

Queensborough Community College  
The City University of New York

**MINUTES**  
**of the March 13, 2007 meeting of the**  
**Academic Senate**

President Eduardo J. Martí called the sixth regularly scheduled meeting of the Academic Senate to order at 3:05 p.m.

**I. Attendance:**

The complete Senate roster is available at  
[http://www.qcc.cuny.edu/Governance/AcademicSenate/academic\\_senate\\_roster.asp](http://www.qcc.cuny.edu/Governance/AcademicSenate/academic_senate_roster.asp)

Absent, as determined from the attendance sheet circulated at the meeting, were:

Absentees 11

Rosemary Zins	David Lieberman	Julia Carroll
David Klarberg	Robert Kueper	Shailaja Nagarkatte
Kenneth Pearl	Margaret Reilly	Robert Fredericks
Luis Menacho	Madeline Gonzalez	

**II. Consideration of the minutes of the February 13, 2007 meeting:**

A **motion was made, seconded, and approved** to accept the December minutes (*Attachment A of the March 13, 2007 Agenda*). There were no negative votes and no abstentions.

Parliamentarian Weiss commented that for the resolution votes we should consider listing the names of all affirmative votes as well as the names for negative votes and abstention votes as has become the practice since the Perez decision.

**III. Communications from the Board of Trustees or any of its Committees**

- President Martí noted that the url's for both the Board of Trustees and the UFS are now included in the Agenda for those wishing to view current communications for both of these groups.

**IV. Communications from:**

**President Marti:**

President Martí referred to his written report (*Attachment B of the March 13, 2007 Agenda*) noting the following items:

- The President thought it was worth repeating the 'four goals' of the Strategic Plan as a review.
- The Open Hearing for the Strategic Plan will be on April 18, 2007. Any comments made at this time go to the CAPC for consideration. The Strategic Plan then goes to the central office for negotiation and review to be sure that our goals and targets are consonant with the CUNY.
- We are making much progress in our Plan for Integrated Education; our faculty work in Research in Pedagogy is outstanding.
- Our Walk to Aspire is May 9<sup>th</sup>. All are encouraged to participate and aid in the fund-raising. Not only are there financial benefits for the students, it serves as an example to motivate students to also participate in fundraising activities.
- The Partners for Progress Gala will take place on April 29<sup>th</sup>. Senators and faculty are encouraged to receive free tickets by selling ads for the journal or selling raffle tickets.

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- Last year we received a major gift which we will not always receive, but our goal for this year is \$250,000.
- The first meeting of the Middle States was held on March 6<sup>th</sup> and went very well. President Martí thanked Dr. Corradetti for his efforts.
- President Martí welcomed the new Student Government officers: Jamal Bilal, President; Alicia Lopez, Treasurer; Luis Menacho, Administrative VP; and Shaun Bruney, VP for evening students. The President is delighted student government officers are attending Senate meetings and he stressed the importance of student representation.
- The President also welcomed the new Chief Librarian, Professor Jeanne Galvin; and announced the new Coordinator of the Undergraduate Initiative is Dr. Anthony DeLuca.
- President Martí then stated that Queensborough may be on the provisional list of the government of institutions that have the ability to provide financial aid. There are three issues that will be reviewed. The most important issue is the review of financial aid itself. The President stressed the importance of maintaining correct attendance records. A negative impact of this review could result in our inability to offer financial aid which would have a devastating impact on the College.
- President Martí complemented Vice-President King’s email regarding the e-roster. A small committee will soon be formed to review and improve upon the new e-roster.
- Chair Pecorino inquired if a report could be distributed regarding how QCC Fund monies are held, directed and used.
- President Martí responded that the Fund Board of Directors decides the use of the funds.
- Chair Pecorino then inquired if there could be a Faculty Development Fund as part of the QCC Fund so that people might contribute.
- President Martí reported that revenue from pouring rights is transferred from the QCC Association to the QCC fund for the purpose of Faculty Development. He also indicated that donations made to the CETL Fund are restricted to be used only by CETL. All donors can restrict the use of their donations. The Fund Board decides whether to accept.

**Steering Committee:**

Chair Philip Pecorino welcomed Senator Galvin and welcomed the new officers of the Student Government.

Chair Pecorino then referred to his written report (*Attachment C of the March 13, 2007 Agenda*) and also mentioned the following additional items:

- Chair Pecorino referred to Parliamentarian Weiss’s earlier suggestion about including the names of all senators that vote, that is, including the names for yes, no, and abstention votes on all resolution votes. Chair Pecorino stated that when the Perez decision was first released that the Senate agreed to list only the names of those voting no or abstaining. To list all names for all votes will become a time-consuming process. There was discussion about using interactive response devices (known as clickers). Each senator could record their attendance and votes on the interactive response devices with the results provided almost instantaneously. While some faculty use them in their classes and there are enough devices on campus for use in the Academic Senate, they are not all supplied by the same vendor and therefore are not compatible. For the Senate to purchase them would involve expense. It was agreed that Vice-President Call will present a report regarding the purchase of interactive response devices at the next meeting.
- The nomination petitions for the Academic Senate are due by 5:00 p.m. March 14, 2007.

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- There were 102 volunteers to serve on Standing Committees of the Academic Senate for 2007 – 2008. All but four people were accommodated in their requests. The membership for the Standing Committees will be voted on at the next meeting.
- The last of the Special Committees, the Special Committee on General Education, has prepared a report which is attached to this Agenda for information purposes only. The Special Committee has reviewed the General Education Objectives and is proposing some revisions. Attached to this Agenda, for information only, is the report of this Special Committee (*Attachment J of the March 13, 2007 Agenda*). An open forum will be held on March 21 so that faculty may comment or make suggestions regarding the proposed revisions.
- Chair Pecorino stated that the election of members of the Steering Committee of the Academic Senate will take place at the May meeting. Currently two people have expressed their interest in serving on the Steering Committee; Chair Pecorino requests if you would be interested in serving, please speak with him.
- President Martí stressed that this is an important and powerful Committee and encouraged Senators to consider serving.
- Chair Pecorino commented that those that can serve on the Steering Committee are elected from the 41 faculty-at-large and the 2 HEO's that are Senators.

**UFS Representative:** The report on the CUNY UFS Meeting February 27, 2007 was received. (*Attachment D of the March 13, 2007 Agenda*).

**V. Candidates for Graduation – January 2007**

- President Martí stressed the importance of reviewing this list before voting on it. (*Attachment E of the March 13, 2007 Agenda*)
- A motion was **made, seconded, and approved** to accept the list of Candidates for Graduation for January 2007. There were no negative votes and no abstentions.

**VI. Reports of Academic Senate Standing Committees**

**Committee on Committees:**

- The report was received (*Attachment F of the March 13, 2007 Agenda*). Professor Cesarano also reminded senators that for those senators whose term is expiring that they must submit their nomination petition by 5:00 p.m. March 14, 2007. The Committee on Committees will meet on March 19, 2007, to prepare the ballots that will be distributed to faculty and CLT's. The deadline for voting is April 5, 2007, which is during spring break so everyone is encouraged to send their votes before they leave for the break.

**Committee on Curriculum:**

- Dr. Cotty presented the following for consideration by the Senate (*Attachment G of the March 13, 2007 Agenda*):
- A motion was **made and seconded** to approve the Course Catalog revisions for Foreign Languages and Literature. There was discussion. The Course Catalog revisions were **approved**. There were no negative votes and no abstentions.

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**COURSE CATALOG REVISIONS:**

**Foreign Languages and Literature**

*QCC Catalog, Page 33:*

FROM:

**Foreign Language Placement**

[Some degree programs at Queensborough include a foreign language requirement. Entering students need to file an assessment form with the Department of Foreign Languages and in order to be placed in foreign language courses by the Department of Foreign Languages and Literatures. This initial assessment form is mailed from the Admissions Office to incoming students and can also be downloaded from the College Web site: [www.qcc.cuny.edu](http://www.qcc.cuny.edu) (Go to Foreign Language section: printable forms.)]  
Students with prior studies in foreign languages not taught in Queensborough Community College are encouraged to directly contact the chairperson of the Department of Foreign Languages and Literatures. For more information, call the Foreign Languages Office at 718.631.6259.

TO:

Incoming students in Liberal Arts and Sciences (LA), Liberal Arts and Sciences (Math and Sciences: LS), Health Sciences (HS), Fine Arts (FA), Dual/Joint Liberal Arts and Education (LE), and Business Administration (BT), will receive a letter from the Department stating that they have a foreign language requirement to fulfill, and will be asked to complete a questionnaire available on the departmental website. The questionnaire will determine their language of choice, and inquire about their previous formal or informal exposure to the language. According to the answers given, the student will be directed to:  
\_\_\_\_\_ -register in a Beginners' Class, or  
\_\_\_\_\_ -take a Placement test...

Students with prior studies in foreign languages not taught in Queensborough Community College are encouraged to directly contact the chairperson of the Department of Foreign Languages and Literatures. For more information, call the Foreign Languages Office at 718.631.6259.

*QCC Catalog, Page 70:*

FROM:

Foreign Language 6-8  
[Two Semesters of the same language are required, as determined by the student's high school background.\*]

\*Students with prior study in languages not taught at the College should see the Chairperson of the Department of Foreign Languages and Literatures for evaluation.

TO:

Foreign Language 6-8

Two sequential language courses are required (level and sequence of courses are determined by students' previous knowledge and/or performance on departmental placement exam).\*

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\*Students with prior study in languages not taught at the College should see the Chairperson of the Department of Foreign Languages and Literatures for evaluation.

QCC Catalog, Page 77:

FROM:

**(a) Foreign Language ( 3 to 8 credits)**

1. Students who present 2 or more high school units of a foreign language will be required to [(a) take 3-4 credits of the same foreign language [at the appropriate level in accordance with language placement procedures], or 9b) 6-8 credits in another foreign language.] **(Note: All Fine and Performing Arts students must complete at least 3 foreign language credits.)**

Students who present less than 2 high school units of the same language will be required to take 6-8 credits of the same or a different foreign language.

TO:

**(a) Foreign Language (3 to 8 credits)**

1. Students who present 2 or more high school units of a foreign language will be required to:

(a) take 3-4 credits of the same foreign language, or

(b) 6-8 credits in another foreign language (level and sequence of courses are determined by students' previous knowledge and/or performance on departmental placement exam).

**(Note: All Fine and Performing Arts students must complete at least 3 foreign language credits.)**

2. Students who present less than 2 high school units of the same language will be required to take 6-8 credits of the same or a different foreign language.

QCC Catalog, Page 152

FROM

**LANGUAGE REQUIREMENTS FOR THE  
A.A. or A.S. DEGREE**

- **A.A. — Liberal Arts and Sciences Degree**

[Two college semesters of the same language are required as determined by the student's background.] Students who have prior foreign language instruction in languages not taught at Queensborough should see the chairperson of the Department of Foreign Languages and Literatures.

- **A.S. — Liberal Arts and Sciences (Mathematics and Science) Degree**

[Requirements are determined on the basis of the student's high school background.]

- **A.S. — Business Administration (Transfer) Degree**

[Completion of Elementary Language II (LA-112) in any language (French, German, Hebrew, Italian, or Spanish) is required for all students who present less than three high school units in one foreign language.]

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**Note on Language Requirements for Degrees:** Students are advised to begin their foreign language requirements in their first semester, and complete their language sequence without interruption.

**LANGUAGE PLACEMENT PROCEDURES**

Students may choose to:

1. continue a language previously studied [(after being placed in the proper course by a departmental adviser),]

or

2. start a new language of their choice.

TO:

**Language requirements for the A.A. or A.S. Degrees**

• **A.A. – Liberal Arts and Sciences Degree**

Students are to complete two sequential language courses (level and sequence of courses are determined by students' previous knowledge and/or performance on departmental placement exam). Students who have prior foreign language instruction in languages not taught at Queensborough should see the chairperson of the Department of Foreign Languages and Literatures.

• **A. S. – Liberal Arts and Sciences (Mathematics and Science) Degree**

Requirements are determined on the basis of the student's high school background and/or performance on departmental placement exam.

• **A. S. Business Administration (Transfer) Degree**

Completion of Elementary Language II (LA- 112) in any language (Chinese, French, German, Hebrew, Italian, or Spanish) is required for all students who present less than three high school units in a foreign language.

**Note on Language Requirements for Degrees:** Students are advised to begin their foreign language requirements in their first semester, and complete their language sequence without interruption.

**Language Placement Procedures**

Students may choose to:

1. continue a language previously studied (level and sequence of courses are determined by students' previous knowledge and/or performance on departmental placement exam).

OR

2. start a new language of their choice.

**Rationale:** Current placement procedures in the Department of Foreign Languages have been based upon the number of years of foreign language study students can document having made in secondary school or other colleges. The Department of Foreign Languages wishes to modify this system, and introduce a

330 placement system based upon student performance on a standardized,  
 331 computerized test. Incoming students in LA, LS, LE, FA, and BT will receive a letter  
 332 from the Department stating that they have a foreign language requirement to fulfill,  
 333 and will be asked to complete a questionnaire available on the departmental website.  
 334 The questionnaire will determine their language of choice, and inquire about their  
 335 previous formal or informal exposure to the language. According to the answers  
 336 given, the student will be directed to  
 337 -register in a Beginners' Class, or  
 338 -take a Placement Test<sup>1</sup>  
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340 Placement Tests will be offered twice a month throughout the year in the Foreign  
 341 Language Department. There will be more testing days during the weeks prior to  
 342 registration. Twelve adjunct hours will be needed to cover the six summer testing  
 343 dates. The proctors on duty will place the students according to their scores. The  
 344 placement results will be recorded in the student database so that they will be  
 345 available to advisors. Instructors would still have a final word on student placement  
 346 whenever the accuracy of the score is doubtful.

347 This new placement procedure would resolve **three main** difficulties that have  
 348 arisen with the current system:  
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- 350 • High School study is not always the best indicator of a student's actual proficiency  
 351 level. Very often students who have taken a foreign language in secondary school  
 352 for three consecutive years have not reached the proficiency level required for  
 353 intermediate college courses.
  - 354 • Spanish and French beginning level classes are experiencing a large presence of  
 355 heritage and native speakers of those languages. Their enrollment is justified by the  
 356 fact that they did not formally study them in secondary school. As a result, beginning  
 357 students of French or Spanish are 'forced' to share their class with native or quasi-  
 358 native speakers. This is very intimidating for someone who is just starting to learn the  
 359 language, and, certainly, is not conducive to learning.
  - 360 • A number of students take language courses as electives. Because their course  
 361 choice is not regulated by any departmental policy, they are allowed to enroll in any  
 362 language course they wish to attend. As a result, many native speakers are found in  
 363 beginning classes because they are looking for an undemanding course. However,  
 364 their minimal dedication and interest in the class often creates a disruptive and  
 365 intolerable atmosphere for the other students.
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  - 367 • A motion was **made, seconded, and approved** to make the Course  
 368 Catalog revisions for the Department of Biological Sciences and Geology .  
 369 There were no negative votes and no abstentions.  
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 372 **COURSE CATALOG REVISIONS:**

373 ***Department of Biological Sciences and Geology***  
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375 The Department of Biological Sciences and Geology, in collaboration with the  
 376 Department of Nursing, and the approval of the Massage Therapy Program in the  
 377 Department of Health, Physical Education, and Dance, would like to propose a time limit  
 378 on course work in Anatomy and Physiology and Microbiology previously taken and/or

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<sup>1</sup>There will be a different test for students who have identified themselves as heritage/native speakers of the language of choice.

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attempting to transfer to the College. This time limit would require transfer students to have taken Anatomy and Physiology courses within a period of six (6) years, and Microbiology courses within a period of five (5) years.

**Course Catalog Revision:**

*QCC Catalog, Page 128*

**FROM:**

Students wishing to apply with advanced standing having taken one year of Anatomy and Physiology (BI-301 and BI-302) at another institution or even at QCC should be aware that course work taken more than eight (8) years ago will not be accepted and that time limits of Microbiology (BI-311) is only five (5) years.

**TO:**

Students wishing to apply with advanced standing having taken one year of Anatomy and Physiology (BI-301 and BI-302) at another institution or even at QCC should be aware that course work taken more than six (6) years ago will not be accepted and that time limits for Microbiology (BI-311) is only five (5) years.

**Rationale:**

- Course work taken beyond the proposed time limits is not acceptable because our knowledge of the subjects has changed appreciatively. One can posit that the structure and form of the human body has not altered within recent history but our understanding of the physiology of our bodies has. The current literature is expanding all the time with new discoveries, findings and interpretations of how our bodies work. We are hard pressed just to keep our students informed of what we now know rather than let them think that what they learned several years is still valid.
- The time limits in Microbiology are even more critical. Again, one just has to look at the daily newspapers to see discoveries of new microorganisms and of our constant struggle to keep ahead of microbial resistance to our current arsenal of drugs or a new outbreak of a hitherto unknown pathogen or one we thought we had under control. These subject matters are constantly changing and evolving even on a daily basis.
- Dr. Maureen Wallace, collected data from a recent meeting of the New York State Associate Degree Council, which is the discipline specific group for the State of New York. Twenty programs from across the State (including other CUNY programs) responded to a two page questionnaire related to time limits in the biological sciences. Almost every one of them has a time limit (usually five years) or contemplating it; consistent with what we are proposing. In addition, the Nursing Department Admissions Committee has collected data showing a very strong and direct correlation between grades earned in the three biological science courses and ultimate success in the program. Course work taken several years ago is simply no longer relevant or forgotten over time. There is no question that it would ultimately improve their chances of getting through the program.



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- Dr. Lisa Mertz, coordinator of the Massage Therapy program, indicates that most, if not all, of the New York registered Massage Therapy Schools have a time limits on Anatomy and Physiology transfer courses. They range from 5 to 10 years. The SUNY Community Colleges have college-wide policies that cover both Massage Therapy and Nursing.
  - This initiative will also help those students who present 10 and 20 year old course grades which were woefully inadequate for admission in the current competitive environment. They will have to repeat those courses under this proposed policy and will therefore have an opportunity to increase their chances of obtaining a seat in the Nursing program based on their current knowledge and maturity.
  - A motion was **made, seconded, and approved** for the new courses in the Department of Biological Sciences and Geology . There were no negative votes and no abstentions. One comment is noted: the course number is BI-456, not BI-455 as shown in Attachment G of the March 13, 2007 Agenda.

## NEW COURSES

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### *Department of Biological Sciences and Geology*

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453 BI-456: Introduction to Biological Research

454 2 class hours, 4 laboratory hours, 4 credits

455 Prerequisite: BI 201

456 Co-requisite BI202 and Permission of Instructor

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#### Course description:

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459 An introduction to current biological techniques including protein biochemistry, molecular

460 biology and microbiology. Other topics include laboratory safety, scientific literature

461 review, analysis and interpretation of data; written and oral communication of results.

462 Students will be expected to carry out group or independent research projects under the

463 direction of the instructor.

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#### Rationale:

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- The outstanding success of students in the Chemistry capstone course as well as those in the NIH-Bridges Program demonstrates the benefits of a research experience to QCC students. As recently stated by CUNY program evaluators: “high quality undergraduate science requires that undergraduate students participate in high level research” (2006 Doctoral Program Evaluation).
  - Mastering research technique (s) and communication skills will prepare students for selection into competitive research programs.
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475 BI-554: Research Laboratory Internship

476 90 hours; 2 credits

477 Prerequisite: BI 201 and Permission of Instructor

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#### Course description:

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480 This internship provides an opportunity to learn advanced techniques and gain practical

481 experience working in a modern research laboratory. Students are placed with selected

482 research laboratories for a minimum of 90 hours. Course requirements include

483 submission of a detailed lab notebook and a final report summarizing the activities at the  
 484 end (exact schedule to be arranged with affiliated lab) of the internship. A final grade will  
 485 be determined by the internship coordinator based upon the final report, lab notebook,  
 486 and lab supervisor’s evaluation.

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 488 Rationale:

- 489 • The outstanding success of students in the Chemistry capstone course as well
- 490 as those in the NIH-Bridges Program demonstrates the benefits of a research
- 491 experience to QCC students. As recently stated by CUNY program evaluators:
- 492 “high quality undergraduate science requires that undergraduate students
- 493 participate in high level research” (2006 Doctoral Program Evaluation).
- 494 • Expanding the range of research opportunities will allow more students to
- 495 experience the rewards of research.
- 496 • Senior college faculty and students will serve as role models demonstrating the
- 497 fundamentals characteristics of a researcher
- 498 • Early interaction with the senior college will facilitate transfer to baccalaureate
- 499 science programs.
- 500 • Mastering research technique (s) and communication skills will prepare students
- 501 for selection into competitive research programs.

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- 503 • A motion was **made, seconded, and approved** for the proposed course
- 504 changes in the Department of Electrical and Computer Engineering
- 505 Technology. There were no negative votes and no abstentions.
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508 **PROPOSED COURSE CHANGES**

509 Department of Electrical and Computer Engineering Technology

510 ET-504: Operating Systems and System Deployment  
 511 1 class hour 2 laboratory hours 2 credits

512 **Proposed change** (increase one laboratory hour):

513 FROM:

514 [1 class hour 2 laboratory hours 2 credits]

515 To:

516 1 class hour 3 laboratory hours 2 credits

517 **Catalog Course Description** (for reference and referral only, no changes):

518 This course covers a number of operating system types such as: single tasking,  
 519 cooperative, preemptive, multithreading and multitasking systems. Current operating  
 520 systems are deployed under various environmental configurations. Operating systems  
 521 and programs will be installed using Remote Network Access Services. The Internet will  
 522 be utilized to download drivers, apply corrective service packs and updates. The entire  
 523 course is available over the Internet via a Blackboard Server.

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 525 **Rationale** – Operating systems have increased in their sophistication, complexity and  
 526 installation requirements. Internet and web technology has changed considerably since  
 527 this course was first proposed more then ten years ago. Important issues never  
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536 previously encountered such as security, user management and system integrity must  
 537 be confronted before the operating system can be exploited.  
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539 The amount of time needed to merely install the operating system has increased  
 540 immensely. Increased time is also required to prepare the computer before the  
 541 operating system can be installed. Imperative tasks like operating system management  
 542 and administration, adding system users, installing peripheral drivers and other devices,  
 543 user profiles, Internet connections, mail administration, system backups, etc. have all  
 544 increased in scope as well as the time required to actually perform these tasks. These  
 545 issues have made teaching ET504 laboratory extremely difficult and has limited the  
 546 topics that can be covered in the two hour laboratory.  
 547

548 New state-of-art operating systems such as Microsoft's Vista will require even more time  
 549 to explore. Vista will be available in many different forms. These operating system  
 550 variations are targeted to specific audiences. Studying these variations will be a  
 551 necessity that will require additional laboratory time.  
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553 **Committee on Environment, Quality of Life and Disability Issues:**  
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- 555 • Professor Marilyn Katz presented the Report for the Committee which is  
 556 proposing Naming Guidelines. (*Attachment H of the March 13, 2007*  
 557 *Agenda*).
- 558 • A motion was **made, seconded, and approved** to:  
 559     ➢ recognize the CUNY Guidelines  
 560     ➢ accept the Naming Guidelines Established by the QCC Office of  
 561     Institutional Advancement  
 562     ➢ adopt the Naming Guidelines Proposed by the Committee on  
 563     Environment, Quality of Life and Disability Issues.  
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565 There were no negative votes and no abstentions.  
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568 **1. Naming Guidelines for CUNY Colleges October 2004**  
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570 Naming of a School	\$10,000,000
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572 Name on an Academic Building	15 - 25% of total cost
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574 Name a Center, Institute, Program or Academic Unit	\$5,000,000
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576 Endowment for a named Chair	\$2,000,000
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578 Endowed Professorship	\$750,000
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580 Funds for Visiting Scholar / Artist-in-Residence	\$250,000
581	
582 Funds for special lectures	\$100,000
583	
584 Endowed Full Student Scholarships	\$100,000
585	
586 Other Endowments	\$50,000
587	
588 Academic Awards and Prizes	\$25,000

589 **2. Naming Guidelines Established By The QCC Office Of Institutional**  
 590 **Advancement**

591  
 592 No guidelines currently are present for the following items in the CUNY Naming Guidelines:  
 593

- 594 • Holocaust Center Naming Opportunities
- 595 • Art Gallery Naming Opportunities
- 596 • Giving Opportunities
- 597 • Sponsorships
- 598 • Memorial Tributes

599  
 600 Guidelines for naming the above items have been established by the Office of Institutional  
 601 Advancement – Rosemary Zins, Vice President, and approved by the QCC Fund. These  
 602 guidelines are as follows:  
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604 Note: Donators are informed that any donated monies that remain after the purchase of the  
 605 donated item are accumulated into an unrestricted account in the QCC Fund.  
 606

607 **Holocaust Center Naming Opportunities**

608	Name on Center	\$1,000,000
609	Library in HRC	\$360,000
610	Exhibit Gallery I	\$250,000
611	Exhibit Gallery II	\$250,000
612	Reception Vestibule	\$100,000
613	Teacher Training Institute	\$100,000
614	Internship Documentation Institute	\$100,000
615	Cinema Institute	\$100,000
616	Smart Classroom	\$100,000
617	DVD/Projection System	\$100,000
618	Wall of Remembrance	\$54,000
619	Electronic A-V System	\$54,000
620	Doctoral Dissertation Archives	\$36,000
621	Microfilm Collection	\$36,000
622	Survivor Interview Collection	\$36,000
623	Display Cabinets	\$3,600
624	Computers	\$900
625	Desks/Chairs	\$360
626	Mezzuot	\$360

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 628 **Art Gallery Naming Opportunities**

629	Name on Building	\$2,000,000
630	Exhibit Gallery I (Permanent Collection)	\$500,000
631	Exhibit Gallery II (Permanent Collection)	\$300,000
632	Theater in Gallery	\$300,000
633	Exhibit Gallery III (Special Collection)	\$250,000
634	Oakland Dining Room	\$250,000
635	Exhibit Gallery IV (Exhibit Space)	\$200,000
636	Exhibit Gallery V (Exhibit Space)	\$200,000

637	Gift Shop (Main Entrance)	\$150,000
638	Loggia	\$100,000
639	Outdoor Terrace	\$25,000
640	Elevator	\$15,000
641	Ground Floor Elevator Foyer	\$15,000
642		
643	<b><u>Giving Opportunities</u></b>	
644	Endow the Holocaust Resource Center	\$5,000,000
645	Endow the Art Gallery	\$5,000,000
646	Endow the Performing Arts Center	\$5,000,000
647	Endow a Department	\$5,000,000
648	Endow a Program	\$2,500,000
649	Endow a Chair	\$1,500,000
650	Endow the Center for Excellence in Teaching and Learning	\$1,000,000
651	Endow a Laboratory	\$1,000,000
652	Endow a Professorship	\$750,000
653	Endow an Academy/Learning Cohort	\$500,000
654	Endow a Faculty Development Fund	\$250,000
655	Endow a Classroom	\$100,000
656	Endow a Full Tuition Scholarship	\$100,000
657	Endow a Student Research Fund	\$50,000
658	Endow a Study Abroad/International Experience	\$25,000
659	Endow a Scholarship	\$10,000
660		
661	<b><u>Sponsorships</u></b>	
662	Art Gallery Exhibit	\$50,000
663	Holocaust Resource Center Exhibit	\$50,000
664	Performing Arts Series	\$50,000
665	Academic Convocation	\$50,000
666	Student Government Retreat	\$50,000
667	Alumni Homecoming	\$50,000
668	Presidential Lecture Series	\$25,000
669	Scholarship Reception	\$25,000
670	Student Research Presentations	\$10,000
671	Tuition Assistance for 2 Years	\$5,000
672	Tuition Assistance for 1 Year	\$2,500
673		
674	<b><u>Memorial Tributes</u></b>	
675	Named Memorial Scholarship Fund	\$10,000
676	Tuition Assistance for 2 years	\$5,000
677	Tuition Assistance for 1 year	\$2,500
678	Aluminum Bench	\$2,000
679	Specimen Tree with Plaque	\$1,500
680	Teak Bench	\$1,000
681	Theater Seat	\$1,000
682	Granite Square (12")	\$500
683	Tree with Plaque	\$250
684	(Dogwood, Magnolia, Evergreen, Flowering Cherry – approx. 4' – 6')	
685	Legacy Scholarship Donation	any amount

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**Comments**

1. **Naming for Life:** Buildings at CUNY are indeed named for the lifetime of that building. There is nothing explicitly stated (or implied) in the CUNY Naming Guidelines that addresses the issue of length of time for the building to remain named as such. The members of the QCC Fund are currently comfortable with naming for life at this point in time, despite trends.
2. **Re-Naming Based on Construction/Renovation:** Currently, if a building is improved or undergoes a major renovation via a donation, there is no guideline regarding the re-naming of a building. No guideline currently exists regarding whether the new donor can receive naming credit for the renovation. In the future, this issue will become part of the discussion when accepting construction/renovation funds.
3. **Poor Character:** Currently, there is no guideline if a donor displays poor character after the donation is made and the naming is completed. In the future, this issue will become part of the discussion when accepting donations.
4. **Structures within a Building:** Structures, programs, initiatives and other designated spaces are also potential naming opportunities. For example, The \_\_\_\_\_ Learning Center in the Schmeller Library and The \_\_\_\_\_ Theater in the Humanities Building could be considered as additional opportunities for naming.

**3. Naming Guidelines Proposed By the Committee on Environment, Quality of Life and Disability Issues**

**Potential Donor Opportunities** (in consideration with the Campus Master Plan and currently proposed projects that cannot move forward due to insufficient funding):

Barnes and Noble Bookstore	*
Head Start Center	*
Library	named
Student Cafeteria/Dining Room	\$2,000,000
Patio Enclosure Outdoor Student Dining Area	\$2,000,000
Student Center	\$2,000,000
Pool	\$2,000,000
Track/Athletic Field	\$1,000,000
Field House	\$1,000,000
Observatory	\$1,000,000
Gymnasium	named
Tennis Courts	\$500,000
Upper/Lower Mall Areas	\$300,000
Humanities Theatre Entrance/Lobby	\$200,000
Main Entrance/Lobby	\$150,000
Roadway in Front of Academic Buildings	\$150,000
Locker Rooms	\$100,000
Weight Rooms	\$100,000
Outdoor Sculpture w/ Memorial Plaque	\$100,000
Humanities Build.3rd Floor Outdoor Space	\$100,000
Endow a Science, Computer, Language Lab	\$100,000
Creation of Green/Park Space (i.e. Green Space behind Administration. Building. & Oakland)	\$100,000
Box Office	\$50,000

735	Child Care Playground	\$50,000
736	Entry Landscaping of Academic Building w/ memorial plaque	\$25,000
737	Hallway with Plaque	\$15,000
738	Elevators	\$15,000
739	Memorial Garden w/ plaque	\$10,000
740	Bookstore Outdoor Dining Area	\$10,000

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742 \* This facility houses a vendor that has its own corporate branding and therefore cannot be named.

- President Martí thanked the Committee for their work and thanked Professor Katz for the presentation of the report.

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747 **VII. Reports of Academic Senate Special Committee**

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749 **Special Committee on General Education:**

- The report was received (*Attachments I and J of the March 13, 2007 Agenda*).
- President Martí commented that he believes the strength of our College is based on providing a good general education, preparing students to think critically, and preparing them for citizenship. The emphasis is often on skills for employment, but we should provide more than that.
- The President thanked the Special Committee for their work and encouraged all to attend the open forum on March 21<sup>st</sup>.

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759 **VII. Old Business**

760 (none)

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763 **VIII. New Business**

- Senator Gillespie reminded everyone of the Faculty Meeting on March 28, 2007. announcing that Dr. Peter Bales and Dr. Susan Jacobowitz will serve as the respondents. Senator Gillespie thanked Professor Kolios for his work in organizing this meeting.
- President Martí reminded everyone of the Presidential Lecture Series to be held on March 21. Students are also welcomed to attend.
- Senator Joanne Wein invited everyone to attend *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf* in the Humanities Theater.

771  
772 The meeting adjourned at 4.20 p.m.

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774 Respectfully submitted,

775  
776 Kathleen Villani  
777 Secretary