align these clusters with majors and
28 minors, how to structure introductory courses to support these areas, and how to scale
29 co-curricular supports for all students. The next steps involve refining these ideas and
30 seeking input on the structure and implementation.

31 Professor McCormack jumped in to say that redesigning the English major revealed that
32 students often feel unsure about what career paths their major leads to. To address this,
33 he suggests making students more aware of potential pathways by highlighting career
34 opportunities both within the curriculum and through co-curricular activities. For
35 example, he organized events where alumni with English degrees shared their diverse
36 careers—such as law, marketing, public relations, and even poetry—showing students

1 that an English major can lead to a variety of fields. This approach helps both attract
2 new majors and guide current students toward possible career directions.

3 Dean Szur reflected on how students often don't start considering the professional
4 applications of their major until their junior year, when they begin searching for
5 internships. At that point, the need to develop skills and make decisions about their
6 career paths becomes clear. Some cohort programs, like Apple Core and ACE, provide
7 career development support earlier, starting in the freshman or sophomore years,
8 giving those students an advantage. She also encouraged a broader discussion on
9 integrating career-related activities into coursework to make them more meaningful for
10 students, and seeks input on how to structure such initiatives across multiple majors.

11 Professor Cardenas asks how faculty can make room for changes for shifts and student
12 interest from the time they come in, and discover fields they had never been exposed
13 to before.

14 Dean Szur explained that they are not creating major-specific groups to avoid limiting
15 students' flexibility. Instead, they have loosely structured areas of interest, such as a
16 STEM group and others related to justice fields, like public policy and public safety.
17 These areas are meant to help students explore careers without committing to a specific
18 major too early, as freshmen have flexibility in their academic plans. She emphasized
19 that students can shift between these interest areas if their career goals change, such as
20 moving from public policy to public safety. The challenge lies in connecting these early
21 areas of interest to potential majors beyond the first two years.

22
23 Dean Ferdinand offered that that this effort can help students broaden their
24 understanding of the possibilities. She discussed aligning academic disciplines with
25 professional careers by focusing on problem-solving and methods of inquiry. Instead of
26 teaching specific field skills, the idea is to help students understand how to apply their
27 academic knowledge and skills across various professions. This approach emphasizes
28 developing transferable skills that can be used in multiple fields, connecting academics
29 to real-world problem-solving.

30
31 Dean Szur emphasized the importance of allowing students to explore different majors
32 and careers early in their college journey. Many students change or add majors during
33 their first or second years, and some discover fields they hadn't heard of in high school.
34 The proposed structure aims to expose students to various opportunities and help them
35 make more informed decisions. She also acknowledges a resource gap in the planning
36 process but remains optimistic about finding solutions. She asks if anyone notices

1 potential issues with the proposed framework, particularly in how it connects to the
2 curriculum.

3
4 Professor Ma'at Lewis asks for a clarification about the interface between entry-level
5 courses within a major and the first year. Where do the 100-level courses fit within a
6 major?

7
8 Dean Szur discussed how the only required courses for all students in these proposed
9 areas would be General Education (Gen Ed) courses, which will fit into their academic
10 plans. The goal is to integrate career awareness and professional skills into the 100-200
11 level courses. She mentioned that some of these skills may be addressed in introductory
12 major courses, which could undergo changes to ensure greater relevance and
13 practicality. She also highlighted a focus on psychology and human services, with plans
14 to create a two-year academic plan for students. This plan would guide course selection
15 while allowing flexibility for specific major requirements, and it could also aid in course
16 capacity planning.

17
18 Professor Lewis emphasized the need for departments to closely examine their General
19 Education (Gen Ed) offerings and consider potential changes. She mentioned that her
20 department, Counseling and Human Services, is currently undergoing a five-year self-
21 study, which presents an opportunity to reassess how they can best position their
22 students to benefit from these offerings. She suggested organizing meetings to discuss
23 how to align the department's work with these goals.

24
25 Dean Szur agrees that that would be the next step. There will also be the gradual
26 implementation of a new framework, and she acknowledges that it won't be fully
27 realized by Fall 2025 and will take 2 to 3 years to reach full capacity. She also mentioned
28 identifying gaps in the 200-level courses and emphasize that while the framework is
29 being developed, careful planning is needed to provide students with the necessary
30 guidance and structure. A key challenge is figuring out how to transition students from
31 broader areas of interest to more specific majors as part of the framework's
32 progression.

33
34 Dean Sidman offers that the proposed framework is part of the college's broader
35 strategic planning process, which will shape the institution's direction for the next five
36 years. He stressed the importance of community input, as decisions about goals and
37 resource allocation will be influenced by these ideas. He also encouraged reflection on

1 the framework presented, inviting feedback from the community to ensure that these
2 plans align with the college's future priorities. Finally, he transitioned to the next agenda
3 item, excited to see the revised guidelines for writing across the curriculum.
4

5 **ii. Writing Across the Curriculum Guidelines**

6

7 Professor McCormack provided context for the revised guidelines, explaining that they
8 are intended to replace a 1997 document, which suggested how courses should
9 incorporate writing. These new guidelines are meant to help faculty review courses and
10 suggest ways to include more writing, not to judge or assess the courses. He clarified
11 that the guidelines are not mandatory or evaluative, but rather a resource for improving
12 writing integration across various courses, though some subjects may find it more
13 challenging to incorporate writing. He also emphasized that the document is still in draft
14 form, and feedback is being gathered from various members before any decisions are
15 made or before anyone is going to vote on it.
16

17 Dean Sidman interjected by describing the importance of intentionally providing
18 students with opportunities to learn and practice writing skills. He highlights that the
19 revision of the 1997 writing guidelines is a step forward from the outdated approach,
20 which only focused on the quantity of writing assignments per course level. Unlike the
21 old guidelines, the new document aims to address the types of writing, the purpose of
22 writing, and its significance in the academic process. He also expressed appreciation for
23 the progress represented by the new guidelines. This was followed by a live editing
24 session with a variety of members contributing to it – Professors Lewis, Rosas, Gallegos
25 and Dean Killoran.
26

27 Dean Sidman urges everyone to review and share the draft writing guidelines with
28 colleagues, emphasizing that voting on them will not occur in December. The goal is to
29 gather feedback from as many faculty members as possible because the success of the
30 guidelines depends on faculty engagement. He reassured that the guidelines will
31 continue to be discussed until they are ready for a vote.
32

33 **iii. General Education Updates**

34 Dean Ferdinand highlighted the progress of the writing improvement initiatives,
35 including the General Education Assessment (GEAC) and the Vertical Writing Program.
36 She expressed gratitude to faculty involved in workshops and feedback sessions,
37 emphasizing the importance of connecting assessment with course design to improve

1 writing instruction. The initial formative round of assessments provided insights into the
2 types of writing assignments students encounter in Gen. Ed. and their performance
3 levels. Moving forward, efforts will focus on raising awareness and expanding the use of
4 the created resources. Twelve faculty members are piloting new assignments this fall,
5 and another round of assessments will take place in the new year. The plan is to involve
6 more faculty in the process to scale these efforts. Dean Ferdinand also hopes to
7 strengthen partnerships with academic departments, encouraging more faculty
8 participation in writing and Quantitative Reasoning (QR) activities. Her presentation
9 concluded with gratitude for the contributions of committee members and the Vertical
10 Writing Program team. Faculty are invited to ask questions or provide comments on the
11 process.

12 Professor McCormack offered that this project effectively connects assessment with
13 classroom practice by using assessment insights to inform assignment design and then
14 evaluating the resulting student work. This approach represents the ideal in outcomes
15 assessment.

16 Dean Sidman invites the audience to note the strong connection between the
17 assessment report and years of work dedicated to improving writing instruction. This
18 document reflects extensive discussions on what constitutes good writing, the analysis
19 of writing assignments, and student work, all culminating in the development of a rubric
20 for assessing writing. This rubric is now being applied to assignments and student
21 writing. He also mentioned that there is significant overlap between the insights gained
22 from analyzing student work and the draft Writing Across the Curriculum guidelines.
23 These guidelines reflect the process of assessment, where faculty evaluate what they
24 teach and what students learn, then use that reflection to improve teaching methods,
25 curricula, and the student experience. Whether the subject is about teaching political
26 science, math, English, or any other field, this process helps students develop crucial
27 writing skills.

28 Dean Sidman also encouraged the audience to review the report, reflect on the
29 connections with the Writing Across the Curriculum guidelines, and utilize the rubric in
30 their own courses. He offered an example that he is currently using it in his 200-level
31 research course, where students must complete a scaffolded paper. He provides the
32 rubric to students so they can understand how their work will be evaluated and reflect
33 on what is important in their writing. He encouraged everyone present to take
34 advantage of these valuable tools, as they are excellent resources to enhance
35 everybody's teaching and support student development.

1 Dean Killoran invited Assistant Dean Ferdinand to elaborate on her assignment design.
2 Assistant Dean Ferdinand explains that last year, they had teams of faculty from five
3 departments collaborate on developing new assignments for pilot testing in General
4 Education courses. Based on how these pilots perform this fall, the project may be taken
5 in different directions, depending on the departments' needs. For instance, if an
6 assignment from EJS 200 proves successful, they could offer support to other faculty
7 members to adapt or remix it for their own classes, compensating those involved in the
8 process. Alternatively, departments might identify new writing challenges to address,
9 and they would support faculty in designing and piloting new assignments across
10 additional General Education courses.

11 The goal is to leverage the expertise from the Vertical Writing Program to provide
12 valuable guidance on assignment design, while also building the writing instruction
13 expertise of faculty teaching in General Education. Ultimately, faculty ought to take
14 leadership roles in writing instruction within their disciplines, ensuring that writing
15 practices are deeply connected to the content and needs of their fields.

16 Dean Ferdinand also added that the project will apply funding to improve foundational
17 courses in General Education, using CUNY undergraduate education program funds.
18 There may also be opportunities for upper-division coursework funding if reusable open
19 assignments are developed. The plan follows a timeline that includes collecting results
20 by February, followed by assignment creation and feedback in spring and summer, with
21 teaching in the fall.

22 Furthermore, she highlighted that this approach is distinct from previous Pathways
23 assessments, as it emphasizes an interdisciplinary effort that can extend beyond
24 General Education. The goal is to create a flexible, cohesive method for improving
25 writing instruction and pedagogy across courses. Rather than imposing a rigid structure,
26 the focus is on generating diverse, adaptable examples that faculty can implement or
27 modify as needed. This method aims to build consensus around best practices for
28 writing across disciplines and improve teaching and learning across CUNY.

29 Interim Dean Sidman adjourned the meeting after inquiring if there were any further
30 questions and noting that there were none.

31 The meeting concluded at 11:49.

32 Submitted by Patrizia Pelgrift, Scribe