QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

Agenda

Academic Senate Meeting

<u>**Date**</u>**: Tuesday, May 10, 2011**

<u>**Time**</u>**: 3:10 p.m.**

<u>**Location**</u>**: Room M-136**

  I.   Attendance

 II.   Consideration of minutes of the April 12, 2011 meeting (Attachment A)

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

- click here on <u>Board of Trustees</u> for current communications

IV.   Communications from:

- President Diane B. Call – (Attachment B)
- Senate Steering Committee Report – (Attachment C)--**RESOLUTION**
- University Faculty Senate Minutes, UFS Plenary of April 12, 2011 (Attachment D)

    - http://www.cunyufs.org/ (for current communications)

    - For policies adopted by the Board of Trustees
      Click on http://www1.cuny.edu/abtcuny/trustees/

 V.   ELECTIONS

- Election of members of the Steering Committee-**ELECTION**

- Election of Parliamentarian-**ELECTION**

- Election of Senate Technology Officer-**ELECTION**

- Election of Members of Committee on Committees-**ELECTION**

- Election of Faculty Member-at-Large of the Senate--**ELECTION**

 VI.   List of potential graduates for June, 2011 (for information only) (Attachment E)

VII.   Monthly Reports of Standing Committees of the Academic Senate

- Committee on Committees (Attachment F)

- Committee on Computer Resources (Attachment G)

- Committee on Curriculum (Attachment H)--**RESOLUTION**

- Committee on Environment, Quality of Life, and Disability Issues (Attachment I)—**RESOLUTION**

VIII.   Annual Reports of Standing Committees of the Academic Senate

- Committee on Assessment and Institutional Effectiveness (Attachment J)

 IX.   Old Business—**RESOLUTION** (Attachment K)

 X.   New Business

Barbara Blake-Campbell,
Secretary

Queensborough Community College
The City University of New York

<u>MINUTES</u>
of the April 12, 2011
Academic Senate

Interim President Diane Call called the seventh regularly scheduled meeting of the Academic Senate to order at 3:15 p.m.

I. Attendance:

The complete Senate roster is available at
http://www.qcc.cuny.edu/Governance/AcademicSenate/academic_senate_roster.asp

As determined from the attendance taken by the i-clickers at the meeting, there were twenty-eight absentees.

Ansani, Antonella	BBlake-Campbell, Barbara		Colalillo, Georgina
Regina Cardaci	Todd Holden	Pedro Irigoyen	Jue, Chong
David Klarberg	Liza Larios	Devin McKay	Edlin, Margot
Lana Zinger	SG Executive VP	SG President	Kuszai, Joel
SG VP for Evening Students		Jacobowitz, Susan	Larios, Liza
Menendez, Anne Marie	Rochford, Regina	SG President Pro Tempore	
SG Treasurer	SG VP for PT Students	Steele, Karen	Valentino, James
Wallach, Patrick	Weber, Craig	White, Eileen	

II. Consideration of minutes of the March 8, 2011:

- A **motion** was **made**, **seconded**, and **approved** to approve the March 8, 2011 minutes (*Attachment A of the April 12, 2011 Agenda).* This vote passed unanimously.

III. Communications from:

President Call
- President Call referred to her written report.
- President Call reported that enrollment fell slightly below the original number of students expected.
- President Call reported that the new Special Budget Advisory Committee of the Academic Senate had met for the first time with Vice-President Sherri Newcomb, and that it had been an extremely productive meeting. She is hoping that this will be an opportunity for faculty and administration to share ideas about the budget.

53   •   President Call reported on the most recent developments for the
54   New York State budget. While the spring tuition increase for
55   2011 was recognized, the forthcoming fall tuition increased was
56   not, which may be difficult for senior colleges, although its
57   implications for community colleges may not be as significant.
58   Chancellor Goldstein is continuing to press for the
59   implementation of a "rational tuition policy" (in other words,
60   modest annual increases). Some of the cuts proposed for FTE
61   funding were restored from the anticipated cut of $226 per
62   student. However, there has been a "constant erosion" from the
63   state budget over the past decade.

64   •   New York City may impose a cut of $21 Million dollars upon
65   CUNY Community colleges.

66   •   President Call recorded that Chancellor Goldstein was extremely
67   pleased with the exchange with faculty and especially students
68   at his campus visit on March 30, 2011.

69   •   President Call extended her congratulations to Dr. Michael Guy
70   (Mathematics and Computer Science) who was the recipient of a
71   Chancellor's Award for Excellence in Undergraduate
72   Mathematics Education.

73   •   President Call also acknowledged the excellent presentation
74   made by Nidhur Ganhuri (Biology and Geological Sciences);
75   Amy Traver (Social Sciences); and Regina Rochford (Basic
76   Skills) at the American Association of Community College on
77   Monday, April 11, 2011 in New Orleans.

78   •   President Call extended her congratulations to Professor
79   Alexandra Tarasko, on her election as Chair of the Faculty
80   Executive Committee. She reminded member of the faculty that
81   they have the opportunity to represent their colleagues on ten
82   separate committees.

83   •   President Call also acknowledged newly elected Student
84   Government President Oluwadamisi Atanda, and his
85   administration.

86   •   President Call reminded Senators that there was still time to buy
87   tickets for the Partners for Progress Gala, scheduled for
88   Thursday, April 28, 2011 at Terrace on the Park. The honoree
89   this year would be the retired Chair of the Faculty Executive
90   Committee and the English Department, Dr. Sheena Gillespie.

91   •   Mark Kupferberg,who is on the Advisory Board of the Harriet and
92   Kenneth Kupferberg Resource Center and Archives will be a
93   panelist at Chancellor Goldstein's forthcoming "Philanthropy
94   Forum."

95   •   Other important dates for the College would be the forthcoming
96   Honors Convocation, on May 31, 2011, and Graduation on June
97   3, 2011.

98   •

99

100 **Senate Steering Committee:**

101   •   Dr. Tai referred to her written report.

102   •   Dr. Tai also acknowledged newly elected Student Government
103   President Oluwadamisi Atanda, and his administration.

104   •   Dr. Tai yielded the floor to Professor Sheila Beck, in order to
105   conduct the election from the Senate floor to approve the slate of
106   proposed members of committees of the Academic Senate (as
107   per the Committee on Committee's Report to the Academic

108	Senate, attachment E.) The slate had a very high number of
109	petitioning committee members who were noted on the slate with
110	an asterisk, and there was some discussion about the way in
111	which the election was to be conducted.
112	• Dr. Tai drew the attention of senator to the CUNY University
113	Faculty Senate Resolution on Transfer and General Education at
114	CUNY, indicating that this matter would be put to the Senate as
115	a Resolution at the forthcoming May Senate.

116
117 **V. Monthly Reports of Standing Committees of the Academic Senate**
118

119 • Committee on Committees (Attachment E) - Accepted as Presented

120 • After an interval during with Senator Aranzazu Borrachero presented her report for the
121 Committee on Curriculum (as per Attachment F, and below), Professor Sheila Beck and
122 the members of the Committee on Committees announced the results of the election to
123 approve the assignments to Committees of the Academic Senate as presented:

124

125 **Academic Development/Elective Academic Programs (5 members)**

126 Gray, Peter (English)

127 Golebiewska, Urzula (Biology & Geology)

128 Marcus, Sandra (Library)

129 Salis, Andrea (Health, Physical Education and Dance)

130 Sporn, Howard

131 Steering Committee Designee: Bentley, Lawrence

132 Submitted by Petition: Helene Dunkelblau

133

134 **Admissions (5 members)**

135 Aikas, Rose-Marie (Social Sciences)

136 Clingan, Edmund (History)

137 Colalillo, Georgiana (Nursing)

138 Ford, Kelly (Business)

139 Urciuoli, Jannette (Student Affairs)

140 Steering Committee Designee: Susan Hock

141

142 **Assessment and Institutional Effectiveness (7 members)**

143 Salvitti-McGill, Georgia (Speech and Theatre)

144 Beck, Sheila (Library)

145 Burke, Patricia (Nursing)

146 Hemraj-Benny, Tirandai (Chemistry)

147 McLaughlin, Susan (Biology and Geology)

148 Rochford, Regina (Basic Skills)

149	Sullivan, Regina (Biology)
150	Steering Committee Designee: Shele Bannon
151	Submitted by Petition: Maurizio Santoro; Dimitios Kokkinos
152	
153	**Awards and Scholarships (3 members)**
154	Lall-Ramnarine, Sharon (Chemistry)
155	Reeves, Sharon (Foreign Languages)
156	Bugg, Kimberly (Library)
157	Steering Committee Designee: John Gilleadeau
158	Submitted by Petition: George Muchita
159	
160	**Bylaws (5 members)**
161	Mader, Bryn (Biology and Geology)
162	Mohess, Neera (Library)
163	Meltzer, Linda (Business)
164	Ren, Tian (Mathematics and Computer Science)
165	Tittmann, Eileen (Nursing)
166	Steering Committee Designee: Shannon Kincaid
167	
168	**Ceremonial Occasions (3 members)**
169	Burdi, Glenn (Business)
170	Cesarano, Michael (Speech and Theatre)
171	Loeffler, Helmut (History)
172	Steering Committee Designee: Kimberly Jeffries
173	
174	**Computer Resources (7 members)**
175	Bayer, Tina (Nursing)
176	Ford, Wendy (Business)
177	Gadhura, Nidhi (Biology and Geology)
178	Guy, Michael (Mathematics and Computer Science)
179	Jia, Peijun (Library)
180	Shekoyan, Vazgen (Physics)
181	Traver, Amy (Social Science)
182	Steering Committee Designee: Kathleen Kilcoyne
183	Submitted by Petition: Kenneth Golden
184	

185
186   **Continuing Education**
187   Alaiz-Losada, Susana (Foreign Languages)
188   Jankowski, Jeffrey (Social Sciences)
189   Van Ells, Mark (History)
190   Steering Committee Designee: Barbara Rome
191
192   **Course and Standing (9 members)**
193   Buoncora, John (ECET)
194   Capozzoli, Gina (Student Affairs)
195   Dahike, Steven (Music)
196   Gordon, John (Mathematics and Computer Science)
197   Mertz, Lisa (Health, Physical Education and Dance)
198   Saur, Barbara (Nursing)
199   Small, Valerie (Speech)
200   Timbilla, James (Biology and Geology)
201   Tucker-Manzo, Christina (Business)
202   Steering Committee Desginee: Emily Gordon
203   Submitted by Petition: Carolyn King
204
205   **Cultural and Archival Resources (5 members)**
206   Carroll, Julia (Basic Skills)
207   Cupelli, Lorraine (Nursing)
208   Lizzul, Isabella (Dance)
209   Perel, Zivah (English)
210   Schwartz, Jeffrey (ECET)
211   Steering Committee Designee: Cheryl Meddles-Torres
212   Submitted by Petition: Michael Ritchie
213
214   **Curriculum (7 members)**
215   Chauhan, Moni (Chemistry)
216   Klarberg, David (Biology and Geology)
217   McKay, Devin (Library)
218   Pecorino, Philip (Social Sciences)
219   Tai, Emily (History)
220   Warsi, Jilani (Basic Skills)

221   Yuster, Richard (ECET)

222   Steering Committee Desginee: Caf Dowlah

223   Submitted by Petition: Wilvena Gordon

224

225   **eLearning (7 members)**

226   Blake-Campbell, Barbara (Nursing)

227   Boccio, Dona V. (Mathematics and Computer and Science)

228   Dehipawala, Sunil (Physics)

229   Moody, Anissa (Social Sciences)

230   Rofofsky-Marcus, Sara (Library)

231   Sarno, David (Chemistry)

232   Sehman, Melanie (Music)

233   Steering Committee Designee: Mangala Tawde

234

235   **Environment, Quality of Life, and Disability Issues (5 members)**

236   Bartls, Elizabeth (Social Sciences)

237   Francis, Leslie (Business)

238   Moh, Nam Jong (Mathematics and Computer Science)

239   Pincus, Dion (Writing Center)

240   Stroehlein, Margaret (Nursing)

241   Steering Committee Designee: Steven Frishman

242

243   **Library (3 members)**

244   Gurtas, Yusuf (Mathematics and Computer Science)

245   Madrigal, Jose Luis (Foreign Languages)

246   Poulsen, Jane (Social Sciences)

247   Steering Committee Designee: Elizabeth DiGiorgio

248   Submitted by Petition: Haishen Yao, Laura Sabini

249

250   **Publications (3 members)**

251   Amicucci, Bernadette (Nursing)

252   Mangra, Danny (ECET)

253   Nguyen, Andrew (Biology and Geology)

254   Steering Committee Designee: Kostas Stroumbakis

255

256

257	**Student Activities (3 members)**
258	Mayeli, Azita (Mathematics and Computer Sciences)
259	Novick, Peter (Biology and Geology)
260	Rosen, Ted (Business)
261	Steering Committee Designee: Susan Garcia
262	Submitted by Petition: Barbara Lynch, Elizabeth DiGiorgio, Bahar Baheri, Evelyn Tam,
263	Changiz Alizadeh
264	
265	**Vendor Services (5 members)**
266	Berlinger, Manette (Basic Skills)
267	Cornick, Jonathan (Mathematics and Computer Services)
268	Goldhammer, Eva (Social Sciences)
269	Proteasa, Gheorghe (Biology and Geology)
270	Raya, Eldia (Foreign Languages)
271	Steering Committee Designee: Carol Campbell
272	
273	**WID/WAC (5 members)**
274	Gayle, Marvin (ECET)
275	Puri, Karan Mohan (Mathematics and Computer Science)
276	Rothenberg, Julia (Social Sciences)
277	Volchok, Edward (Business)
278	Wentrack, Kathleen (Art and Design)
279	Steering Committee Designee: Julia Pigza
280	Submitted by Petition:Jilani Warsi, L. Jim Bentley
281	
282	**32 Senators voted for the entire slate.**
283	**25 Senators voted against the slate as presented.**
284	**1 vote was deemed invalid because it was torn.**
285	
286	• Committee on Curriculum (Attachment F)
287	
288	• Senator Aranzazu Borrachero indicated that the experimental course included in the report of
289	the Committee on Curriculum's report to the Academic Senate, **SP-230 Video Production 1**,
290	was an experimental course, and thus would not require the approval of the Committee on
291	Curriculum at this time.
292	
293	• Dr. Borrachero also indicated that the Committee on Curriculum had reviewed the proposal
294	for a revised Academic Calendar (in order to create a "fifteenth final examination week" and
295	determined there was no approval needed for this, either—although it was indicated that the

296 proposal itself is under revision. It was affirmed by several members of the Committee of
297 Chairs who serve as senators that there was a critical need to move this proposal forward.
298
299
300
301 **New Business**:
302 • Student Government leaders announced the forthcoming
303 Earth Day Celebration scheduled for Wednesday, April
304 13, 2011.
305 • Mr. George Sherman indicated that there would be a
306 hearing concerning the Technology Plan on April 14,
307 2011, at 3 PM
308 • Professor Michael Cesarano indicated that there would
309 be a PSC-CUNY Chapter meeting on Wednesday, April
310 13, 2011 at 2 PM.
311
312
313
314 The meeting was adjourned at 4 PM
315
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318 Respectfully Submitted,
319
320 Barbara Blake-Campbell, RN, PhD.(Secretary)
321 Steering Committee of the Academic Senate.

QUEENSBOROUGH COMMUNITY COLLEGE
of The City University of New York

Report of the President
to the
Academic Senate

May 10, 2011

Partners for Progress Gala:
- Many thanks to the faculty and staff who supported this year's Partners for Progress fundraising Gala on April 28. Over 400 guests celebrated our honorees and especially our students who were featured in the program. Almost $280,000 was raised for student scholarships.

Honors:
- Congratulations to our faculty colleagues who were awarded 2011-12 CUNY-PSC research grants! QCC had the highest percentage of applications and the highest number of projects awarded among all the community colleges, in what was a highly competitive year. Twenty seven faculty from eleven departments received grants to support research projects and creative activities. www.qcc.cuny.edu/sponored

- Our Freshman Academies continue to draw national attention as a model for supporting student retention and success. This year, formal presentations were made at five national conferences, and faculty/staff representing nine community colleges from NY, Texas, New Mexico, Massachusetts and Florida have visited our campus or participated in conference calls, led by our Academic Affairs and Student Affairs staff.

- Queensborough Community College has been chosen to participate in a pilot project for the American Association of Colleges and Universities' Collaborative for Authentic Assessment and Learning. Using the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics, developed by faculty members across the United States, this project will create a process for rubric score collection. Queensborough has been selected to score the Integrative Learning rubric, which some faculty have already been implementing in their classrooms this semester.

The Office of Academic Affairs is seeking 3 faculty scorers for 100 samples of student work.   Interested scorers would need to be available from May 31-June 3 for up to 3 days of scoring, and have some experience using rubrics. Faculty participants will receive an honorarium of $100.00 from the AAC&U per day. Please contact Dean Michele Cuomo if you would be interested in participating.

- Congratulations to Dr. Michael Guy on being named as one of four CUNY faculty to receive the Chancellor's Award for Excellence in Undergraduate Mathematics Education.

- Ms. Kathleen Capogrosso-Brown, a student in the nursing program, was selected to the 2011 All-New York Academic Team for the Phi Theta Kappa International Honor Society. This is a highly prestigious recognition by the New York Community College Trustees (NYCCT), the New York Community College Association of Presidents (NYCCAP), the Faculty Council of Community Colleges (FCCC) and the Phi Theta Kappa International Honor Society.

- Mark Kupferberg, a member of our QCC Fund, Inc. was a panelist at the CUNY Forum on Philanthropy. Mark, whose family endowed our Kupferberg Holocaust Resource Center and Archives, spoke on the value of philanthropic support of community colleges. The panel included Sy Steinberg, Emily Tow Jackson and Larry Zicklin, all of whom are significant benefactors of CUNY senior colleges.

Alerts:
- Advisement and registration for summer classes and the fall semester is underway. Faculty and staff are asked to encourage students to complete this process before the summer break.
- Through revenue from our enterprise activities, a number of *summer scholarships* (tuition and books) will be awarded to Fall 10 first time/full time degree students in good academic standing who need three to six credits to reach the 30 credit mark by this fall term. Dean Michele Cuomo in our office of Academic Affairs will coordinate an outreach to eligible students. Faculty and staff are asked to assist with publicizing this opportunity for students to reach the halfway point in their degree program within one calendar year.

Report of the Steering Committee of the Academic Senate
Queensborough Community College, CUNY
May 10, 2011

1. **Senate Matters: Composition and Membership**

   As of this writing, the Steering Committee of the Academic Senate is awaiting the Committee on Committee's advise concerning the results of elections for the following members of faculty running for election as Senators-at-Large;

Dr.	Joseph	Bertorelli	Professor
Ms.	Aithne	Bialo-Padin	Lecturer
Dr.	Belle	Birchfield	Associate Prof.
Professor	Regina	Cardaci	Assistant Prof.
Dr.	Edmund	Clingan	Associate Prof.
Professor	Georgina	Colalillo	Associate Prof.
Professor	Elyn P.	Feldman	Professor
Dr.	Wilma	Fletcher-Anthony	Assistant Prof.
Professor	Kelly	Ford	Assistant Prof.
Dr.	Peter	Gray	Associate Prof.
Dr.	Eugene	Harris	Associate Prof.
Dr.	Chong	Jue	Associate Prof.
Professor	Anthony	Kolios	Associate Prof.
Dr.	Isabella	Lizzul	Assistant Prof.
Dr.	Helmut	Loeffler	Assistant Prof.
Professor	Devin	McKay	Associate Prof.
Professor	Hamid	Namdar	Associate Prof.
Dr.	Andrew	Nguyen	Assistant Prof.
Dr.	Julie	Pigza	Assistant Prof.
Dr.	Andrea	Salis	Assistant Prof.
Dr.	Maurizio	Santoro	Associate Prof.
Dr.	Mangala	Tawde	Assistant Prof.
Dr.	Jannette	Urciuoli	Assistant Prof.
Professor	Eileen	White	Assistant Prof.
Professor	Richard	Yuster	Professor
Mr.	Reuvain	Zahavy	Lecturer

These results will be announced at the Academic Senate, where we will also thank members of faculty who are leaving the Senate for the forthcoming academic year, such as Senators Borrachero and Lin, who are both going on sabbatical leave in 2011-2012.

2. **Committee Matters: Composition and Membership**

The Steering Committee is delighted to announce that we have been in communication with student government, and have received a list of student representatives to meet with committees of the Academic Senate. We wish to thank the members of student government for furnishing this list, and look forward to productive cooperation between students, staff, and faculty in our shared governance system.

The Steering Committee has conferred and will be receiving nominations for the coming academic year.

The Steering Committee has also been in consultation with the Committee on Committees regarding possible successors for the following members of the Committee on Committees whose terms expire this spring:

Regina Rochford
Sheila Beck
Phyllis Pace

In addition, Dr. Lin's sabbatical imposes a fourth anticipated vacancy, which will require her replacement to serve a two-year term.

We are pleased to report that there were a large number of faculty interested in service in this capacity—more than we anticipated! Whatever may develop on the floor of the May Academic Senate, the Steering Committee wishes to offer its most sincere thanks to every member of faculty who was willing to consider serving on this important committee. We feel truly fortunate to work with such dedicated colleagues.

The Steering Committee would also like to take this opportunity to thank outgoing COC members Professors Beck and Rochford for their respective stewardship of the Committee on Committees; and Professor Pace for her tireless service to the committee and the Academic Senate in so many capacities.

3. **Committee Matters: Activities**

- The Special Committee on General Education Learning Outcomes will have met twice, as of this writing. We are currently discussing the possibility of meeting with faculty governance leaders Queens College, who have indicated their disposition to support the successful transfer of our students to their campus. In addition, members of this committee attended the Spring Conference on General Education and Transfer, organized by the University Faculty Senate on April 29, 2011.

- On Wednesday, April 14, 2011, the Steering Committee of the Academic Senate met with the chairs of the Committees of the Academic Senate. Some of the matters discussed at the meeting were fairly technical issues, such as chair elections, and preparations of the Annual Reports; some of the matters addressed at this meeting constitute action items for the Steering Committee, which will be revising the Chairs' Committee guides to create more specific guidelines regarding the welcoming of our student government members, and interaction with the Committee on Committees. The Steering Committee is particularly looking forward to seeing how each committee will interact with the Administrative offices the Committee on Assessment and Institutional Effectiveness has identified as useful sources of information to them—we see this kind of communication as a useful way to streamline the process of institutional self-study which we undertake for Middle States Accreditation.

- As of this writing, the Steering Committee has been grateful for the cooperation the Committee on Curriculum has received from President Call and the Office of Academic Affairs regarding the CUNYStart curriculum. Documents related to this curriculum have now been shared with members of the Steering Committee and the Committee on Curriculum, as well as the members of the department of Mathematics and Computer Science and Basic Educational Skills.

- As of this writing, the Special Budget Advisory Committee has met once with Vice-President Newcomb. We expect to have a second meeting in early May. It is currently the intention of the Steering Committee to invite report on the transactions of this committee on the floor of the Academic Senate on May 10, 2011. However, the intersection between scheduled committee meetings and the schedule of the Academic Senate may compel us to await the September Academic Senate before offering any written report.

4. **University and College Wide Matters with Direct Bearing on the Senate**

- **Draft Resolutions on General Education and Transfer at CUNY**

   As discussed in last month's Steering Committee Report, the University Faculty Senate has been presiding over a CUNY-wide debate concerning the proposal advanced by the office of Executive Vice-Chancellor Logue concerning the creation of a 36-credit general education curriculum that would be portable from community colleges to senior colleges, as per materials available on http://www.cuny.edu/about/administration/offices/ue/degreepathways.html.

   Members of the Academic Senate may have been in attendance at the Faculty Meeting of Friday, March 25, 2011, when Executive Vice-Chancellor Logue was kind enough to visit our campus to make a case for these proposals.

   As of this writing, a variety of perspectives on these proposals have been voiced by various members of faculty across the CUNY campuses, ranging from strong condemnation of a proposal that is viewed as potential destructive to academic rigor (the view taken by the faculty of Baruch College, Hunter College, Brooklyn College, City

College, and the College of Staten Island, all of whom have offered governance body resolutions urging that the Pathways initiative be substantially slowed pending further consideration—these are available at the University Faculty Senate website at http://cunyufs.org/A/ --to support for the Chancellor's proposal from faculty representatives at Borough of Manhattan Community College, Bronx Community College, and Kingsborough Community College, who argue that students are often unnecessarily required to repeat courses on senior college campuses that they have already taken on community college campuses.   Student government leaders have also joined in the fray; some supporting the faculty position, while others remain more supportive of the central administration's position.

Below, please find the resolution that the Steering Committee of the Academic Senate is willing to offer for the consideration and possible adoption of the body at our forthcoming meeting. It questions the conflation of General Education and Transfer; affirms the importance of facilitating transfer for our students; but affirms, equally, the importance of maintaining the high academic standards that have always been embedded in our General Education curriculum.

RESOLUTION ON GENERAL EDUCATION AND TRANSFER

Whereas the "Pathways" proposal has proposed reconfigurations of General Education requirements to the possible diminution of richness of General Education curricula

and

Whereas the rationale for the revision that is offered is the facilitation of student transfer from Associates degree programs to Baccalaureate programs:

and

Whereas the City University Faculty Senate has, by contrast, argued that transfer difficulties would best be addressed by:

- First, for externally accredited programs (e.g., nursing, engineering) and other high-credit majors, clear cut University-wide course requirements be developed to ensure student success in the transfer process.

- Second, the creation of an appeals committee by the CUNY University Faculty Senate, in collaboration with the CUNY Office of Academic Affairs, to review and render decisions regarding any requests from colleges for waivers related to General Education requirements or curricula;

- Third, the extensive improvement of Curricular counseling for students, which would require:

  - Improved technologies

  - Linkage of college catalogs

  - TIPPS for program to program

  - Transcripts made electronically available to advising faculty

  - Clear advice to students enrolled in AAS programs that their general education credits will not be comprehensive enough to fully satisfy General Education requirements for a baccalaureate degree;

  - Discipline Councils, with funding to support periodic meetings of Discipline Councils which would work to create a mutual understanding of course content and outcomes in their areas.

- Fourth, the inclusion at least one faculty representative from each CUNY unit elected by each college's faculty governance body or by the college's faculty in any University-wide curriculum committees or task forces created to evaluate transfer;

- Fifth, the elaboration of Articulation agreements for as many majors as possible, particularly between any two colleges where there are considerable numbers of students (e.g., BCC and Lehman; Queensborough and Queens College);

Be It Resolved that the Academic Senate of Queensborough Community College opposes the linkage of transfer with any reevaluation of General Education curricula and requirements across the City University of New York.

Rationale: While the two current UFS resolutions present opposition to the "Pathways" Draft Resolution by uncoupling General Education and Transfer issues *implicitly*, by addressing them in discrete separate resolutions, this resolution addresses the question of conflation of the two issues *in itself*, while sidestepping the question of the number of credits devoted to General Education, as this is a somewhat more complicated issue across two-year campuses, where a wide variety of programs vary in their General Education requirements.

April 17, 2011

From: Linda Meltzer, UFS Member/Queensborough Community College

To: Barbara Blake-Campbell, Secretary, QCC Senate Steering Committee
            Emily Tai, Chairperson, QCC Senate Steering Committee

           Att.

Report on the 358th UFS Plenary Session of CUNY, April 12, 2011

UFS Chair Sandi Cooper called the meeting to order at approximately 6:30 p.m. in Room 9204/05/06 at the CUNY Graduate School and University Center.

I. Approval of the Agenda for April 12, 2011.
The agenda was approved by voice vote.

II. Approval of the Minutes of March 15, 2011.
The minutes were approved as distributed by voice vote.

III. Reports.
    A. Chair Activities. (Oral and Written)

    B. Chancellor Matthew Goldstein provided highlights Gov. Cuomo's Executive Budget voted in and discussed other CUNY matters as follows:

- Governor Cuomo's Executive Budget recently voted on reflects a total of $335M cuts for CUNY over 3 years (probably in less than 3 years).
- While this is bad news it "pales compared to other higher public education institutions."
- In 2008 and in 2010 there have been initiatives to bring together top leaders in public higher ed to understand the political dynamics and how to manage balance sheets going forward to advance student goals.
- Chancellor Goldstein has been meeting in Albany with the Higher Education Committee, assembly and Senate as well as the Lieutenant Governor to get insight into how Gov. Cuomo is working to reduce rancor and focus on jobs. It is important to keep in mind that New York State is the tale of two very different regions of downstate and upstate, the latter particularly hard hit economically.
- Chancellor Goldstein will be meeting with Governor Cuomo soon. The .Gov. is working on job development using the universities to create 10 regional Councils around large cities of NYS with each Council headed by Chair (Gov.) and two co-chairs. One co-chair will come from the University and the other will come from commerce.
- Goldstein wants CUNY involved in the New York City council given CUNY's experience in getting money to support its resources. For example, CUNY has done research used to benefit NYC. This initiative is likely to be announced in the next couple of weeks.

- With respect to the CUNY budget and loss of $335M cuts, Chancellor Goldstein pointed out that there was a lack of recognition for the recent 5% tuition hikes recently authorized. While Governor, assembly and Senate had all given there green light individually to the tuition increases, there has been some posturing akin to a "Kabuki dance" and tuition hikes have been left out of the final budget during the bargaining process and tried in court. Ultimately, Goldstein believes this hole will be "adaptively corrected" that is, tuition hikes will be recognized in the revenue targets over the next few months.
- The bigger issue, is not the one time tuition increase but rather figuring out a way to formulate tuition increases through a rational policy. The current master multiyear plan will expire in 2012. Chancellor Goldstein has been addressing a rational plan similar to that of SUNY which would reflect for CUNY: $50 million investment, savings owing to efficiencies; philanthropy; redesign of operations; entrepreneurial ways and rational tuition increases.
- Goldstein pointed out the Albany may be sensitive to the plans of some of the larger SUNY schools attempting to raise tuition significantly (as much as 75%) and this is expected to be addressed by the legislature in the next few weeks.
- Another issue being addressed and of particular importance CUNY is the Tuition Assistance Program (TAP) and whether the state will support the program or will need to be self-financed which will be a problem. Goldstein compared TAP to the federally funded Pell Grants (together they equal about $10,500 in student aid) and whether some monies for PELL will be removed as some of the members of the House are recommending. As of this writing it appears that the funds were reinstated till this September.
- Chancellor Goldstein discussed his ongoing road trip to visit all the CUNY campuses which will continue in the Fall. He is happy at the positive response of his coming to the campuses reflected in solid attendance by faculty and students.

C. New Business- UFS Statement on CUNY's Proposed General Education and Transfer Resolutions as two separate resolutions:

RESOLUTION ON GENERAL EDUCATION

The University Faculty Senate strongly recommends in order to preserve the richness of general education that the general education requirements at the undergraduate colleges of CUNY be composed of 30 credits plus at least an additional 16 credits to be resolved by the appropriate curriculum committees of the colleges, rather than the proposal in the Draft Resolution of 36 + 6. *Passed as proposed 41-10-5.*

RESOLUTION ON TRANSFER

The University Faculty Senate strongly recommends ON TRANSFER that:

1. For externally accredited programs (e.g., nursing, engineering) and other high-credit majors, clear cut University-wide course requirements be developed to ensure student success in the transfer process.

2. An appeals committee be created by the UFS and the OAA to decide on requests from colleges for waivers.

3. Curricular counseling for students be extensively improved.

ON TRANSFER PROCESSES:

1. Improved technologies

– linkage of college catalogs

– TIPPS for program to program

– transcripts available electronically to advising faculty

2. Clarify to students that A.A.S. degrees are not designed for transfer to four year colleges, and that to transfer they will have to take additional courses to satisfy more intensive general education requirements.

3. Discipline Councils - Funding to support periodic meetings of Discipline Councils which would work to create a mutual understanding of course content and outcomes in their areas to facilitate the transfer process.

4. Any University-wide curriculum committees or task forces that are created shall consist of at least one faculty representative from each CUNY unit elected by each college's faculty governance body or by the college's faculty. The committee will establish mechanisms to include student consultation before making final recommendations.

5. Articulation agreements must be elaborated for as many majors as possible. Faculty at colleges with significant transfers between any two colleges (e.g., BCC and Lehman) should work out detailed agreements on the most common programs. *Passed as amended unanimously, 59-0-0.*

The meeting was adjourned at 8:20 PM.

Hia	Abdelqader	LE-AA
Milana	Abramova	LA-AA
April	Acampora	LE-AA
William	Acevedo	LA-AA
Elizabeth	Acosta	NS-AAS
Graig	Adamo	LA-AA
Stephanie	Adolphus	BA-AAS
Ryan	Ahee	DP-AAS
Audrey	Ahmed	LA-AA
Sameera	Akhtar	LA-AA
Hira	Akram	BA-AAS
Hassan	Alam	BT-AS
Frida	Alcivar	LA-AA
Zehra	Ali	BT-AS
Danny	Ali	MT-AAS
Anna	Ali	LA-AA
Eldina	Alibabic	LE-AA
Alfaz	Ally	CT-AAS
Amy	Almeida	TM-AAS
Albalenny	Almonte	LA-AA
Ishaq	Alpar	LA-AA
Norman	Alsaidi	LS-AS
Harold	Alvarez	BM-AAS
Steven	Amar	BA-AAS
Solomon	Aminov	BT-AS
Shayan	Ansari	BT-AS
Robert	Apelian	LA-AA
Mayra	Apuango	MA-AAS
Michelle	Aranbayev	LA-AA
Andrea	Araujo	LA-AA
Catherine	Arenas	LA-AA
James	Arenella	BT-AS
Sandra	Arguello	LA-AA
Gabriela	Arroba	LA-AA
Amy	Arunamata	DP-AAS
Ahmed	Aslam	BT-AS
Raquel	Asonye	LA-AA
Daisy	Avigdor	LA-AA
Gonzalo	Avilez	BT-AS

Marsha	Bacchus	LA-AA
Jason	Bachan	LA-AA
Martha	Baez	LS-AS
Agustin	Baez	CT-AAS
Monica	Baez	BT-AS
Hyejung	Bahk	DA-AAS
Eunice	Baiden	NS-AAS
Sharanjit	Bajwa	NS-AAS
Kevin	Balingcongan	LS-AS
Zakaullah	Baluch	BA-AAS
Ilia	Barabadze	BT-AS
Melinda	Barnes	NS-AAS
Veronica	Barran	BT-AS
Timothy	Barrington	BA-AAS
Jennifer	Barrow-clarke	BA-AAS
Fausto	Batista	LA-AA
Diana	Becerra	BT-AS
Jessica	Beckford	NS-AAS
Ryan	Beharry	LA-AA
Maria	Behrens	LA-AA
Edgard	Belefanti	ME-AAS
Joyce	Bencosme	LE-AA
Shawna	Benjamin	LS-AS
Techia	Benjamin	NS-AAS
Guy Martie	Benoit	LA-AA
Ashly	Bernardino	LA-AA
Jean-nixon	Bertrand	BA-AAS
Charles	Bessellieu	BT-AS
Melissa	Bhagwant	BA-AAS
Gourav	Bhattacharyya	LA-AA
Robens	Bien Aime	PE-AS
Michele	Bieniek	NS-AAS
Natasha	Bittar	LA-AA
Marissa	Blaha	LA-AA
Wjeewani	Boteju	LS-AS
Brentie	Boucher-best	NS-AAS
Themis	Bouras	CT-AAS
Scott	Brandi	FA-AS
Bryan	Bravo	LA-AA

Keyla	Bravo	LA-AA
Hugh	Breiner	TX-AAS
Shawana	Briggs	BA-AAS
Ashley	Brissett	BT-AS
Caleb	Brisson	FA-AS
Jeffrey	Brown	LA-AA
Kathleen	Brown	NS-AAS
Craig	Brown	LA-AA
Kaseem	Brown	TX-AAS
Kathleen	Brown	TM-AAS
Bennett	Brown	LA-AA
Naeemah	Brunache	LA-AA
Susan	Brustmann	TM-AAS
Amanda	Bryant	LA-AA
Neil	Buitrago	DP-AAS
Angelica	Butler	LA-AA
Bernard	Byer	TX-AAS
Meng Xue	Cai	LA-AA
Kimberly	Caicedo	LA-AA
Danielle	Calabrese	LA-AA
Tracey	Camilleri	LA-AA
Ashalee	Campbell	LA-AA
Luis	Canals	LA-AA
Maria	Cancemi	LA-AA
Nestor	Cardenas	MA-AAS
Victor	Cardenas	LA-AA
Maria	Cardona	LE-AA
Maria	Carmona	LA-AA
Bryant	Carrington	TX-AAS
Sunita	Carter	HS-AS
Sandra	Castano	BM-AAS
Rebecca	Castro	LA-AA
Valbona	Celaj	LA-AA
Myrlene	Celestin	TM-AAS
Bernarda	Centeno	LA-AA
Alessandra	Cervinaro	LA-AA
Rolda	Charles	BT-AS
Fabienne	Charles	LA-AA
Vassu	Charran	BT-AS

Mandeep	Cheema	LA-AA
Hang	Chen	BT-AS
Carl	Chen	BT-AS
Yinghung	Chen	BA-AAS
Kenny	Chen	BT-AS
Yingying	Chen	LS-AS
Brian	Cheng	CJ-AS
Navin	Chetram	NS-AAS
Yuk	Cheung	LA-AA
Pete	Chingas	BT-AS
Ivan	Chiquillo	LA-AA
Yi	Chiu	BT-AS
Selhee	Choi	HS-AS
Zara	Choudhry	BT-AS
Mahfuzur	Chowdhury	BA-AAS
Jannathara	Chowdhury	LA-AA
Alan	Chu	TX-AAS
Seong Woo	Chung	BT-AS
Chi	Chung	BT-AS
Kevin	Chung	LA-AA
Latchmi	Cipriana	NS-AAS
Lilly	Cipriana	MA-AAS
Thomas	Cipriano	LA-AA
Aminata	Clarke	BT-AS
Stacey	Cohen	MO-CERT
Marisel	Collado	TM-AAS
Melissa	Collado	LE-AA
Mariela	Collasso	NS-AAS
Mario	Colletti	LA-AA
Kesha	Conner	LA-AA
Leslie	Constance	LA-AA
Mario	Contino	LA-AA
Andrew	Contrera	BT-AS
Ashley	Cook	LE-AA
Danny	Coolman	ET-AAS
Valerie	Coppola	LA-AA
Kimora	Cora	NS-AAS
Ana	Coreas	LA-AA
Elsa	Cortes	BL-AAS

Michael	Costanzo	MT-AAS
Karenkeith	Costes	BA-AAS
Janira	Cotto	LE-AA
Zache	Cox	LA-AA
Shaunesha	Crawford	CJ-AS
Monique	Croft	BT-AS
David	Cronin	FA-AS
Antonio	Cruz	BM-AAS
Annamaria	Cucchiara	LE-AA
Belinda	Cundari	FA-AS
Dolores	Cusumano	BA-AAS
Jazel	Cuyan	NS-AAS
Agnieszka	Czerniawska	DP-AAS
Amanda	Da'annunciacao	LA-AA
Erick	Dabandan	BA-AAS
Fred	Dacosta	TX-AAS
Luyi	Dai	BT-AS
Sarah	Dalton	LA-AA
Daphne	Dandin	LA-AA
Barbara	Deacon	NS-AAS
Devin	Debidin	ET-AAS
Adeyemi	Deen	BA-AAS
Vincent	Del Greco	FA-AS
Mario	Del Moral	BT-AS
Erica	Dengate	NS-AAS
Diane	Derin	LA-AA
Jinsky	Desruisseaux	CT-AAS
Padmini	Dhanram	LS-AS
Gurpreet	Dhillon	DP-AAS
Benjamin	Diaz	DA-AAS
Allison	Dietz	LE-AA
Princess	Dimalibot	BA-AAS
Eric	Dimitriadis	DP-AAS
Annamarie	Dipinto	FA-AS
Xia Xi	Dong	BT-AS
Terry	Dor	BT-AS
Jocelaine	Dorelus	BM-AAS
Karina	Dourado	LA-AA
Michelle	Drozdick	LA-AA

Manisha	Dubey	LA-AA
Steffon	Dunlop	LA-AA
Jess	Dunn	LA-AA
Daniel	Duperval	LA-AA
Gary	Dyer	ME-AAS
Amparo	Echeverri-mejia	AM-AS
Amparo	Echeverri-mejia	FA-AS
Catalina	Echeverry	BT-AS
Jennifer	Echeverry	LA-AA
Andres	Echeverry	NS-AAS
Danielle	Elie	CJ-AS
Maher	El-rowmeim	LS-AS
Fabiola	Elvir	BA-AAS
Thomas	Eng	TX-AAS
Steven	Eng	LS-AS
Anthony	Eramo	TX-AAS
Mary Ellen	Erickson	LA-AA
Loidy	Espana	LA-AA
Janmichael	Esteban	MT-AAS
Kelmy	Estrella	LE-AA
Jetarshi	Evans	LA-AA
Miriana	Fable	NS-AAS
Anis	Faisal	LA-AA
Adriana	Fajardo	BT-AS
Alyssa	Famiglietti	LA-AA
Sakor	Farcarthy	DP-AAS
Marline	Farquharson	LA-AA
Raizel	Faska	FA-AS
Michael	Favara	LS-AS
Shawn	Ferguson	BT-AS
Naomi	Ferguson	BT-AS
Melenie	Fernandez	LS-AS
Erick	Fernandez	LA-AA
Kristen	Ferrara	LE-AA
Michael	Fico	TX-AAS
Christopher	Fields	FA-AS
Boris	Figueroa	LA-AA
Mandi	Finkel	TM-AAS
Beira	Florencio	NS-AAS

Christian	Flores	LA-AA
Hamilton	Florez	MT-AAS
George	Fontanilla	NS-AAS
Andy	Foo	LS-AS
Leanna	Fourniotis	TM-AAS
Trina	Fowler	BT-AS
Donald	Franklin	TX-AAS
Obrian	Franklyn	LA-AA
Odessa	Fraser	LA-AA
Shanice	Friday	LA-AA
Melody	Galam	NP-AAS
Jose	Galeano	BM-AAS
Sharon	Galed	FA-AS
Paplu	Gandhi	DP-AAS
Pablo	Garcia	BT-AS
Paul	Garcia	BA-AAS
Joshua	Gassman	BT-AS
Tiffany	Gauntlett	NS-AAS
Cristy	Gell	LA-AA
Bella	Genao	LA-AA
Victor	Georgi	BT-AS
Samira	Ghafoorzada	LA-AA
James	Giacinto	TM-AAS
Ashea	Gilling	LA-AA
Eliran	Gilstron	BT-AS
Mobolaji	Giwa	LA-AA
Bobby	Glavan	LA-AA
Steffanie	Godoy	BM-AAS
Olga	Goldwurm	NS-AAS
Victor	Gomez	LA-AA
Holly	Gong	BT-AS
Eddie	Gonzalez	DA-AAS
Denissa	Gonzalez	LA-AA
Nataly	Gonzalez	CJ-AS
Justin	Goring	BT-AS
Panagiotis	Grammatikopoulos	LA-AA
Cerez	Grant	LA-AA
Gary	Grant	LA-AA
Ashley	Grant	DP-AAS

Patricia	Grayson	TX-AAS
Adrianna	Greaves	NS-AAS
Kierra	Greenwood	LA-AA
Rodlyne	Gregoire	LS-AS
Emily	Gross	AM-AS
George	Grullon	ME-AAS
Vanessa	Guerrero	LA-AA
Sandy	Guevara	LA-AA
Serigne	Gueye	BT-AS
Annu	Gupta	BT-AS
Jyoti	Gurung	HS-AS
Elizabeth	Gutierrez	LE-AA
Andrew	Gutierrez	TX-AAS
Kelby	Guzman	BT-AS
Loraine	Guzman	LA-AA
Wai Shun	Ha	CT-AAS
Hunaina	Haidar	LA-AA
Scott	Haimowitz	LA-AA
Natalie	Halili	LA-AA
Shameeza	Hamid	BT-AS
Shaquarah	Hampton	LS-AS
Brandon	Hanson	LA-AA
Philip	Hardial	DP-AAS
Reina	Harris	TM-AAS
Agop	Hartunian	LA-AA
Ajla	Has	LA-AA
Zakir	Hasildar	BA-AAS
Eric	Haskins	ET-AAS
Gurash	Hassan	BT-AS
Brittany	Haynes	LA-AA
Semin	Hekmaty	NS-AAS
Matthew	Henderson	BT-AS
Demar	Hendricks	LA-AA
Kayson	Henry	LA-AA
Young Seong	Heo	LE-AA
Noelis	Hernandez	LA-AA
Saira	Hernandez	BA-AAS
Gary	Hernandez	LA-AA
Sonia	Hernandez	LA-AA

Johanna	Hernandez	LA-AA
Eliana	Hernandez	LA-AA
Milagros	Hidalgo	BA-AAS
Sade	Hinckson	LA-AA
Rohan	Hing	BA-AAS
Kurt	Holness	LA-AA
Ana	Horna	LA-AA
Mohammed	Hossain	BT-AS
Md	Hossain	HS-AS
Winnie	Huang	BT-AS
Xiaoyun	Huang	PE-AS
Qiaolin	Huang	BA-AAS
Bingjian	Huang	BT-AS
Delano	Hugg	NS-AAS
Ebony	Hughley	LA-AA
Faron	Hunter	LA-AA
Laquasha	Hunter	CJ-AS
Adena	Hussain	BT-AS
Pil-koo	Hwang	FA-AS
David	Hwang	FA-AS
Reuven	Ilyayev	HS-AS
Waqas	Imam	DP-AAS
Carmine	Indelicato	DA-AAS
Mohammad	Islam	TC-AAS
Glen	Iurilli	BT-AS
Joseph	Izaguirre	ME-AAS
Stefan	Jacques	DA-AAS
Alicia	Jaggernauth	PERMIT-UG
Arnold	Jaglal	DA-AAS
Tavena	Jainarine	MA-AAS
Lorik	Jakupi	BT-AS
Mariyam	Jalees	LS-AS
Kelly	James	LA-AA
Shanna	James	LS-AS
Shanyn	James	NS-AAS
Ann	James	LE-AA
Tara	Jamieson	NS-AAS
Adela	Jasarevic	BT-AS
Alexander	Jervis	CT-AAS

Anette	Jesurasa	LA-AA
Judith	Johnsen	TX-AAS
Mark	Johnson	BT-AS
Theresa	Johnson	LA-AA
Shantaya	Johnson	LA-AA
Christopher	Jones	LA-AA
Renee	Joseph	LA-AA
Deneille	Joseph	NS-AAS
Susan	Judge	BT-AS
Jeamenn	Julien	BM-AAS
Amanda	Kaju	LA-AA
Konstadina	Kales	LA-AA
Bibi	Kamalodeen	CJ-AS
Joseph	Kandinov	LS-AS
Ambrin	Kapadia	LS-AS
Andrew	Karim	DA-AAS
Snezhana	Karimova	BT-AS
Peter	Karounos	TX-AAS
Lovleen	Kaur	NS-AAS
Ranjit	Kaur	NS-AAS
Mandip	Kaur	BS-AAS
Kuljeet	Kaur	NS-AAS
Parminder	Kaur	LA-AA
Jagmeet	Kaur	DP-AAS
Rajnish	Kaur	NS-AAS
Sandeep	Kaur	NS-AAS
Sahura	Kazandjian	BT-AS
Syed Zuhair	Kazmi	DP-AAS
Craig	Keelty	PE-AS
Tricia	Kellowan	LA-AA
Arthur	Khaimov	NMS-ND
Pareema	Khaliq	LA-AA
Bibi	Khan	BA-AAS
Mark	Khan	BA-AAS
Safura	Khan	HS-AS
Ozal	Khan	LA-AA
Shameer	Khan	BT-AS
Shazia	Khan	NS-AAS
Maninder	Khatkar	HS-AS

Panpaphat	Khemsuwan	DP-AAS
Seongcheol	Kim	NS-AAS
June	Kim	NS-AAS
Janelle	King	LA-AA
Nikita	Kipridis	LA-AA
Latreece	Kirkpatrick	LA-AA
Frances	Kittrell	TM-AAS
Mathew	Klein	BM-AAS
Naihua	Ko	NS-AAS
Ina	Kodra	LA-AA
Drita	Kolilias	LA-AA
Christina	Ksiez	LA-AA
Christina	Kumar	HS-AS
Aaron	Lam	BT-AS
Lynn	Lam	LA-AA
Ndeye	Lam	BT-AS
Eugene	Lamour	LA-AA
Katherine	Langadakis	BM-AAS
Michael	Lanzieri	BT-AS
Elizabeth	Lara	CJ-AS
Idelkis	Lara	BA-AAS
Stephanie	Latchman	LE-AA
Colleen	Lau	BT-AS
Matthew	Lau	LA-AA
Tasia	Lawrence	BM-AAS
Janet	Le	BT-AS
Manouchka	Leandre	BT-AS
Esther	Lee	BT-AS
Sojung	Lee	LA-AA
Julio	Lee	LS-AS
Lawrence	Lee	MT-AAS
Derek	Lee	DP-AAS
Jeongeun	Lee	LA-AA
Sun-lung	Lee	TM-AAS
Abraham	Lee	LA-AA
Christina	Lee	LA-AA
Maggie	Lee	LA-AA
Nakyoung	Lee	AM-AS
Moses	Lee	BT-AS

Maria Tsam	Lei	BT-AS
Stacey	Leon	LA-AA
Nicholas	Letterese	DA-AAS
Ralph	Leveille	ME-AAS
Chris	Levey	CJ-AS
Melissa	Levinson	LA-AA
Patsy	Leyva	LA-AA
Julian	Li	FA-AS
Ting	Li	BT-AS
Lixuan	Li	HS-AS
Wendan	Li	LA-AA
Maria	Liaguno	LA-AA
Stacy-ann	Liddie	BM-AAS
Nicole	Limprecht	MA-AAS
Rui Feng	Lin	BT-AS
Joseph	Lionarons	FA-AS
Jasmine	Littles-wilkerson	DA-AAS
Ping	Liu	DA-AAS
Shaofeng	Liu	PE-AS
Xiaohua	Liu	BT-AS
Margarette	Llego	HS-AS
Roberto	Lo Bianco	LA-AA
Julio	Lobaton	TX-AAS
Kenisha	Locke	CJ-AS
Daniel	Lollo	BS-AAS
Jeremy	Lorenzi	CT-AAS
Kadiesha	Louden	EM-AAS
Pei	Low	LA-AA
Marc	Luc	LA-AA
Rosalynn	Luna	LA-AA
Stefania	Luz	BT-AS
Meagan	Lynch	LA-AA
Natalie	Madera	LA-AA
Francesca	Magnera	LA-AA
Akash	Mahalwal	LA-AA
Alena	Mai	LE-AA
Joanne	Makatura	TM-AAS
Vincenzo	Mangione	LA-AA
Ekaterini	Manolis	LA-AA

Rameshwarr	Manoo	BA-AAS
Paola	Marin	BT-AS
Luis	Marin	ET-AAS
Kati	Marinez	NS-AAS
Theresa	Marino	HS-AS
Mark	Martin	ME-AAS
Gabrielle	Martinez	LA-AA
Raquel	Martinez	LA-AA
Natalie	Martinez	LA-AA
Aileen	Martinez	LE-AA
Kristin	Martinosky	LA-AA
Farjola	Martopullo	LS-AS
Fannie	Marzouka	LA-AA
Alicia	Masihdas	BS-AAS
Victoria	Masilang	MA-AAS
Michelle	Mateus	CJ-AS
Linsa	Mathew	LA-AA
Fausto	Matos	LA-AA
Lydia	Matson	NS-AAS
Itai	Matute	BT-AS
Trisha	Mayorga	NS-AAS
Michael	Mcdonnell	DP-AAS
Michael	Mcdonnell	BA-AAS
Nora	Mcdonnell	LA-AA
Maximillian	Mcfarlane	LA-AA
Brian	Mcfarlane	BT-AS
Stephanie	Mendez	LA-AA
Erin	Mendez	BT-AS
Oscar	Mendez	TX-AAS
Gissell	Mendez	CJ-AS
Yehnny	Mendez	CJ-AS
Steven	Mendoza	BA-AAS
REBECCA	MENTOR	HS-AS
Andrea	Mercado	NS-AAS
Adria	Merchant	LE-AA
Kristina	Miceli	FA-AS
Daniel	Michel	LA-AA
Doriella	Ming	LA-AA
Martin	Miranda	LA-AA

Jeetendra	Mohabir	CJ-AS
Andrew	Mohamed	LA-AA
Alliah	Mohamed	BT-AS
Amanda	Mohan	BA-AAS
Cammie	Mohan	NS-AAS
Parmanand	Mohanlall	PE-AS
Laura	Molina	LE-AA
Jasmin	Molina	LS-AS
Denisse	Monegro	LE-AA
Kate	Montero	LS-AS
Monique	Montgomery	LA-AA
Gisela	Morocho	LA-AA
Rena	Mortel	LA-AA
Shalice	Morton	LA-AA
Laura	Mosquera	LE-AA
Christina	Motilall	LS-AS
Lakedia	Mullen	BS-AAS
Jonathan	Muller	LA-AA
Shebell	Murray	FA-AS
Benjamin	Musheyev	LS-AS
Hina	Mushtaq	BA-AAS
Mohitul	Muslim	BT-AS
Nirmal	Naidoo	NS-AAS
Wai	Naing	DD-AAS
Sameen	Naqvi	BT-AS
Sharvanie	Narine	LA-AA
Effie	Nathanail	LE-AA
Mubina	Nawaz	DP-AAS
Fathimabenazir	Nazumudeen	LS-AS
Cherish	Nelson	LA-AA
Taylor	Nelson	LA-AA
Dominique	Nelson	DD-AAS
Fiona	Ng	LA-AA
Jennifer	Nget	BT-AS
Faridah	Niazmand	LA-AA
Frances	Nicolas	LA-AA
Adel	Nikocevic	BM-AAS
Roxanne	Niles-charles	NS-AAS
Dora	Nisimov	LA-AA

Andy	Nisthalal	LA-AA
Christine	Noble	FA-AS
Aziza	Noory	MO-CERT
Chukwuemeka	Nwachukwu	BT-AS
Chioma	Nwogu	BM-AAS
Thomas	Obrien	FA-AS
Kathleen	O'connell	NS-AAS
Ifeoma	Okeke	LA-AA
Thercy	Olivert	HS-AS
Nicole	Olivo	LA-AA
Edgardo	Olvida	DA-AAS
Reiko	Omae	FA-AS
Sandra	Oquendo	LA-AA
Hector	Orantes	LA-AA
Miguel	Ortega	LA-AA
Stephanie	Ortiz	FA-AS
Randy	Ortiz	BT-AS
Erika	Ospina	MA-AAS
Nkani	Owate	DP-AAS
Estephanie	Pachucho	LA-AA
Rosana	Padron	DD-AAS
Prunella	Paltooram	LA-AA
Christopher	Pamesa	LA-AA
Arlene	Pan	LA-AA
Mei	Pang	LS-AS
Carlos	Pareja	LS-AS
Ashley	Parke	LA-AA
Kurt	Parks	LA-AA
Pasquale	Pascullo	NS-AAS
Lubna	Patankar	LA-AA
Devendra	Patel	HS-AS
Shani	Paul	NS-AAS
Diane	Payne	BT-AS
Zwei	Pe	LS-AS
Julius	Peart	TX-AAS
Kevin	Perez	LA-AA
Leonel	Perez	CJ-AS
Delvin	Persaud	LA-AA
Anne-marie	Persaud	CJ-AS

Aradhna	Persaud	BT-AS
Andre	Persaud	HS-AS
Adrian	Perumalu	MT-AAS
Antonino	Petralia	BT-AS
Jaison	Philipose	BT-AS
Taihe	Piao	ET-AAS
Lowhency	Pierre	ME-AAS
Catherine	Pimentel	FA-AS
Tara	Pineiro	LA-AA
Vanessa	Piquant	LA-AA
Marie	Plantin	LA-AA
Thomas	Plummer	LA-AA
Mara	Poljak	NS-AAS
Ashley	Pollina	BL-AAS
Cassandra	Polycarpe	LA-AA
Veronica	Pomboza	LA-AA
Wing Chung	Poon	LA-AA
Adalberto	Portillo	MT-AAS
Amber	Pyne	CJ-AS
Jun	Qiu	BT-AS
Brian	Quackenbush	LA-AA
Nadira	Quadri	LA-AA
Gianna	Rachiele	LA-AA
Arti	Raghunauth	BT-AS
Jibi	Raj	LA-AA
Josue	Ramirez	ET-AAS
Jerlyn	Ramirez	LA-AA
Lakeram	Ramlochan	BT-AS
Kevindra	Ramnarain	ET-AAS
Andrew	Ramos	LA-AA
Krystal	Ramos	FA-AS
Glenys	Ramos	BT-AS
Jason	Ramoutar	BA-AAS
Kevin	Rawls	BA-AAS
Gloria	Reaves	DA-AAS
Danielle	Reiss	FA-AS
Savitri	Resal	TM-AAS
Dulcie	Rhodes	LA-AA
Kayan	Rhodes	LA-AA

Amanda	Richards	LA-AA
Courteney	Richardson	LA-AA
Justin	Rivera	ME-AAS
Ksee	Robles	LA-AA
Richel	Rodney	LA-AA
Christina	Rodriguez	LA-AA
Daniela	Rodriguez	LA-AA
Angelica	Rodriguez	LA-AA
Jorge	Rodriguez	DA-AAS
Leandro	Rodriguez	BT-AS
Saskya	Rodriguez	LA-AA
Kenneth	Rogers	ME-AAS
Frishta	Rohani	BT-AS
Eugenio	Rojas	DD-AAS
Karina	Rojas	LA-AA
Monica	Roman	LA-AA
Francisco	Romero	LA-AA
Stephanie	Romero	CJ-AS
Yuneydys	Rondon	BT-AS
Richard	Rosario	CT-AAS
Sadiki	Rouse	FA-AS
Sidni	Rouse	CJ-AS
Debbie	Rowe	LA-AA
Mayerly	Rozo	LA-AA
Elizabeth	Rubio	LE-AA
Andria	Ruck	CJ-AS
Hanna	Ruffin	LE-AA
Ana	Ruiz	LS-AS
Rafael	Ruiz	LA-AA
Robert	Ruiz	BT-AS
Stefanie	Rusin	CJ-AS
Ramdai	Sagar	LE-AA
Pulak	Saha	LA-AA
Harpreet	Saini	BT-AS
Best	Sala	CJ-AS
Brenda	Salas	LA-AA
Stephanie	Salinas	LA-AA
Christina	Salinas	LA-AA
Caple	Salmon	ET-AAS

Waqas	Samad	LA-AA
Michelle	Samsoondar	LA-AA
Jeannette	Sanchez	LS-AS
Lissete	Sanchez	LA-AA
Elizabeth	Sanderleaf	NS-AAS
Mandeep	Sandhu	HS-AS
Jashandeep	Sandhu	BT-AS
Lisa	Sankat	BS-AAS
Giorvanyda	Sanon	LA-AA
Delisha	Santiago	TM-AAS
Catia	Santos	BT-AS
Omar	Sarmiento	LA-AA
Joseph	Saur	CJ-AS
Jean-Robert	Savaille	LS-AS
Frances	Savarese Molinari	NS-AAS
Devon	Scantlebury	CJ-AS
Everoy	Scarlett	DA-AAS
Andrew	Schoelles	TX-AAS
Fransheska	Schwartz	BT-AS
Dovid	Schwartz	LA-AA
Keturah	Scott	NS-AAS
Cicely	Scott	LA-AA
Satkatu	Seecheran	CJ-AS
Komal	Seedarnee	LA-AA
Philisha	Sepulveda	LA-AA
Pavit	Sethi	BA-AAS
Aman	Sethi	BT-AS
Nazneen	Shahnawaz	LE-AA
Sebastien	Shan	LA-AA
Danielle	Sharkey	LA-AA
Yakov	Shaulov	BA-AAS
Ahmed	Shawon	BT-AS
Mina	Shin	BT-AS
Mustafa	Shinwa	BA-AAS
Joel	Shipley	CT-AAS
Diahann	Shipley	LA-AA
Richard	Shivtahal	BA-AAS
Felicia	Shuler	NS-AAS
Cheuk	Shum	BT-AS

Samantha	Sierra	BH-CERT
Monika	Sikorski	LA-AA
Joanlee	Silva	LA-AA
Claudio	Simba	BT-AS
Darrell	Simeon	BT-AS
Andre	Simms	BT-AS
Valansha	Sims	LA-AA
Yvonne	Sin	LA-AA
Tara	Singer	LS-AS
Indra	Singh	BT-AS
Satya	Singh	BT-AS
Juliean	Singh	NS-AAS
Gurbinder	Singh	BA-AAS
Devindra	Singh	BT-AS
Pushpinderjit	Singh	LA-AA
Sumeeta	Singh	LS-AS
Peisu	Smaldone	FA-AS
Shanika	Small	NS-AAS
Laticia	Smith	FA-AS
Orellee	Smith	LA-AA
Andre	Smithson	PE-AS
Aaron	Snaggs	ET-AAS
Linda	Snipes	FA-AS
Alise	Snyder	LA-AA
Mirela	Sociu	LA-AA
Sarah	Son	LA-AA
Yang	Song	BT-AS
Suresh	Sookhoo	BT-AS
Paul	Sparr	TX-AAS
Victoria	Staiano	LA-AA
Kadar	Stapleton	CJ-AS
Monisha	Stewart	HS-AS
Ichiya	Stewart	DA-AAS
Chanel	Stokes	LA-AA
Jeffrey	Su	CJ-AS
Bibi	Subrati	LA-AA
Tiffany	Sudol	LS-AS
Leza	Surujpaul	BA-AAS
Samantha	Svezia	LE-AA

Daniel	Sweeney	TM-AAS
Keith	Swiader	LA-AA
Mohammed	Syed	LA-AA
Valdrin	Syla	BT-AS
Brittany	Tabb	LA-AA
Dana	Taddei	BH-CERT
Aicha	Tadlaoui	LA-AA
Yaheida	Tait	LA-AA
Elaine	Talbott	BA-AAS
Henn	Tan	MT-AAS
Kevin	Tang	LA-AA
Yunlei	Tang	BT-AS
Rashad	Tanner	BM-AAS
Airin	Tanni	BT-AS
Rebecca	Tannis	HS-AS
Carol	Tapia	DA-AAS
Montee	Tarpeh	LA-AA
Jazmine	Tavarez	LA-AA
Andrew	Taveras	FA-AS
Kerry	Taylor	LA-AA
Barbara	Tejeda	TX-AAS
Artem	Teplov	DP-AAS
Sanjay	Thakur	ET-AAS
Stravina	Thomas	NS-AAS
Felicia	Thornton	NS-AAS
Tiffany	To	LA-AA
Carlos	Toalongo	LA-AA
Jessica	Tobar	LA-AA
Milana	Tolmasova	HS-AS
Miguel	Torres	BM-AAS
Vanessa	Torres	LE-AA
Amanda	Torres	LA-AA
Brian	Troy	LA-AA
Jill	Troy	NS-AAS
Rita	Tsatourova	LA-AA
Bruce	Tush	BA-AAS
Aphrodite	Tzikas	LA-AA
Christina	Unger	LE-AA
Wanda	Urena	LE-AA

Yekaterina	Uvaydova	LA-AA
Thea	Valerie	BM-AAS
Jessica	Valerio	LA-AA
Leslie	Valiente	LA-AA
Paul	Valles	BT-AS
Domonique	Vandross	ME-AAS
Thomas	Varga	TX-AAS
Kathleen	Vargas	LA-AA
Garo	Vartabedian	BT-AS
William	Vasquez	LA-AA
Joselyn	Vasquez	HS-AS
Robin	Velasco	DP-AAS
Felicita	Velasquez	LA-AA
Armando	Velasquez	DP-AAS
Nicole	Vias	LA-AA
Edwin	Vidal	BT-AS
Marcus	Villegas	ME-AAS
Patrick	Vinluan	DA-AAS
Michael	Vitale	WE-AA
Lisa	Vitulli	LA-AA
Grigoria	Voulgaris	NS-AAS
Marium	Wadud	CT-AAS
Destiny	Wages	LA-AA
Ryan	Wagner	LA-AA
Amanda	Wai	LA-AA
Phupinder	Walia	LA-AA
Tiffany	Wan	BT-AS
Li	Wang	TM-AAS
Amy	Wang	BT-AS
Qi	Wang	CT-AAS
Anne	Wang	LS-AS
Bulue	Wang	LA-AA
Jillian	Washburn	LA-AA
Kayann	Watson	LA-AA
Noni	Webb	BT-AS
Kadian	Weir	LA-AA
Jason	Weng	BT-AS
Renee	Wenzel	BM-AAS
Shawn	Wessel	BT-AS

Shante	West	LA-AA
Shayna	Wheatley	FA-AS
Orianna	White	LA-AA
Jamie	Wickers	LA-AA
Michel	Williams	FA-AS
Tamika	Williams	BA-AAS
Kyle	Wilson	LA-AA
Joanna	Wolosik	HS-AS
Hiu Man	Wong	BT-AS
Nicholas	Wong	CT-AAS
Judette	Worrell	BT-AS
God	Wright	TX-AAS
Mabel	Wu	LE-AA
Tian	Xin	BT-AS
Bubu	Xu	BT-AS
Di	Yang	NS-AAS
Taejung	Yang	EM-AAS
Haoyu	Ye	BT-AS
Jianmin	Ye	CT-AAS
Ying	Ye	BT-AS
Alexander	Yee	ET-AAS
Sanya	Yeh	HS-AS
Kwan Yu	Yeung	ET-AAS
Keith	Yeung	DA-AAS
Jennifer	Yi	LA-AA
Abraham	Yohananov	LA-AA
Vincent	Yong	TX-AAS
Maryam	Yourish	FA-AS
Poyi	Yu	LA-AA
Mason	Yu	BT-AS
Daniel	Yusupov	BT-AS
Bakhshish	Zaidi	NS-AAS
Khristine	Zapanta	MA-AAS
Margaret	Zappitielli	LE-AA
Frank	Zarb	LA-AA
Steven	Zeberan	LA-AA
Jian	Zhang	BT-AS
Min	Zhang	BT-AS
Yun	Zhang	NS-AAS

| Ke | Zhang | BT-AS |
| Zhe | Zhuang | LA-AA |

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

Report to the Academic Senate

M E M O R A N D U M

FROM: Sheila Beck

TO: Professor Barbara Blake Campbell

Date: May 2, 2011

SUBJECT: Committee on Committees Monthly Report, May 2011

1. The results of the election for the Faculty at Large members of the Academic Senate will be reported on Tuesday, May 10 at the meeting of the Academic Senate. The candidates are:

Dr.	Joseph	Bertorelli	Professor
Professor	Aithne	Bialo-Padin	Lecturer
Dr.	Belle	Birchfield	Associate Prof.
Professor	Regina	Cardaci	Assistant Prof.
Dr.	Edmund	Clingan	Associate Prof.
Professor	Georgina	Colalillo	Associate Prof.
Professor	Elyn P.	Feldman	Professor
Dr.	Chong	Jue	Associate Prof.
Dr.	Wilma	Fletcher-Anthony	Assistant Prof.
Professor	Kelly	Ford	Assistant Prof.
Dr.	Peter	Gray	Associate Prof.
Dr.	Eugene	Harris	Associate Prof.
Professor	Anthony	Kolios	Associate Prof.
Dr.	Isabella	Lizzul	Assistant Prof.
Dr.	Helmut	Loeffler	Assistant Prof
Professor	Hamid	Namdar	Associate Prof.
Dr.	Andrew	Nguyen	Assistant Prof.
Dr.	Julia	Pigza	Assistant Prof.
Professor	Devin	McKay	Associate Prof.

Dr.	Andrea	Salis	Assistant Prof.
Dr.	Maurizio	Santoro	Associate Prof.
Dr.	Mangala	Tawde	Assistant Prof.
Dr.	Jannette	Urciuoli-Treue	Assistant Prof.
Professor	Eileen	White	Assistant Prof.
Professor	Richard	Yuster	Professor
Mr.	Reuvain	Zahavy	Lecturer

2. The steering committee designees for the committees are:

Academic Development / Elective Academic Programs: Lawrence Bentley

Admission: Susan Hock

Awards and Scholarships: John Gilleaudeau

Bylaws: Parliamentarian

Ceremonial Occasions: Kimberly Jeffries

Committee on Assessment and Institutional Effectiveness :Shele Bannon

Committee on Cultural and Archival Resources: Cheryl Meddles-Torres

Computer Resources: Kathleen Kilcoyne

Continuing Education: Barbara Rome

Course and Standing: Emily Gordon

Curriculum: Caf Dowlah

Committee on E-Learning: Mangala Tawde

Environment, Quality of Life and Disability Issues:, Steven Frishman

Library: Elizabeth DiGiorgio,

Publications: Kostas Stroumbakis,

Student Activities: Susan Garcia

Vendor Services: Carol Campbell

Writing in the Disciplines/ Writing Across the Curriculum Committee: Julia Pigza

3. The ballot for the 2011-2012 Standing Committees:

Committee on Committees of the Academic Senate

ELECTION BALLOT – 2011-12 Standing Committees

4.

PLACE AN "X" IN THE BOX TO VOTE FOR A CoC COMMITTEE SLATE

☐ **Academic Development / Elective Academic Programs (5 members)**

	☐	Gray, Peter	English	☐	Golebiewska, Urszula	Biology and Geology
	☐	Marcus, Sandra	Library	☐	Sporn, Howard	Mathematics and Computer Science
	☐	Salis, Andrea	Health, Phys Ed & Dance	☐	Helene Dunkelblau *	

☐ **Admissions (5 members)**

	☐	Colalillo, Georgina	Nursing	☐	Ford, Kelly	Business
	☐	Aikas, Rose-Marie	Social Sciences	☐	Urciuoli, Jannette	Student Affairs
	☐	Clingan, Edmund	History	☐		
				☐		
				☐		

☐ **Awards and Scholarships (3 members)**

	☐	Lall-Ramnarine, Sharon	Chemistry	☐ George Muchita*
	☐	Reeves, Sharon	Foreign Languages	
	☐	Bugg, Kimberley	Library	

☐ **Bylaws (5 members)**

	☐	Mader, Bryn	Biology and Geology	☐	Ren, Tian	Mathematics and Computer Science
	☐	Mohess, Neera	Library	☐	Tittmann, Eileen	Nursing
	☐	Meltzer, Linda	Business	☐		

☐ **Ceremonial Occasions (3 members)**

	☐	Burdi, Glen	Business	☐
	☐	Cesarano, Michael	Speech	☐
	☐	Loeffler, Helmut	History	

☐ **Committee on Assessment and Institutional Effectiveness (7 members)**

☐	Salvitti-McGill	Speech	☐ Maurizio Santoro*	
☐	Beck, Sheila	Library	☐ Dimitrios Kokkinos*	
☐	Burke, Patricia	Nursing		
☐	Sullivan, Regina	Biology		
☐	Hemraj-Benny, Tirandai	Chemistry		
☐	McLaughlin, Susan	Biology and Geology		
☐	Rochford, Regina	Basic Skills		

☐ **Committee on Cultural and Archival Resources (5 members)**

☐	Carroll, Julia	Basic Skills	☐ Schwartz, Jeffrey	ECET
☐	Cupelli, Lorraine	Nursing	☐ Michael Ritchie*	
☐	Lizzul, Isabella	Health, Phys Ed & Dance	☐	
☐	Perel, Zivah	English		

☐ **Computer Resources (7 members)**

☐	Bayer, Tina	Nursing	☐	Guy, Michael	Mathematics and Computer Science
☐	Gadura, Nidhi	Biology and Geology	☐	Jia, Peijun	Library
☐	Ford, Wendy	Business	☐	Shekoyan, Vazgen	Physics
☐	Traver, Amy	Social Sciences	☐ Kenneth Golden*		

☐ **Continuing Education (3 members)**

☐	Alaiz Losada, Susana	Foreign Languages	☐	
☐	Jankowski, Jeffrey	Social Sciences		
☐	Van Ells, Mark	History		

☐ **Course and Standing (9 members)**

☐	Buoncora, John	ECET	☐	Timbilla, James	Biology and Geology
☐	Dahlke, Steven	Music	☐	Saur, Barbara	Nursing
☐	Gordon, John	Mathematics and Computer Science	☐	Small, Valerie	Speech
☐	Capozzoli, Gina	Student Affairs	☐	Tucker-Manzo Christina	Business
☐	Mertz, Lisa	Health, Phys Ed & Dance	☐ Carolyn King*		

☐ **Curriculum (7 members)**

☐	Chauhan, Moni	Chemistry	☐	Tai, Emily	History
☐	Warsi, Jilani	Basic Skills	☐	McKay, Devin	Library
☐	Klarberg, David	Biology and Geology	☐	Yuster, Richard	ECET
☐	Pecorino, Philip	Social Sciences	☐ Wilvena Gordon *		

☐ **Committee on E-Learning (7 members)**

	☐	Rofofsky Marcus, Sara	Library	☐	Sehman, Melanie	Music
	☐	Sarno, David	Chemistry			
	☐	Blake-Campbell, Barbara	Nursing	☐	Moody, Anissa	Social Sciences
	☐	Boccio, Dona V.	Mathematics and Computer Science	☐		
	☐	Dehipawala, Sunil	Physics	☐		

☐ **Environment, Quality of Life and Disability Issues (5 members)**

	☐	Bartels, Elizabeth	Social Sciences	☐	Francis, Leslie	Business
	☐	Pincus Dion	Writing Center	☐	Moh, Nam Jong	Mathematics and Computer Science
	☐	Stroehlein, Margaret	Nursing	☐		

☐ **Library (3 members)**

	☐	Madrigal, Jose Luis	Foreign Languages	☐ Haishen Yao *
	☐	Gurtas, Yusuf	Mathematics and Computer Sciences	☐ Laura Sabani*
	☐	Poulsen, Jane	Social Sciences	

☐ **Publications (3 members)**

	☐	Amicucci, Bernadette	Nursing	☐
	☐	Mangra, Danny	ECET	
	☐	Nguyen, Andrew	Biology and Geology	

☐ **Student Activities (3 members)**

	☐	Mayeli, Azita	Mathematics and Computer Sciences	☐ Barbara Lynch*
	☐	Novick, Peter	Biology and Geology	☐ Elizabeth DiGiorgio*
	☐	Rosen, Ted	Business	☐ Bahar Baheri*
				☐ Evelyn Tam*
				☐ Changiz Alizadeh*

☐ **Vendor Sevices (5 members)**

	☐	Goldhammer Eva	Lecturer	☐	Berlinger, Manette	Basic Skills
	☐	Cornick, Jonathan	Mathematics and Computer Science	☐	Raya, Eladia	Foreign Languages
	☐	Proteasa, Gheorghe	Biology and Geology	☐		

☐	Writing in the Disciplines/Writing Across the Curriculum (5 members)					
	☐	Volchok, Edward	Business	☐	Puri, Karan Mohan	Mathematics and Computer Science
	☐	Gayle, Marvin	ECET	☐	Wentrack, Kathleen	Art and Design
	☐	Rothenberg, Julia	Social Sciences	☐ Jilani Warsi* ☐ L. Jim Bentley*		

VOTE: 32 YES   25 NO 1 VOID

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
COMPUTER RESOURCES COMMITTEE

To: Dr. Emily Tai, Academic Senate Steering Committee
From: Dr. Amy Traver, Chairperson, Computer Resources Committee
Date: April 20, 2011
Subject: Report on the 2011-2015 Technology Plan

Following is evidence of the extent to which the Computer Resources Committee (CRC) was consulted and engaged in the composition of the 2011-2015 Technology Plan (available for faculty perusal at http://www.qcc.cuny.edu/Governance/technology_plan.asp)

These documents are, in order:
1. a memo to George Sherman including CRC comments on the Plan, as prepared by Dr. Joel Kuszai under his chairpersonship;
2. a memo to George Sherman including CRC comments on the Plan, as prepared by Dr. Amy Traver under her chairpersonship following the 4/4/11 committee meeting;
3. a memo to George Sherman including CRC's "tech desires," as prepared by Dr. Amy Traver under her chairpersonship following the 4/4/11 committee meeting;
4. a summary of CCR input to the Plan, as prepared by Bruce Naples.
5. The completed Computer Technology Plan, submitted as an appendix to this report.

Respectfully submitted,
Amy Traver,
Chair, Committee on Computer Resources

March 29, 2011

From: Joel Kuszai, Chair, Committee on Computer Resources
         Amy Traver, Secretary, Committee on Computer Resources

To: George Sherman, Executive Director, Information Technology

Comments on the 2011-2015 QCC Technology Plan draft

Below you will find the comments of members of the CCR, who responded to the draft of the Technology Plan you distributed for review. These are somewhat edited, consolidated and otherwise abridged, but are also quite raw in that they were generated by individual members of the Committee, and were not discussed otherwise. They are not, therefore, the opinion of the Committee on Computer Resources as a whole, nor its officers.

Please note that we will be working to provide a more comprehensive report and critique of the Plan to the Senate Steering Committee and will do so in April or early May. You will be offered a chance to discuss a draft of the Report so anticipate seeing an early draft before it goes to the Steering Committee.

CCR responses to the 2011-2015 Tech Plan draft:

1. Speaking from the perspective of the Basic Skills Learning Center, IT is a formidable part of the BSLC Computer Lab operation.

2. Even though the BSLC Computer Lab has a full time CLT (since September 2010), it is not possible for the CLT to handle all of the issues that may/can arise that are not within his purview.   As a result, IT continues to be a critical aspect for the BSLC Computer Lab.

3. The only suggestion that the BSLC would like to propose to the plan is possibly giving more attention to this increased demand on IT services by the various departmental computer labs so that funding to this area of service may be continued/identified. For example, once the implementation of CUNY first is completed, the BSLC intends to upgrade its attendance tracking system to a swipe

database that will interface with the CUNY first data seamlessly. Moving to this swipe system would allow the BSLC uniformity with the other student learning centers on campus thus improving data collection. If the BSLC is to move to this system, it would need resources more than can be provided by the local CLT.

Wireless:
4. While improved, my experience with QCC's wireless network is that it is unreliable and/or weak, particularly in certain locations on campus (lower floor classrooms of Medical Arts, throughout Humanities Bldg).
Students:
5. Consistent with the desire to increase the number of students using student response systems, as well as the small number of clickers available, why can't we initiate an institutional membership to a service like polleverywhere.com?

Library:
6. The library already reports increased faculty scheduling of information sessions. An additional classroom/lab is already necessary.

ADA:
7. Some of the ADA workstations need software updates.
8. Is instruction on the technological accommodations available for SSD students made available to faculty?

ACC:
9. Needs more people!
10. Need an additional lab – LB24 is no longer used as a classroom, which is a big loss for those of us who teach larger classes. I have had to squeeze my 40-student classes into L117 and "hope" students bring laptops.

Office Staff & CLTs:
11. Can checklists for tech updates and fixing/cleaning of equipment be utilized for (and maybe posted on) the different podia? I find that some podia do not appear to have been checked, cleaned, or administered to by anyone in the know over the course of an entire academic year.

Website:
12. It's hard for me to believe that there was "no faculty interest" in website development. Many of the faculty I know have resorted to creating google pages just so that they can have an online professional identity.

Classroom tech:
13. We really, really, really need more classroom technology; are podia the only available solution?
14. Can we create lists of the technology resources (mobile podia, etc.) available for faculty not in these classrooms?

15. There are additional but related needs in these classrooms – like projector screens (half of them are ripped, written-on, or broken).

    CETL:
16. What are the resources available in the faculty development room? I have no idea what they are, or that they were available to us.

17. New version(s) of Blackboard?

18. The eLearning Institute to train faculty in the creation of online courses is a wonderful resource.

19. The concept of a blended course modality, as discussed in the eLearning Institute section of the Technology Plan, is excellent. This methodology may work better than delivering courses fully online in many cases.

20. In view of the potential online course development, it would be useful to offer the students a mini-course in the use of Blackboard itself, which they would take before allowing them to take online or blended courses.

21. Marketing efforts may benefit by submitting videos of the wonderful projects our students are working on to the QCC YouTube channel and other such websites (QCC may be doing this already).

22. Marketing efforts may be expanded to include radio and television ads, if we are not doing so already. The programs at QCC are excellent and the students are great, and everyone should know this.

23. The SLC initiatives, as discussed in the document are great.

24. It may be very worthwhile to buy more Tablet computers or just Tablet entry devices to be used with existing computers. These Tablet devices would be extremely useful with computers to enter equations, draw circuit diagrams, etc. Such data entry methods would be extremely beneficial in the delivery of online or blended course material, where live chat or live tutoring sessions could take place.

25. Any software, which is currently used in specific courses in each department and is available on computers at the campus, should probably be made available to students, who are enrolled in online courses, by logging into an online system over the Internet. Of course, this might require special licensing and permissions from the software vendor.

26. It seems that Blackboard does contain features such as a virtual Whiteboard, which could be used to some extent for interactive lessons, but it may be limited. A method of posting Power Point slides would probably be useful for the online delivery of course material, along with enhanced live chat audio and video features.

27. Helpdesk should have a person available for help through an on-line chat through QCC website (for instance, check out this: http://www.meebome.com). Perhaps Library could offer similar help too. It has been successfully implemented in few colleges I visited in the past.

28. Either servers serving CunyFirst are slow, or the program too heavy. Either way, sometimes CunyFirst can be very slow. Some work should be done in that direction.

29. Learning Community classes suffered from CunyFirst because advisors couldn't register students into LC classes (unless they get permission from Susan Madera). Course searches in CunyFirst were showing LC classes as Closed. Due to this the LC class linking physics and education class had to be canceled.

30. College needs more scanner for reading scantrons.

31. More information on how and where faculty can print posters should be available on website's Faculty and Stuff page.

32. Although many students open tigermail accounts, my experience shows that very few of them read it on a regular basis (if they use it at all). I think we need to do more research to find out why. Many students complain that they receive to many emails from the college. Maybe some of the emails students receive from the college (e. g., emails from career office) can be compiled into weekly or bi-weekly digests?

33. QCC website needs to be updated to reflect uniform departmental pages. All faculty /staff listed alphabetically with their picture and contact information.

34. ST100 should be able to inform freshman how to forward their Tiger Mail emails to their private email accounts.

35. With more online courses being offered, minimal BB training for students should also be considered so that they hit the ground running and not precious semester/course time is wasted towards learning how to use basics of BB.

36. Although MAP was not implemented, Academic Advisement is crucial to student retention and graduation. I think CUNYFirst does have a feature of setting up Advisee's list and more faculty should be made aware of this feature so that they can incorporate it during advisement period and keep a record of student progress.

37. Dr. Steele just sent an email about the new collaboration between CUNY and New York Public Library, Columbia Univ, NYU etc. All this information needs to be added clearly to the Library and Media service webpage so that faculty can take advantage of this fabulous resource.

38. While iPADs and tablets are excellent tool for learning it might not be cost effective for student distribution in learning center.

39. Is there a policy in place for the use of "prime real estate" Banner on homepage? What is the policy for promoting new programs on the website?

40. EndNote should be made available to QCC faculty.

41. Most classrooms should have a projector & speakers in place and a cable ready for the faculty to plug in their laptop.

42. Post quick videos on "How to use the smart podiums" etc. on QCC Help desk website. Especially with the new online classes, video tutorials on BB should be promoted prominently.

April 6, 2011

From: Amy Traver, Chair/Secretary, Committee on Computer Resources

To: George Sherman, Executive Director, Information Technology

General Summary of CRC Feedback on the 2011-2015 QCC Technology Plan draft

Below you will find a general summary of the feedback generated by CRC members on the 2011-2015 QCC Technology Plan draft.

- Work with CRC to improve faculty knowledge of tech availability, tech opportunities, ACC/IT point-people, software availability, and channels/processes for meeting tech-related needs & solving tech-related problems (highlight ACC's institutionalization of Faculty/Student "Tech Corner" on website);

- Work with CETL to promote faculty adoption, use, and development of new technologies (reference potential tech small grants program);

- Work with/within administrative channels to encourage appropriate allocation of tech-friendly classrooms at departmental level;

- Consider outfitting classrooms with projectors/speakers and laptop hook-ups to increase number of smart rooms at fraction of podium cost;

- After conversion of website to new CMS, re-introduce website development training for faculty;

- Create form on website to institutionalize faculty reports of specific problems with CUNY First, podia, & QCC Internet/wireless network;

- Expand staff (and space) of ACC & IT Departments;

- Institutionalize "Student Help Desk" in IT Department (staffed by Tech Fee Interns);

- Create "how-to" documents for general student concerns like porting email addresses, etc.;

- Work with ST100 to encourage student use and knowledge of Tigermail, Blackboard, ePortfolio (trainings embedded in ST100?).

April 6, 2011

From: Amy Traver, Chair/Secretary, Committee on Computer Resources

To: George Sherman, Executive Director, Information Technology

List of CRC "Tech Desires" for the 2011-2015 QCC Technology Plan draft

Per Bruce Naples' request, below you will find a list of the "tech desires" generated by CRC members for the 2011-2015 QCC Technology Plan draft.

- 3 smart podiums for the Biology Department;
- an updated 15 station computer/teaching lab in the Biology Dept. (for student use, tutoring, and new Bioinformatics class; modeled like room LB6);
- a faster Blackboard speed;
- new uniform College website;
- that IT infrastructure be funded and staffed at a level adequate to effectively design and deploy the best and most promising technology advances as they become available;
- professional web pages for all faculty;
- that every classroom on campus is equipped with the appropriate and necessary teaching technologies;
- increased number of student labs;
- laptops – not desktops – for all faculty;
- award or other channels of financial support for faculty pedagogical tech needs;

CCR Input to Technology Plan

The CCR echoed a number of ideas already in the technology plan when they reviewed it. These ideas were in some cases re-written to enhance their prominence as plan objectives. The CCR also brought up additional points which were added as plan objectives. Highlighted below are some of these modified and added objectives. These appear on pages 34 & 35 of the plan.

V. The Future of Technology @ Queensborough

Looking Forward

Queensborough will continue to evaluate new technologies and implement them in ways that enhance the teaching and learning environment, as well as ways that make the administration of the college more efficient. While the future of technology is impossible to accurately predict, the following are technologies that we will be evaluating, exploring and in some cases implementing in the near term:

- Online technology support for students and faculty including how-to's, processes, technology and opportunity availability, proper contact information, problem reporting, etc.
- An educational technology sandbox where faculty members can work with, and develop pedagogically sound uses of, new and emerging technologies
- A reduced-technology-set in classrooms (projectors with connectivity and control systems)

▽ Promoting awareness and use of Technology

Looking Forward

- Develop and promote a Queensborough webpage which will: make the campus community more aware of existing educational technology resources; and host Queensborough-developed educational applications and other downloadable digital content.
- Create online technology support Web sites for both students and faculty including how-to's, processes, technology and opportunity availability, proper contact information, problem reporting, etc.

QUEENSBOROUGH COMMUNITY COLLEGE

**CITY UNIVERSITY OF NEW YORK
CURRICULUM COMMITTEE**

To: Emily Tai, Academic Senate Steering Committee

From: Aránzazu Borrachero, Chairperson, Committee on Curriculum

Date: May 2, 2011

Subject: Monthly Report

The Committee on Curriculum has acted to send the following recommendations to the Academic Senate:

New Courses

DEPARTMENT of SOCIAL SCIENCES

SS-325 SOCIOLOGY AND THE ARTS 3 hours/3 credits

Prerequisites: BE122 (or 126) or satisfactory score on CUNY/ACT test

Course description: This course will examine "art worlds" – the social activities through which paintings, photographs, music, theatre, dance, literature and other arts are produced – from the perspective of the social sciences and related disciplines. Attention will be given to works of art, audiences, stylistic conventions, evaluative processes and systems of arts distribution. This course will also consider the impact of new technologies on the ways that art is produced and distributed and the ways that we think about and respond to new and traditional art forms.

Curricula into which the course would be incorporated and the requirements it will satisfy: This course will not be required for any curriculum, but may be used to satisfy a Social Sciences requirement in any program. It is expected that the course will be used to satisfy the Social Sciences elective in the arts programs: Gallery and Museum Studies A.S.; Visual and Performing Arts A.S.; Digital Art and Design A.A.S.; Music Electronic Technology A.A.S.

Rationale: This course is designed to offer an attractive and informative Social Sciences option for students in the four arts curricula (Visual and Performing Arts; Gallery and Museum Studies; Digital Art and Design; Music Production) and for any other students interested in the intersection of the arts and social sciences. The proposal has been discussed with the chairpersons of the arts departments (Art and Design; Music; Speech and Theatre Arts) and with the director of the Dance program, and all have been supportive of it. Currently, the Gallery and Museum Studies (AM), Visual and Performing Arts (FA), and Digital Art and Design (DA) curricula require 3 credits of Social Sciences elective, and the Music Production (MP) curriculum requires 6 credits of Social Sciences or History elective. Although students in those programs have many Social Sciences courses from which to pick, it is believed that the focus of the Sociology of Arts class will be more attractive to arts students as it will enable them to integrate the knowledge and skills from their studies within a sociological conceptual framework.

Based on enrollment figures provided by the Registrar on 2-14-11, enrollments in those four curricula for Spring 2011 total 887 students: AM – 18; DA – 250; FA – 443; ME – 176. It is believed that the enrollment in those programs is sufficient to guarantee adequate demand for the course. It is anticipated that the course will be offered in the Fall and Spring semesters and it is believed that there will be sufficient demand to populate at least one section each semester with the prospect of adding more sections as demand increases.

DEPARTMENT of ART AND DESIGN

AR-512 PRINTMAKING II   4 studio hours/2 credits

Prerequisites: AR-510 or AR-511

Course description: Continuation of Printmaking I allowing for the fuller exploration of multi-color printing and editioning with an introduction to the techniques of non-toxic intaglio processes, monoprinting and collotype.

Curricula into which the course would be incorporated and the requirements it will satisfy: FA1: Studio Elective; Other Curricula: free elective.

Rationale: The Department of Art and Design currently offers Printmaking I, and this second level course would introduce students to more advanced techniques that build on foundation learning. Printmaking is an important component of any comprehensive art program, and, in particular, of the kind of program for which QCC has become known for offering.

AR804 ART INSTITUTIONS and the BUSINESS of ART 3 class hours/3 credit hours

Prerequisites: AR801 and AR311 or AR312

Course description: This course will familiarize students with the various forms of art institutions—museums, galleries, not-for-profit organizations, and auction houses—and their funding structures. Students will learn about various art institutions through readings, class discussion, onsite visits, and individual research projects. Students will learn the roles of mission statements, budgeting, grant writing, fundraising, and publications for a variety of art institutions.

Curricula into which the course would be incorporated and the requirements it will satisfy: Associate in Science Degree in Fine and Performing Arts and Gallery and Museum Studies Degree (requirement for the major).

Rationale: This course will provide practical knowledge for success in the specific area of the business of art which is not available in the current curriculum. Knowledge of funding in the not-for-profit sector, and especially the art market, is crucial for a graduate of the Gallery and Museum Studies Program to be competitive in the ever-expanding field of Gallery and Museum work in New York City and its environs.

The Senate Committee on Environment, Quality of Life, and Disability Issues

Three Reports to the Academic Senate

1. Resolution with Recommendations for a QCC Tobacco Policy Implementation Plan In Compliance with The City University of New York's Revised Tobacco Policy (as approved by CUNY BOT, 1/24/2011

2. Report to the Academic Senate on Results of QCC Survey on Sustainability Awareness and Practices

3. Report to the Academic Senate on Considerations Regarding Issues of Campus Parking and Transportation

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution with Recommendations for a QCC Tobacco Policy Implementation Plan
In Compliance with The City University of New York's Revised Tobacco Policy (as approved by CUNY BOT, 1/24/2011

Whereas, at its meeting on January 24th, 2011, the Board of Trustees of The City University of New York approved a revised and expanded Tobacco Policy (hereafter referred to in this document as **"*the CUNY Tobacco Policy*"**) that will make CUNY the largest smoke-free public university system in the United States;

Whereas, *"the CUNY Tobacco Policy"* prohibits "… (i) the use of tobacco on all grounds and facilities under CUNY's jurisdiction, including indoor and outdoor locations such as playing fields, entrances and exits to buildings, and parking lots; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (iii) tobacco industry sponsorship of athletic events and athletes." (see **"The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"**, pgs. 3-4);

Whereas, upon implementation, *"the CUNY Tobacco Policy"* will supersede *both*:

1. the University's previous policy (CUNY Policy 4.6, SMOKING BAN [BTM,1994,09-29,005,_A], and the Smoking Policy of the University, as approved by the Council of Presidents at its meeting of 7 May, 1990) which prohibited smoking inside all facilities, including vehicles operated by the University; ***and***

2. the **QCC "Smoking-Restricted Campus" policy,** presented on December 8, 2009 as a Resolution with Recommendations by the Committee on Environment, Quality of Life, and Disability Issues to the body of the Academic Senate, and effected on August 26, 2010.

Whereas, full compliance with *"the CUNY Tobacco Policy"* must be implemented University-wide no later than September 4th, 2012;

Whereas, each campus within The City University of New York system is charged with submitting a college-specific **Tobacco Policy Implementation Plan** indicating its procedures for providing information/communication, training, the removal of smoking-related cues, tobacco cessation support services, and a strategy for compliance – concomitant with the guidelines and intent of *"the CUNY Tobacco Policy"* – to the Chancellery **by no later than June 30th, 2011**;

Whereas, the working group charged with developing the College's **Tobacco Policy Implementation Plan** for review by the College's Academic Senate and the Office of the President is the *Standing Committee on Environment, Quality of Life, and Disability Issues*;

Therefore, be it resolved that the Standing Committee on Environment, Quality of Life, and Disability Issues of the Academic Senate makes the following recommendations for a **QCC Tobacco Policy Implementation Plan**,

compliant with the intent of *"the CUNY Tobacco Policy"* and concomitant with the guidelines presented by **"The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"** , for review by the members of the College's Academic Senate and the Office of the President:

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

1. **Committee's recommendations regarding any issuance of a statement of intent to comply with the expanded Tobacco Policy** *("the CUNY Tobacco Policy"*, as approved by the Board of Trustees of The City University of New York on January 24th, 2011):

   a. It is the recommendation of the Committee on Environment, Quality of Life, and Disability Issues that the College comply fully with the intent and prohibitions specific to *"the CUNY Tobacco Policy"*, which will update, expand and supersede both CUNY Policy 4.6, SMOKING BAN [BTM,1994,09-29,005,_A], as well as the current **"Smoking-Restricted" policy of the campus**;

   b. It is the further recommendation of the Committee that there be an initial, as well as intermittent campus-wide messaging and communications effort to the campus, meant to ensure clarification of the connotation of "compliance" with *"the CUNY Tobacco Policy"*, as intended by the CUNY BOT:

      (1) To emphasize that there is to be **no smoking**, <u>anywhere</u>, on or within the grounds and facilities of the campus, and/or

      (2) To specify that *"the CUNY Tobacco Policy"* <u>prohibits</u> (i) the use of tobacco on all grounds and facilities under CUNY's jurisdiction, including indoor and outdoor locations such as playing fields, entrances and exits to buildings, and parking lots; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (iii) tobacco industry sponsorship of athletic events and athletes.

   c. It is the final recommendation of the Committee that **the date of full compliance with, and implementation of *"the CUNY Tobacco Policy"* at QCC, be the first day of classes of the Fall 2012 semester**, and

      (1) Until the first day of classes of the Fall 2012 semester, the College will continue to implement its current **"Smoking-Restricted" policy**.

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2. **Committee's recommendations regarding understanding and conveying the intent of *"the CUNY Tobacco Policy"*.**

   a. It is the recommendation of the Committee that the College follow the language and suggested guidelines of **"The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"**, pgs. 6-8, with regard to the understanding and conveyance of the intent of *"the CUNY Tobacco Policy"* for the College community, i.e.,:

(1) That compliance with **"the CUNY Tobacco Policy"** be focused *"… on the use of tobacco, not on the people who use tobacco. CUNY respects an individual's right to use tobacco; however, CUNY requests that tobacco users refrain from smoking and using tobacco products on campus property."* (**see "The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"**, pg. 6) and

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

(2) That *"the CUNY Tobacco Policy"* is *"… not designed to punish or single out tobacco users; rather, its purpose is to support members of the CUNY community in being as healthy as possible. Although the revised policy is intended to support faculty, staff and students who use tobacco and who want to quit, it is not intended to force anyone to quit smoking."* (see **"The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"**, pg. 6)

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3. **Committee's recommendations regarding the scope of *"the CUNY Tobacco Policy"*.**

a. It is the recommendation of the Committee that the scope of *"the CUNY Tobacco Policy"*, inasmuch as its intent is understood to be commensurate with Sections 1(b)(1) and 1(b)(2) of the Committee's recommendations, **be fully applicable to all persons in the employ and/or on the grounds of the campus, including all full- and part-time students, faculty, administrative and support staff members, and visitors**;

b. It is the further recommendation of the Committee that QCC's Tobacco Policy Implementation Plan, in compliance with *"the CUNY Tobacco Policy"*, will include the development and/or implementation of the following six (6) steps leading up to full implementation (and continuing thereafter, as appropriate) of *"the CUNY Tobacco Policy"* on the campus:

Step 1. The formation of a Campus Tobacco Policy Implementation Working Group;

Step 2. The creation and execution of a campus-specific communication plan, outlining (a) **clear rationale** for *"the CUNY Tobacco Policy"*, (b) **clear and consistent messaging** regarding *"the CUNY Tobacco Policy"*, and (c) **a dissemination strategy** for how and when information regarding *"the CUNY Tobacco Policy"* will be communicated to the campus community;

Step 3. Removal of smoking-related cues (ashtrays, smoking areas, etc.);

Step 4. Providing training and education to appropriate faculty, staff and students regarding compliance with *"the CUNY Tobacco Policy"*;

Step 5. Providing tobacco cessation support services; and

Step 6. Determining strategies for ensuring compliance with *"the CUNY Tobacco Policy"* on campus.

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

4. **Committee's recommendations on the formation of a Campus Tobacco Policy Implementation Working Group.**
   (Addressing Step 1 of 6)

   a. It is the recommendation of the Committee that the members of the Standing Committee on Environment, Quality of Life, and Disability Issues of the Academic Senate, along with appropriate liaisons and members of faculty and administrative and support staff, be recognized as constituting an **already-formed Campus Tobacco Policy Implementation Working Group**;

   b. It is the further recommendation of the Committee that, in the event the formation of a sub-committee of the Standing Committee on Environment, Quality of Life, and Disability Issues be deemed necessary in order to carry out the work of the **QCC Tobacco Policy Implementation Plan**, additional members of the campus community may be approached to serve.

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5. **Committee's recommendations on the creation and execution of a campus-specific communications plan** outlining: (a) **clear rationale** for the implementation of *"the CUNY Tobacco Policy"*, (b) **clear and consistent messaging** regarding the implementation of *"the CUNY Tobacco Policy"*, and (c) **a dissemination strategy** detailing how and when information regarding the implementation of *"the CUNY Tobacco Policy"* will be communicated to the campus community**.**
   (Addressing Step 2 of 6)

   a. It is the recommendation of the Committee that QCC's communication plan clearly convey to the College community and visitors to the campus an overarching rationale for why *"the CUNY Tobacco Policy"* was updated from prior policies, **focusing on the university's concern for sustaining a healthy working and learning environment**;

   b. It is the further recommendation of the Committee that QCC's communication plan prepare for and publish **clear and consistent messaging** to the College community and visitors to the campus by focusing on the telegraphing of a few brief talking points, e.g., the promoting of a healthy and safe environment; ensuring the provision of adequate resources and best efforts aimed at supporting the cessation goals of current smokers; and repeated clarifications as to the date of full implementation of *"the CUNY Tobacco Policy"* at QCC (the first day of classes of the Fall 2012 semester);

   c. It is the final recommendation of the Committee that QCC's communication plan employ an **effective dissemination strategy** to educate the College community and visitors to the campus on the changes which *"the*

CUNY Tobacco Policy" will introduce, as well as manage how and when information to the College community is distributed or deployed.

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

The Committee therefore recommends the formation of a **_QCC Tobacco Policy Education, Information and Dissemination Sub-Committee_** (hereafter referred to in this report as the **Sub-Committee**), which will report to the Senate Committee on Environment, Quality of Life, and Disability Issues.

The **Sub-Committee** should be comprised of interested and motivated members of the College's Administration, faculty, administrative and support staff, and students.

The charge of the **Sub-Committee** will be to oversee the coordination and implementation of the College's education, information and dissemination strategy, in consultation with appropriate Administrative departments and the Offices of Academic and Student Affairs.

Information dissemination activities falling to the purview of the **Sub-Committee** would include:

(1) **Official notifications** – prepared for (in consultation with the Committee and the Administration), and to be distributed to, the College community regarding the changes which *"the CUNY Tobacco Policy"* will introduce, before the start of the Fall, 2011 semester and continuing, intermittently, until the date of full implementation of *"the CUNY Tobacco Policy"* at the campus (the first day of classes, Fall 2012 semester):

   (i) **Notification(s)** should be disseminated through a variety of mediums, including:

   - The President's Convocation
   - Email distribution(s) via QCC Outlook
   - Student TigerMail blasts
   - New Student Orientations
   - Freshman information packets/mailings
   - New Faculty Orientations
   - Academic department meetings
   - Administrative Department Head meetings
   - Meetings of Student Activities Club Presidents
   - Meetings of the Faculty Executive Committee
   - Meetings of the Student Government Executive Committee
   - Hard-copy publications (information to be included in the Student Handbook, Faculty Handbook, HEO Handbook, college Catalog, Health Services' materials on smoking policy and cessation resources, Public Safety materials, Admissions materials, Alumni/Special Events/QPAC materials, and appropriate intra-campus newsletters

- Creating card-stock bookmarks and/or "Reminder Cards" with policy/cessation resources information for distribution
- Running articles/statement of ***"the CUNY Tobacco Policy"*** in continuous issues of *The Communiqué*
- Digital publications: "branding" QCC as a "Smoke-Free" campus at the bottom of the QCC website; establishing a link to ***"the CUNY Tobacco Policy"*** statement and smoking cessation links in the drop-down menu(s) of the QCC website splash page; incorporating "Smoke-Free" and "Sustainable" branding into Outlook email as footer/logo, etc.
- Dissemination of formal CUNY PRs to external organizations and community groups

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(2) **Signage** – whether digital or physical (temporary/permanent) – designed and displayed at appropriate times and in appropriate locations, including at campus events – should begin an initial deployment phase (as determined by the **Sub-Committee**, in consultation with the Committee and the Administration) <u>before the start of the Fall, 2011 semester</u>, and continue its roll-out until all signage is fully deployed (by the first day of classes of the Fall 2012 semester – the College's date for full implementation of *"the CUNY Tobacco Policy"*).

(i) The Sub-Committee's processes for overseeing the deployment of signage should include:

- Developing text (in conjunction with the ACC's procedures for display on LCD digital screens), i.e., talking points or bulleted content concerning policy/cessation resources;
- Displaying a digital, 100-day "count-down" to full implementation of *"the CUNY Tobacco Policy"*, e.g., **"CUNY Going 100% Tobacco Free – by September 4th, 2012";**
- Conducting a walk-through of the campus and facilities – including the parking lots and Q27 bus shelter – at appropriate times during FY 2011 – 2012 – in order to:

   a. Identify sites where current "Smoke-Free Zone" and "Smoking-Restricted Campus" signage needs to be replaced or augmented with additional temporary signage indicating the messaging for *"the CUNY Tobacco Policy"*, e.g., **"CUNY Going 100% Tobacco Free – by September 4th, 2012"** ; and

   b. Indicate areas where permanent signage should be placed prior to the date of full implementation of *"the CUNY Tobacco Policy"* on the QCC campus (first day of classes, Fall 2012 semester).

The **Sub-Committee** should work, in collaboration with the Committee on Environment, Quality of Life, and Disability Issues; the Office of Health Services, and the Office of Campus Facilities, to <u>consult with and make recommendations to the Administration on the design of text and graphical representation of signage</u>, and to ensure that the ordering and placement of physical signage is conducted in an accurate and timely fashion.

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6. **Committee's recommendations on the removal of smoking-related cues.**

(Addressing Step 3 of 6)

a. It is the recommendation of the Committee that the **Sub-Committee** coordinate with the Office of Campus Facilities, and Buildings & Grounds, to facilitate the removal of all containers used for tobacco trash and ashtrays on campus.

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Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

(1) Removal of smoking-related cues should occur prior to the date of full implementation on the QCC campus of **"the CUNY Tobacco Policy"** (first day of classes, Fall 2012 semester); and

(2) Removal of smoking-related cues should be preceded by the placement of permanent signage in appropriate areas across campus, as indicated in Section 5(c)(1)(ii) of the Committee's recommendations regarding the conducting of a walk-through of the campus and facilities.

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7. **Committee's recommendations on providing education and training to Faculty, Administration , Administrative and Support Staff, and Students.**

<div align="right">(Addressing Step 4 of 6)</div>

a. It is the recommendation of the Committee that education and training – for faculty, Administration, administrative and support staff, and students – be considered the cornerstone for the successful implementation of, and compliance with, **"the CUNY Tobacco Policy"**.

To that end, the Committee recommends a three-pronged approach to education and training:

(1) Prong 1:   <u>Initial education and training opportunities</u>

(i). Members of the Standing Committee and the **Sub-Committee** – as well as other interested members of the College community – should avail themselves of the opportunities offered by the CUNY Central Office of Student Affairs and the NYC Dept. of Health's Bureau of Tobacco, to attend "Smoke-Free Campus Implementation Training" and/or other CUNY workshops on how to successfully implement a smoke-free environment policy (with requisite supervisor's approval);

(ii) The College's Office of Health Services should continue its proactive work toward facilitating the completion of certification of Health Services individuals to become "Smoking Cessation Counselors"; further, the Office of Health Services should continue to provide hard-copy and updated links to web resources for City, State and local smoking cessation resources to the College community, as well as continue to provide leadership in coordinating campus-wide workshops and events on smoking cessation and other health-related issues;

(iii). Members of the Standing Committee and the **Sub-Committee** – as well as other interested members of the College community – who have had the opportunity to attend education and training workshops prior to the date of full implementation of **"the CUNY Tobacco**

Policy" at QCC (first day of classes, Fall 2012 semester) should work collaboratively with the Office of Health Services and the campus' Office for Student Affairs to share the strategies and tools acquired from their attendance at such workshops with the larger College community, in large venues such as the Conference of the College or other dedicated gatherings where information is disseminated.

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

(2) Prong 2: <u>**Intermittent education and training opportunities**</u>

(i). Members of the **Sub-Committee**, in collaboration with the Committee on Environment, Quality of Life, and Disability Issues (as well as representatives from the College's Office of Health Services, the Office of Counseling, and the Offices of Academic and Student Affairs and their respective academic and student support departments and programs), should avail themselves of opportunities offered by the CUNY Central Office of Student Affairs and the NYC Dept. of Health's Bureau of Tobacco to capitalize on the following free ongoing resources (with requisite supervisor's approval) as they become publicized:

- Training for Administration, faculty, administrative and support staff, and Public Safety personnel who, along with students, are all collectively responsible for respectful compliance with **"the CUNY Tobacco Policy"**;
- Training in tobacco screening and treatment protocols for Health and Counseling Services staff;
- Training in campus-specific communications strategies, i.e., design and content of signage and media to be deployed at specific points along the timeline leading up to full implementation of **"the CUNY Tobacco Policy"** at QCC (first day of classes, Fall 2012); and
- Assistance with continuing and expanding educational programming and materials which support **"the CUNY Tobacco Policy"**, as well as smoking cessation efforts on campus.

(3) Prong 3: <u>**Institutionalized/long-term education and training opportunities**</u>

(i). The Office of Health Services, in collaboration with the Committee on Environment, Quality of Life, and Disability Issues, the College's Office for Student Affairs and Office of Counseling, Student Activities/Student Government, and the Offies of Public Safety and Environmental Health and Safety, should present a workshop or event once a semester for faculty, Administration, administrative and support staff, and students, consisting of:

- Continued and expanded educational programming and hard-copy/electronic informational materials which support **"the CUNY Tobacco Policy"**, as well as programming which supports smoking cessation efforts, stress management, weight management, exercise activities, and peer support initiatives; and
- Dissemination of best practices and strategies for ensuring compliance with **"the CUNY Tobacco Policy**" on campus, including demonstrations of methods for appropriately addressing someone who is using tobacco on campus, as well as how to avoid being disrespectful in the manner in which requests for compliance are made and acted upon.

(ii) The College's Office of Health Services (using resources made available by the CUNY Central Office), in collaboration with academic department chairs, members of the **Sub-Committee,** and the College's Offices of Academic and Student Affairs, should continue to exercise and

facilitate the collegial integration of information and/or education and awareness about smoking and smoking-related issues into curricular activities and assignments, as well as student activities and events, where appropriate.

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

8. **Committee's recommendations on providing tobacco cessation support services.**

    (Addressing Step 5 of 6)

    a. It is the recommendation of the Committee that the College follow the tone and guidelines established by the University for outlining QCC's Tobacco Policy Implementation Plan's provision and promotion of tobacco cessation support services (see **"The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"**, pgs. 9-10):

        (1) Following the tone and guidelines suggested by the University, promotion of smoking cessation services should be approached *"with an empathic stance … and should focus on offering support and should reaffirm the College's commitment to the health of its faculty, administrative and support staff, and students."*

            (i). Steps to promote and deliver tobacco cessation support services should include:

            *   Broadening the College's current survey of health issues to identify the types of smoking cessation services faculty, administrative and support staff, and students would like to see and would use on campus;
            *   Continuing to build upon the work initiated by the College's Office of Health Services in facilitating its own, as well as campus-wide and University collaborations in and promulgation of information, educational programming and events, and awareness about smoking, smoking-related issues, and smoking cessation resources available at the campus (as indicated in the Committee's recommendations, Section 7 (a)(1, 2, and 3) concerning initial, intermittent and long-term education and training opportunities) – as well as through City, State and local cessation hotlines, Quit Lines, and related services;
            *   Establishing multiple modes of outreach for promulgating information on campus – by identifying and promoting specific on-site facilities, as well as posting links online via the campus website and/or Outlook email and Student TigerMail – during Freshman Orientations, Registration, Intro to College Life (ST100) courses, Health/Wellness fairs at the campus, and intermittent email messaging informing the College community how and where to go to request tobacco cessation support services.

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9. **Committee's recommendations on ensuring compliance with *"the CUNY Tobacco Policy".***

    (Addressing Step 6 of 6)

    a. It is the recommendation of the Committee that the College follow the tone and guidelines established by the University to address compliance with **QCC's Tobacco Policy Implementation Plan** (see **"The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"**, pgs. 10-11);

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

(1) Following the tone and guidelines suggested by the University for compliance with *"the CUNY Tobacco Policy"*, it is the recommendation of the Committee that the College adhere to CUNY's stated vision for compliance:

    (i) That compliance with the mandate of a tobacco-free campus *" … **be the shared responsibility of all those in the campus community**, tobacco users and non-users alike"*, **and not solely the responsibility of any one agent or department on the campus**;

    (ii) That ensuring compliance with *"the CUNY Tobacco Policy"* by campus officials, representatives, or any other members of the College community **is handled in a** *"… friendly and respectful"* **manner**; and

    (iii) That discussions about or arising from requests for compliance between smokers and non-smokers concerning policy/cessation resources *"… be brief, educational, and non-confrontational."*

(2) It is the further recommendation of the Committee that, as the best assurance for compliance with *"the CUNY Tobacco Policy"* is dependent on the success of the College in executing a collaborative and efficient information, communication and dissemination plan, there be diligent best efforts by the members of the Committee, **Sub-Committee**, Administration, and appropriate offices/departments at the College to:

    (i) Ensure that signage is highly visible across the campus;

    (ii) Ensure deployment of additional temporary signage across campus during large events;

    (iii) Create a series of "informational scripts" (concomitant with the intent and language as indicated in Section 9(a)(1) of the Committee's recommendations)which members of the College community can use when addressing someone using tobacco on campus; and

    (iv) Create card-stock "Reminder Cards" (to be made available to all campus programs and departments, with a re-supply kept in both the Office of Health Services and the Office of Public Safety) which are to be distributed to violators of *"the CUNY Tobacco Policy"* and created so as to include content reiterating the policy, display a polite statement requesting compliance, and offer information on where smoking cessation resources can be found.

(3) It is the final recommendation of the Committee that the College community maintain a civil manner regarding both the language and tone with which requests for compliance with **"the CUNY Tobacco Policy"** are made and acted upon.

To this end, all members of the College community – students, faculty ,and administrative and support staff – should understand that they are neither more nor less privileged due to their status as a smoker or non-

smoker; and that, as all members of the College community are to be treated in exactly the same manner concerning this policy, regardless of rank, title or station, they are likewise all entitled to the same rights, respect and appropriate remedies with regard to compliance with the policy.

The Senate Committee on Environment, Quality of Life, and Disability Issues
Resolution With Recommendations For A QCC Tobacco Policy Implementation Plan, In Compliance With The City University Of New York's Revised Tobacco Policy

Respectfully submitted,
Monday, May 02, 2011

The members of and liaisons to
The Senate Committee on environment, Quality of Life, and Disability Issues

Dion Pincus:	Chairperson
Shele Bannon:	Secretary
Hamid R. Namdar:	Faculty Member
Carol A. Soto:	Faculty Member
Mangala Tawde:	Faculty Member
Simon Ulubabov:	Student Member
Sunil Dehipawala:	Liaison, Steering Committee Designee
Banami Freier:	Liaison, OSSD
Mel Rodriguez:	Liaison, Environmental Health/Safety
Arthur Perkins:	Liaison, President's Designee
Edward Locke:	Liaison, Campus Safety
Isabel Hocevar:	Liaison, Health Services

Hyperlinks in this document reference materials which have been posted online to the College's Governance website, and are available for review:

(1) **"The City University of New York, 2011 Tobacco Policy Work Plan Guidelines"**
(2) **QCC "Smoking-Restricted Campus" Policy**

The Senate Committee on Environment, Quality of Life, and Disability Issues

Report to the Academic Senate on
Results: QCC Survey on Sustainability Awareness and Practices

Background:

Queensborough Community College is dedicated to environmentally sustainable practices at every level of campus organization. Leading the effort is group of hard-working individuals whose members include students, faculty, administrators, and administrative and support staff: the QCC Sustainability Council and Partners.

Consistent with the overall mission of the College, this group has been working across the college community to advance principles of sustainability as part of "an environment that promotes intellectual inquiry, global awareness, and lifelong active learning."

The QCC Sustainability Council and Partners submitted the campus' Ten Year Sustainability Plan to the University for review by the Office of the President, and thereafter the President's submission of the Plan to the CUNY Central Office, with the goal of reducing the University's (and campus') carbon footprint and greenhouse gas emissions 30% by the year 2017.

In order to understand where we are as a college community in terms of sustainability awareness – which will help us to understand and plan where we need to be over the next 7 years – the QCC Sustainability Council and Partners asked that the College community take the time to complete a short survey on sustainability awareness and practices. The survey ran from November 2010 until February 2011. All responses were kept anonymous.

As the work of the QCC Sustainability Council and Partners often intersects that of the Senate Committee on Environment, Quality of Life, and Disability Issues , it seems reasonable that the Committee submit this report on the results of the QCC Survey on Sustainability Awareness and Practices to the members of the Academic Senate, along with some highlights of the findings.

The full graphical representation of all responses to all survey questions, both holistically and by constituency, is available at The QCC Sustainability Project website:

http://www.qcc.cuny.edu/susproj/

The Senate Committee on Environment, Quality of Life, and Disability Issues
Report to the Academic Senate on
Results: QCC Survey on Sustainability Awareness and Practices

<u>Highlights of the Survey:</u>

- The total number of respondents to the survey was: 561
  - o **Students**   **= 283   (50.4%)**   **greatest number of respondents**
  - o Faculty   = 165   (29.4%)
  - o Admin/Support Staff   = 113   (20.1%)

- Highest percentage response, by constituency (by question):

  <u>Students</u>
  - Frequency of participation in sustainable practices: **Most Of The Time**   **47.9%**
  - Frequency of participation in environmental activities: **Sometimes**   **52.5%**
  - Would you join a campus Student Environmental Club?   **No**   **53.3%**
  - Do instructors in your courses mention sustainability?   **Never**   **54.8%**
  - How much paper do your instructors use/distribute?   **Average Amount**   **51.3%**
  - Would you be supportive of using online vs. hard copy docs?   **Yes**   **70.1%**
  - Can you easily access recycling bins on campus?   **Yes**   **61.7%**
  - Do you think enough is being done to promote sustainability?   **No**   **67.8%**

  <u>Faculty</u>
  - Frequency of participation in environmental activities: **Sometimes**   **54.8%**
  - 10-yr prediction for sustainability job market in NYC: **On Par w/Others**   **61.3%**
  - Optimal curricular model to serve needs of QCC students Interested in environmental sustainability: **1 degree program w/integrated courses:**   **38.7%**
  - Promote environmental sustainability in your courses: **Sometimes**   **67.1%**
  - Would you be supportive of using online vs. hard copy docs?   **Yes**   **82.6%**
  - Can you easily access recycling bins on campus?   **Yes**   **61.9%**
  - Do you think enough is being done to promote sustainability?   **No**   **80.0%**

  <u>Administrative and Support Staff</u>
  - Interest in professional development in sustainable practices: **Somewhat Interested:**   **46.2%**
  - Can you easily access recycling bins on campus?   **Yes**   **80.2%**
  - Office's networked vs .stand-alone printers: **Networked**   **70.8%**
  - Copiers/printers set for duplexing?   **Yes**   **65.1%**
  - Amount of paper used or distributed in office?   **Average Amount**   **49.5%**
  - Would you be supportive of using online vs. hard copy docs?   **Yes**   **80.2%**
  - Adequate efforts by supervisor to purchase "green" supplies?   **No**   **54.7%**

- Do you think enough is being done to promote sustainability? **No**   **67.9%**

The Senate Committee on Environment, Quality of Life, and Disability Issues

Report to the Academic Senate on
Results: QCC Survey on Sustainability Awareness and Practices

<u>Patterns Exhibited by the Survey:</u>

- Areas of common interests and/or general agreement across constituencies:

  o Majority of respondents have **some familiarity** with the term "environmental sustainability";
  o Majority of respondents personally consider "protecting the environment" **very important;**
  o Majority of respondents report participating in "sustainable practices" **most of the time;**
  o Majority of respondents feel recycling bins on campus **are** easily accessible;
  o Majority of respondents **are supportive of** using online materials rather than hard-copy;
  o Majority of respondents **do not** think enough is being done on campus to promote sustainability.

- Areas of disparity across constituencies:

  o Where the majority of faculty respondents report they **sometimes** promote environmental sustainability in their courses, the majority of student respondents report that faculty for their courses **never** promote environmental sustainability.

- Issues/concerns/interests specific to constituencies:

  o Students

    ▪ Majority of respondents report that they **would not join** a Student Environmental Club.

  o Faculty

    ▪ Majority of respondents feel that the optimal curricular model to serve QCC students interested in environmental sustainability in the future would be to have **1 degree program,** into which sustainability-related courses from across curricula would feed.

    ▪ Majority of respondents feel that in 10 years, the job market in NYC for sustainability-related skills will be **on par with other markets**.

  o Administrative and Support Staff

    ▪ Majority of respondents report use of copiers/printers **follow** sustainable best practices.

- Majority of respondents feel **adequate efforts are not being made** by supervisors to purchase "green" supplies.

The Senate Committee on Environment, Quality of Life, and Disability Issues

Respectfully submitted,
Thursday, April 14, 2011

The members of and liaisons to
The Senate Committee on Environment, Quality of Life, and Disability Issues

Dion Pincus:	Chairperson
Shele Bannon:	Secretary
Hamid R. Namdar:	Faculty Member
Carol A. Soto:	Faculty Member
Mangala Tawde:	Faculty Member
Simon Ulubabov:	Student Member
Sunil Dehipawala:	Liaison, Steering Committee Designee
Benami Freier:	Liaison, OSSD
Mel Rodriguez:	Liaison, Environmental Health/Safety
Arthur Perkins:	Liaison, President's Designee

The Senate Committee on Environment, Quality of Life, and Disability Issues

Report to the Academic Senate on Considerations Regarding Issues of Campus Parking and Transportation

I. **Issue: Token booth and token sales at the Kenilworth Drive entrance to parking lots 3, 4 and 6**

On February 9th, 2011, an email was forwarded to the Committee on Environment, Quality of Life, and Disability Issues concerning issues arising from the sale of parking tokens at the booth at the Kenilworth Drive entrance to parking lots 3, 4 and 6. The concerns were resolved through the Administration's decision to remove the token box and thus cease token sales at the booth at the Kenilworth Drive entrance to parking lots 3, 4 and 6, effective Monday, March 7th, 2011. Information was also distributed for the benefit of those who use token lots to purchase tokens ahead of time at one of seven (7) alternate locations:

- *Administration Building Lobby*
- *Humanities Building Lobby*
- *Science Building/Medical Arts Lobby*
- *Library 2nd Floor*
- *Book Store*
- *Science Lower Level Cafeteria Lounge*
- *Student Union (token box from guard booth to be relocated at this location)*

II. **Further work undertaken by the Committee on the topic of transportation**:

Conversation originating with the issue of campus parking and token sales led the Committee to begin brainstorming other ideas for future consideration, addressing the more global challenges of transportation, to and from the campus.

Some of the ideas discussed in Committee were abandoned, for lack of viability (e.g., the idea of "outsourcing" parking facilities from the Douglaston Mall, which was nullified due to its plan to construct a Fairway at the site) ; other ideas, such as better promotion and utilization of the campus' carpooling application: "Share-A-Ride", incentivizing carpooling with priority parking spots in campus lots, encouraging bicycling as a true alternative for short-distance commutes, and exploring the feasibility of a shuttle-bus service, require further study, including conducting budgetary evaluations and cost/benefit analyses to better determine their viability.

The Committee proposes to continue to study this transportation challenge as part of its work for the next academic year.

Respectfully submitted,
Monday, April 25, 2011

The members of and liaisons to
The Senate Committee on Environment, Quality of Life, and Disability Issues

Dion Pincus:	Chairperson
Shele Bannon:	Secretary
Hamid R. Namdar:	Faculty Member
Carol A. Soto:	Faculty Member
Mangala Tawde:	Faculty Member

Simon Ulubabov: Student Member
Sunil Dehipawala: Liaison,   Steering Committee Designee
Benami Freier: Liaison,   OSSD
Mel Rodriguez: Liaison,   Environmental Health/Safety
Arthur Perkins: Liaison,   President's Designee
Edward Locke: Liaison,   Campus Safety

QUEENSBOROUGH COMMUNITY COLLEGE
Academic Senate
Committee on Assessment and Institutional Effectiveness

DATE: May, 2011
FROM: The Committee on Assessment and Institutional Effectiveness, Philip Pecorino, Chairperson, 2010-2011
TO: Academic Senate, Steering Committee Chairperson, Dr. Emily Tai
SUBJECT: Annual Report, 2010-2011

The Committee was created in late Spring of 2010. In its first year the committee established its basic method of proceeding to fulfill its charge and a schedule for the Senate's reception of assessments of all areas of the College and of their review by Senate Committees and the Committee on Assessment and Institutional Effectiveness.

Here is the Committee Charge:

a. Receive and review summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college;

b. Receive and review documents relating to assessments of institutional effectiveness from all non-academic units of the college;

c. Make annual reports of progress in assessment of data collection, including:
      1. The receipt of assessment reports from each department/unit of the college;
      2. Courses/college units assessed from each department;
      3. Summary of Assessment data gathered from assessments;
      4. Any departmental conclusions drawn and/or actions taken as a result.

d. Review assessment procedures the College undertakes and make recommendations concerning these assessment initiatives to the Academic Senate, in support of principles of shared governance, academic freedom and transparency.

This report will be organized on the order of its charge.

a. Receive and review summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college;

The Committee has determined that it is the Academic Senate Committee on Curriculum that shall request from the Office of Academic Affairs its assessment of how well the Degree Program Review Process is operating and, within it, the program of Course Assessment conducted by Academic Departments. The Committee itself is not only not going to request to examine such degree program and course assessment reports but sees no need to examine them at the level of this Committee. The Committee takes its charge to conduct meta-assessment.   The Committee on Curriculum should ascertain to what degree the Office of Academic Affairs has been receiving and reviewing summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college and send those reports on to this Committee on Assessment and Institutional Effectiveness.   The Committee on Curriculum has been so advised by this Committee.

b. Receive and review documents relating to assessments of institutional effectiveness from all non-academic units of the college;

The Committee has established a schedule (minimum five year cycle) whereby all areas of the college will be assessed and those assessments received by various committees o f the Academic Senate as well as by the Committee on Assessment and Institutional Effectiveness.   The Committee has sent out memos requesting assessments from many offices of the College and sent memos to various Senate Committees requesting that they themselves requests assessments from areas of the College related to their areas. Here is that schedule:

What is assessed	Request sent to:	Senate Committee making the request
• Human Resources and Labor Relations	Dean of HR and LR	Committee on Assessment and Institutional Effectiveness
• President's Cabinet	Office of the President	Committee on Assessment and Institutional Effectiveness
• Academic Initiatives • Academy operations - OAA • Coordinated Undergraduate Education (CUE) • Adjunct Services • ASAP • Basic Skills Learning Center • Campus Writing Center • CETL • College Discovery • College Now • CSTEP • Institutional Research • Mathematics Learning Center • Registrar • Student Learning Center • Tech-Prep	Office of Academic Affairs	Committee on Assessment and Institutional Effectiveness
• Academic Senate	Senate Steering Committee	Committee on Assessment and Institutional Effectiveness
• College Advisory Planning Committee • Strategic Planning Process • Office of Academic Advisement and Institutional Effectiveness	Office of Accreditation, Assessment and Institutional Effectiveness	Committee on Assessment and Institutional Effectiveness
• Accounting & Related Entities • Accounts Payable • Budget Office • Financial Services • Financial Services & Related Entities • Payroll • Personnel • Purchasing	Office of Budget and Finance and Administration	Committee on Assessment and Institutional Effectiveness
• Annual Giving/Major Gifts	Office of Institutional Advancement	Committee on Assessment and Institutional Effectiveness

• Sponsored Programs		
• Academic Advisement	Office of Student Affairs	Committee on Assessment and Institutional Effectiveness
• Career Services • Counseling Services • Four-year College Transfer • Health Services • International Students • Judicial Affairs • New Student Enrollment Planning • Services for Students with Disabilities • Student Activities • Student Services: Assessment of student experiences—clubs and otherwise—available from year-end reporting • Testing	Office of Student Affairs	Committee on Student Activities
Vendor Services	Office of Budget and Finance and Administration	Committee on Vendor Services
Publications	Office of Institutional Advancement	Committee on Publications
• Art Gallery • Holocaust Resource Center	Office of Institutional Advancement	Committee on CULTURAL RESOURCES and ARCHIVES
• eLearning Program • Academic Computing Center	Office of Academic Affairs	Committee on eLearning
• Administrative Services • Print shop • Mailroom • Transportation • Buildings & Grounds • Campus Facilities • Central Receiving • Environmental Health & Safety • Safety & Security	Office of Budget and Finance and Administration	Committee on Environment Quality of Life and Disability Issues
Affirmative Action, Pluralism, and Diversity Compliance	Office of the President	Committee on Environment Quality of Life and Disability Issues
Marketing and Communications	Office of Institutional	Committee on Environment Quality of Life and Disability

	Advancement	Issues
Library	Office of Academic Affairs	Committee on Library
• Assessment of the Academic Program Review process from the Office of Academic Affairs • Report on all department course assessment from the Assessment Office	Office of Academic Affairs	Committee on Curriculum
WI Initiative and Program	Office of Academic Affairs	Committee on WID WAC
Admissions & Recruitment	Office of Student Affairs	Committee on Admissions
Continuing Education and Workforce Development	Office of Academic Affairs	Committee on Continuing Education
Information Technology	Office of Budget and Finance and Administration	Committee on Computer Resources

c. Make annual reports of progress in assessment of data collection, including:

    1. The receipt of assessment reports from each department/unit of the college;
    2. Courses/college units assessed from each department;
    3. Summary of Assessment data gathered from assessments;
    4. Any departmental conclusions drawn and/or actions taken as a result.

The Committee notes that the Office of Accreditation, Assessment and Institutional Effectiveness has been receiving assessment reports (annual reports) from many areas of the college and has been placing them on the college website.The committee has seen the website. It has been receiving the Degree Program Reviews for all degree programs and they include the assessments of courses.

d. Review assessment procedures the College undertakes and make recommendations concerning these assessment initiatives to the Academic Senate, in support of principles of shared governance, academic freedom and transparency.

In the first year of operation, the Committee developed a plan for the reception of assessment reports by the Committee itself and through the committees of the Academic Senate. In its next year of operation, the Committee can move towards examining the reports themselves and the assessment processes. In its first year the Committee did detect areas of the College that were not scheduled to be assessed and responded by making requests of various units and offices for assessments of those areas. When the Committee reviews the responses to the requests of the Committees and the assessment reports, it will be better informed to carry out its analysis and make recommendation to the units of the College and to the Senate if needed.

Recommendations:

The Academic Senate Committee structure should be examined and altered so that the committees that exist will have their areas of charge covering all areas of the college. They would then be able to receive the relevant assessment reports on a regular cycle and offer their responses and the accumulation of such efforts would serve as the preparation of reports for the accreditation process by the Middle States Association. The coverage would insure a process of review of assessments that is comprehensive while insuring that shared governance operates with a structure that is comprehensive.

In particular, the Committee recommends that the Special Budget Advisory Committee be made a Standing Committee so that it, rather than this committee, would request and receive reports from many areas of the college under the Office of Finance and Administration and the Office of the Budget that are now being requested by this committee itself.

Acknowledgments:

The Committee acknowledges Dean Arthur Corradetti for his support.

COMMITEE MEMBERS 2010-2011	COMMITEE MEMBERS 2011-2012:
Tirandai Hemraj-Benny Dimitrios Kokkinos Georgia McGill Devin McKay Philip Pecorino, Chairperson 2010-2011 Mary Ann Rosa Regina Sullivan, Secretary 2010-2011 Students: Stephanie Gaviria (student) Shamin Gooding (student) Designees: William Marsh - Steering Committee Designee Arthur Corradetti - President's Designee	Salvitti-McGill, Georgia Beck, Sheila Burke, Patricia Sullivan, Regina Hemraj-Benny, Tirandai McLaughlin, Susan Rochford, Regina

QUEENSBOROUGH COMMUNITY COLLEGE ACADEMIC SENATE

OLD BUSINESS: MAY, 10, 2011

PROPOSAL FOR A REVISED ACADEMIC CALENDER: MADE UP OF FOURTEEN WEEKS PLUS A FIFTEENTH EXAMINATION WEEK

RESOLUTION

Whereas, at the Academic Senate of May 12, 2009, a proposal was put forward to amend the administration of final examinations during the final week of the fall and spring semesters in order to bring Queensborough into compliance with New York State Department of Education guidelines regarding contact minutes per class hours;

and

Whereas the amended practice, implemented in the Spring, 2010 semester, rendered the fifteenth week of each fall and spring semester a regular week of class, not designated exclusively for the scheduling of final examinations;

and,

Whereas, this amended practice has resulted in a variety of problems, including and not limited to:

- Complaints by students that they might find themselves taking as many as five finals on the same day with very little time (5-10 minutes) between examinations;
- Insufficient time available to students to study because they are attending classes full-time simultaneously;
- The compromise of adequate security regarding the content of uniform examinations (in departments where this is department policy) because examinations are administered in separate classrooms, at different times;
- The compromise of adequate rigor in departments where examinations were traditionally longer than the standard 50-minute class meeting;

And

Whereas the plan outlined below has received the unanimous support of the Department Chairs at Queensborough Community College;

And

Whereas the plan outlined below has received the support and assent and approval of the Committee on Curriculum of the Academic Senate;

And

Whereas the plan outlined below satisfies the requirements of the New York State Department of Education guidelines regarding contact minutes per class hours;

- **Be it resolved that the final, fifteenth week of each Fall and Spring semester at Queensborough Community College be used for final exams.**

Rationale and Background

In May 2009, the Academic Senate voted to change the semester calendar, as of Spring 2010, to have the same class schedule during the 15th week of the semester as during the previous 14 weeks. This change was made at the behest of the Curriculum Committee of the Academic Senate in response to a proposal from the academic department chairpersons, to correct the fact that some classes had not been meeting the NYSED requisite minutes during the final exam week (See Appended Materials, below).

The 15-week schedule has been in effect for several semesters now, and it has had some benefits, in that classes that previously did not meet during the fifteenth week (Basic Educational Skills classes, for example) had an additional week of instruction prior to critical exit from remediation exams. However, the new schedule has caused some difficulties, which call for an adjustment:

- The current schedule does not allow for two-hour finals in many courses, and the two-hour exam is regarded by many faculty as an important academic exercise.
- Those academic departments which need or prefer to offer uniform final exams, for pedagogical and/or security reasons, cannot do so.
- Students do not have adequate time to review for their finals since they are attending the regular schedule of classes simultaneously. They may, moreover, find themselves scheduled for a number of finals on the same day with extremely short breaks (5-10 minutes) between.

The department chairs have had several discussions of this problem, and Dr. Mona Fabricant prepared a proposal (March 8, 2011) for adjusting the calendar to go back to a schedule of 14 weeks of class plus a fifteenth week of exams, while allowing for the addition of instructional time that was previously missing prior to Spring 2010. The Office of Academic Affairs discussed a modified version of this proposal with the department chairs at the April 7, 2011, and it was agreed, as follows:

Classes will follow regular meeting times during 14 weeks; the fifteenth week will not follow regular class meeting times but will provide two-hour final exams for **all** classes. Classes for which the two hour time slot does not offer the requisite weekly class hour meeting time will provide for that time either during the previous fourteen weeks (with extra minutes added into the weekly schedule) or by providing review sessions or instructional support activities during the fifteenth week. The academic department chairs will notify the Office of Academic Affairs regarding how this time will be scheduled, and the Registrar will be notified if class times need adjustment.

- This proposal will support the design of rigorous summative assessments in courses where a 50-minute class hour did not allow sufficient time for an in-class final examination;

- This proposal will support the actions of the Mathematics department to act in accordance with the memo sent to Chief Academic Officers from EVC Logue on February 25, 2011 re *Changes in Standards for Placement Into and Exit from Mathematics Remediation* page 2, subparagraph 3, "… all departments must administer exams aligned with the CUNY-wide standards." As discussed at the Mathematics Discipline Council Meeting with EVC Logue, this statement assumes a uniform final exam in mathematics;

- This proposal will allow the Basic Skills Department, the English Department, and the Math & CS Department, to split some of their final exam allotted time into two time slots. For Basic Skills and English, one time slot can be used for conferences and advisement and the other for the actual exams. For MA 010 one time slot will be used for mandatory final review workshops (no increase in the Math Learning Center budget is needed). We expect this will increase the passing rate in MA 010.

APPENDIX: THE "HISTORY" OF THE FIFTEENTH WEEK DEBATE, IN SENATE DOCUMENTS

I. Background on the decision to change the fifteenth week of the semester into a regular class schedule that incorporates the final examinations

From January 2008 through May 2009, Queensborough's schedule of classes was the subject of discussion at many meetings involving the Office of Academic Affairs, Office of Faculty and Staff Relations, the Registrar, the PSC, the department chairpersons, the Curriculum Committee of the Academic Senate, and the Academic Senate.

The published schedule of classes has for many years included break time for classes that meet in any session that is longer than two instructional hours (100 minutes). One question arose, from the PSC, whether some faculty members, especially adjuncts, might be teaching too many

minutes. In response to this question, the Office of Academic Affairs asked the department chairs to continue to inform all faculty of the required time for their classes (i.e., 50 minutes for each instructional hour).

A second question emerged, raised by the Curriculum Committee, focusing on whether all classes were meeting the full number of minutes required by NYSED regulations. For example, a three-hour class should meet for 2,250 minutes during the semester (50 minute instructional hour x 3 weekly hours x 15 weeks), but during the fall and spring semesters, some three-hour classes were scheduled for three 50 minute sessions for 14 weeks and for the final exam (120 minutes) during the 15th week – thirty minutes short of the total required minutes. This schedule had been in place for many years.

Over many months during 2008 the Registrar and the Office of Academic Affairs looked at the class schedules at other colleges, sought advice from the CUNY Office of Academic Affairs, and created a variety of models for adjusting the schedule of classes to ensure every minute was accounted for. Several scheduling schemes were presented to the department chairs for discussion. None was received with much favor. In one scheme for example, class times varied from 49 minute to 52 minute units, producing irregular breaks between classes. In another scheme, three hour classes could be offered in three sessions on MWF *or* in two sessions TTh, and four hour classes would have to meet at least three days a week.   The "last standing" scheme was to extend the regular class sessions through the fifteenth week, which would include instruction and the final exams, as the practice has been in the winter and summer session classes. The department chairs voted on and forwarded this proposal to the Academic Senate and it was approved at the May 2009 Senate meeting, for implementation in Spring 2010.

The following pages document some of the actions taken regarding the fifteenth week change.

II. Queensborough Community College Academic Senate consideration and action regarding the class schedule spring 2009

Agenda for the April 21, 2009 meeting of the Academic Senate - excerpt from the Curriculum Committee Report for the April 21, 2009 meeting

Notice to the Academic Senate

On 9-23-08 the Committee reported in its monthly report to the Academic Senate the following:

"The Committee on Curriculum has communicated to the Office of Academic Affairs that in the Fall and Spring semesters the contact time for some classes is not in conformity with the NY State Education Department requirements (750 minutes per credit). In some cases the contact time in the last week of the semester has been shortened. This situation should be remedied through actions of the Office of Academic Affairs working with the Academic Departments involved and the Office of the Registrar."

We must now report that there has been no real progress on the resolution of this matter. Some time ago, the reasonable resolution discussed by the academic department chairs of scheduling the last week of the Fall and Spring semesters as with the previous 14 weeks was agreed to by all departments but one; Mathematics and Computer Science. It has not been explained as to why this matter has not since proceeded through governance for action by the Academic Senate.

III. Resolution for the Academic Department Chairs presented at May 12, 2009 Academic Senate:

<div align="center">

QCC Chairpersons Committee

Resolution to Add a 15th Week of Classes

</div>

The Committee of Department Chairpersons recommends the following action for adoption by the Academic Senate:

Whereas, the Academic Senate has previously set college policy designating the final week of the Fall and Spring semesters for final examinations, and

whereas, current practice has resulted in the college's noncompliance with New York State Department of Education guidelines regarding required contact minutes per class hours,

be it resolved that beginning in the Spring 2010 semester the final (15th) week of the Fall and Spring semesters will be scheduled as the previous weeks, i.e., as a full week of class, and not designated exclusively for the scheduling of final examinations.

Explanation: In order to bring the college into compliance with the New York State guidelines the college must add the requisite number of missing minutes for every class, and the above resolution will satisfy that mandate in the least disruptive manner of all the current options. Departments and faculty may use the scheduled class time in the final week of the Fall and Spring semesters to provide instruction, to administer examinations, to perform other assessments, and/or to conduct other academic activities with their classes, as is done in the Summer and January Intersession semesters.

Respectfully Submitted on Behalf

of the Chairpersons Committee,

Dr. Joseph Culkin

IV. Minutes of the May 12, 2009 Academic Senate - excerpt from May 2009 Senate minutes in September 2009 agenda:

Steering Committee: Chair Tai presented three resolutions:

The first was on the required number of contact minutes:

Whereas, the Academic Senate has previously set college policy designating the final week of the Fall and Spring semesters for final examinations, and

Whereas, current practice has resulted in the college's noncompliance with New York State Department of Education guidelines regarding required contact minutes per class hours;

be it resolved that beginning in the Spring 2010 semester the final (15th) week of the Fall and Spring semesters will be scheduled as the previous weeks, i.e., as a full week of class, and not designated exclusively for the scheduling of final

examinations.

Explanation: In order to bring the college into compliance with the New York State guidelines the college must add the requisite number of missing minutes for every class, and the above resolution will satisfy that mandate in the least disruptive manner of all the current options. Departments and faculty may use the scheduled class time in the final week of the Fall and Spring semesters to provide instruction, to administer examinations, to perform other assessments, and/or to conduct other academic

activities with their classes, as is done in the Summer and January Intersession semesters.

A motion was **made, seconded**, and **approved** for the change. It passed with 40 yes, 11 no votes and 4 abstentions.