

1 **Queensborough Community College**

2 The City University of New York

3
4 **MINUTES**
5 **of the October 9, 2012**

6 **Academic Senate**

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8 Interim President Diane Call called the second regularly scheduled meeting of the Academic
9 Senate to order at 3:18 p.m.

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11 **I. Attendance:**

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13 The complete Senate roster is available at
14 <http://www.qcc.cuny.edu/governance/academicSenate/roster.html>

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16 As determined from the attendance taken by the i-clickers at the meeting, there were ten
17 absentees.

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19 Reilly, Margaret Harris, Eugene Colalillo, Georgina
20 Gray, Peter Holden, Todd Zahavy, Reuvain
21 Weber, Craig
22 SG Programming VP SG, VP Evening SG Treasurer

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25 **II. Consideration of minutes of the September 11, 2012:**

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27 • A **motion** was **made**, **seconded**, and unanimously **approved** to approve the Sept 11, 2012
28 minutes (*Attachment A of the Oct 9, 2012 Agenda*).

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30 **III. Communications from:**

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32 **Interim President Call:** Interim President Call referred to her written report

33 *(Attachment B of the Oct 9, 2012 Agenda)*

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- 35 • President Call began her report with a statement read as an addendum to her report:

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37 Colleagues in the Academic Senate and on our Faculty:

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39 Faculty leaders—as all those in leadership roles ---have to balance competing ideas and interests. Our
40 faculty leaders –Dr. Tai and Professor Tarasko are exemplars of integrity and commitment to this
41 College—its faculty and its students. Despite honest and sincere efforts, none of us who lead
42 constituencies, including myself as President, will please everyone. It is difficult, and it is painful to
43 negotiate our next steps---knowing that some will be very angry or disappointed. It is very difficult to be
44 the messenger with news not welcomed by all.

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46 As President, and in previous roles at Queensborough, I have been and continue to be a strong supporter
47 of faculty, and a proponent of faculty-led pedagogical research and innovation.

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49 I acknowledge and regret the current climate of anxiety across the campus, especially among colleagues
50 in the English Department. I affirm my support of academic freedom and collaboration among faculty and
51 administration. Trust has been a casualty –but we still have faith: in our students and in our ability to find
52 constructive ways to move forward.

53

54 Faculty will decide the content and structure of their department courses, as is our tradition. Their work is
55 vital—and if possible, our support of their efforts should be separated from the anger many hold toward
56 the implementation of Pathways. English Composition is and will remain the foundation of our degree
57 programs. Across our disciplines, I know faculty will find a way to support student learning and do so
58 within University policy.

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60 I pledge to support faculty efforts in their work on curriculum. I ask that we allow our colleagues the option
61 to continue their work –in spite of misgivings, worries and anger felt by many. No matter what our
62 individual point of view—we all want what is best for our students.

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64 Thank you.

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66 **Senate Steering Committee:** Chair Tai referred to her written report:

67 *(Attachment C of the Oct 9, 2012 Agenda)*

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- 69 • Chair Tai presented two resolutions in support of our campus, our English faculty, and the
70 professional judgment of our faculty to reject Pathways.

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72 **I. RESOLUTION IN AFFIRMATION OF QUEENSBOROUGH COMMUNITY COLLEGE**
73 **REMAINING A VIABLE EDUCATIONAL INSTITUTION**

74 Whereas, Queensborough Community College of the City University of New York is obliged to
75 honor its legal obligations and the agreements it has undertaken,

76 and

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78 Whereas, the College needs to satisfy criteria for accreditation of its degree programs, as per
79 Title 8, Chapter 2, section 52.2 of the Rules and Regulations of the Commissioner of Education of
80 the State of New York, (available at
81 http://www.highered.nysed.gov/ocue/title_8_chapter_ii_regulations_o.htm), which indicates that
82 "institutions shall possess the financial resources necessary to accomplish its mission and the
83 purpose of each registered curriculum..."

84 And

85 Whereas, the College needs to satisfy liberal arts requirements, as per institutional accreditation
86 requirements set by the New York State Board of Regents in Chapter 1, title 8, Section 3.47 of
87 the Official Compilation of Codes, Rules, and Regulations of the State of New York, (available at
88 http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm)

89 And

90 Whereas, the College is obliged to honor its articulation agreements, and to meet its obligations
91 to dual-joint degree programs with other colleges in the City University of New York;

92 Therefore

93 BE IT RESOLVED, that it shall be the official College policy of Queensborough Community
94 College of the City University of New York that:

- 95 • the College must offer in sufficient number courses required in its degree programs;
- 96 • the College must not violate state law or regulation by failing to offer courses in sufficient
97 number required for its degree programs;
- 98 • the College must not jeopardize its accreditations by failing to offer courses in sufficient
99 number required for its degree programs;
- 100 • the College must not violate its agreements with Dual Joint Partners by failing to offer
101 courses in sufficient number required for its degree programs;
- 102 • the College must not violate its Articulation Agreements by failing to offer courses in
103 sufficient number required for its degree programs;

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105 And BE IT FURTHER RESOLVED that these obligations must be honored, irrespective
106 of whether Queensborough's course listings adhere to the specifications of the CUNY
107 Common Required and Flexible Cores.

108 Senator Weiss spoke in support of the resolution.

- 109 • A motion was made, seconded, and approved with five negative votes from
110 President Call, Sherri Newcomb, Liza Larios, Rosemary Zins and Ellen Hartigan
111 and two abstentions from VP Steele and Devin McKay to approve the first
112 Resolution (Attachment C of the Oct 9, 2012 Agenda).

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115 **II. RESOLUTION TO REJECT PATHWAYS, AFFIRM ACADEMIC FREEDOM, AND THE**
116 **RIGHTS OF ENGLISH FACULTY AT QUEENSBOROUGH COMMUNITY COLLEGE**

117 Whereas, the Board of Trustees "Resolution on Transfer" was passed in June 2011 over the
118 objections of Faculty across CUNY, expressed in numerous resolutions from Academic
119 Departments, College Governance Bodies, and the University Faculty Senate, totaling over 100
120 in all (archived at

121 [http://cunyufs.org/A/<https://mail.qcc.cuny.edu/owa/redir.aspx?C=cface175e3f74c86b86921e51c
caf55c&URL=http%3a%2f%2fcunyufs.org%2fA%2f>](http://cunyufs.org/A/<https://mail.qcc.cuny.edu/owa/redir.aspx?C=cface175e3f74c86b86921e51c
122 caf55c&URL=http%3a%2f%2fcunyufs.org%2fA%2f>))

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124 And

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126 Whereas, notwithstanding the faculty's continued misgivings about the insufficient curricular rigor
127 of the Required and Flexible Core Curriculum created by a "Steering Committee" of fourteen
128 invited CUNY faculty, this general education curriculum was approved by the CUNY Central
129 Office by December, 2011;

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131 And

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133 Whereas, the passage of the June, 2011 resolution of the Board of Trustees represented a
134 revocation of the agreement and promise recorded in the Minutes of the Board of Trustees for
135 November 24, 1997, in the wake of the settlement of Polishook v. CUNY, which affirmed that
136 "...the faculty, in accordance with CUNY Bylaws § 8.6. shall be responsible... for the formulation
137 of policy relating to...curriculum..." ([http://www.cunyufs.org/reports/Polishook-vs.-](http://www.cunyufs.org/reports/Polishook-vs.-CUNY.html)
138 [CUNY.html<https://mail.gcc.cuny.edu/owa/redir.aspx?C=cface175e3f74c86b86921e51ccaf55c&](https://mail.gcc.cuny.edu/owa/redir.aspx?C=cface175e3f74c86b86921e51ccaf55c&URL=http%3a%2f%2fwww.cunyufs.org%2freports%2fPolishook-vs.-CUNY.html)
139 [URL=http%3a%2f%2fwww.cunyufs.org%2freports%2fPolishook-vs.-CUNY.html!>](http://www.cunyufs.org/reports/Polishook-vs.-CUNY.html))

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141 And

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143 Whereas, as this situation has developed at Queensborough Community College, faculty have
144 been torn between anxiety for the future of their institution; the need to preserve degree
145 attainment opportunities for students; and persistent reservations about the curricular value of the
146 Required and Flexible Core Curriculum;

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148 And,

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150 Whereas, this ambivalence has, to date, been expressed in a dual "compromise" approach, of
151 sustained criticism for the initiative, coupled with an attempt to process courses appropriate for
152 the Required and Flexible core through Queensborough's system of shared governance;

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154 And

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156 Whereas, in May, 2012, the CUNY Office of Academic Affairs freighted an already deeply flawed
157 30-credit General Education schema with an additional condition that all courses in the
158 "Pathways" Required and Flexible Core be three credits and three hours, notwithstanding the
159 need many students have for additional instructional support;

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161 and

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163 Whereas, this condition has particularly problematic implications for courses in the humanities,
164 and especially English composition, where a fourth contact hour has played a critical role in
165 enabling Queensborough's faculty in English rhetoric, composition, language, and literature to
166 fulfill Queensborough Community College's mission to provide students with "a rich general
167 education core aimed at enhancing students' critical thinking and decision making skills," by
168 "utilizing effective learning strategies" and through "the use of innovative pedagogy;"

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And

Whereas, on September 12, 2012, members of the Department of English, fearing for their ability to realize Queensborough's institutional mission, rendered the academic judgment, consistent with their charge as members of the faculty of English, that a three-credit, three hour English course would not serve the educational interests of Queensborough's students;

And

Whereas, in response to this vote, our Vice-Provost of Academic Affairs broke with Queensborough's tradition of shared governance and constructive dialogue, and indicated, in an email, that English Composition courses that failed to conform to the Pathways requirements of being three hours and three credits would not be scheduled for offering in the coming academic year, and that students would be advised to satisfy English composition requirements at other institutions, with severe consequences for staffing, including the likely non-reappointment of adjunct, untenured, and tenured faculty;

and

Whereas, this email, although mitigated by an apology from Vice-President Steele submitted to the faculty on Monday, September 17, and sent, as the Steering Committee, the Faculty Executive Committee, and many members of the Faculty believe, only under financial and administrative pressure, is widely understood by faculty across CUNY to express a strong possibility that faculty and campuses failing to conform their curricula to the Pathways parameters may face severe consequences, resulting in job losses for full- and part-time faculty;

And

Whereas, this apprehension was not allayed by the message of the Chancellor, issued on September 19, 2012, affirming the authority of the CUNY Board of Trustees and the Chancellor in the implementation of the "Pathways Resolution;"

BE IT RESOLVED THAT the Academic Senate and Faculty of Queensborough Community College strongly supports the academic freedom of our colleagues in the Department of English--and all Academic departments-- to render their best academic judgments in the review of course configuration proposals to accommodate the Pathways curriculum;

And

BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the Pathways initiative can proceed at the level of the Committee on Curriculum until and unless the academic judgment and academic freedom of the faculty are fully respected, and guaranteed, in a written document;

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And

BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the Pathways initiative can proceed at the level of the Committee on Curriculum until and unless Vice-President Steele's email, outlining the consequences of the English Department vote, is formally retracted, in a written document;

And

BE IT RESOLVED THAT no curriculum, adopted by the faculty under pressure and constraint, should ever be interpreted by Administrative personnel, either on this campus or at the CUNY Central Office, or any media organization, as denoting any degree of faculty support for the Pathways Initiative, which is overwhelmingly rejected by members of our faculty as harmful to our students and poor educational practice.

Amendments proposed by the floor:

From:

(A) BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the Pathways initiative can proceed at the level of the Committee on Curriculum until and unless the academic judgment and academic freedom of the faculty are fully respected, and guaranteed, in a written document;

To:

BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the Pathways initiative can proceed at the level of the Academic Senate until and unless it is guaranteed that the academic judgment and academic freedom of the faculty will be upheld without reprisal, in a written document from the university administration and/or college administration

From:

(B) BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the Pathways initiative can proceed at the level of the Committee on Curriculum until and unless Vice-President Steele's email, outlining the consequences of the English Department vote, is formally retracted, in a written document;

To:

(B) BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the Pathways initiative can proceed at the level of the Academic Senate until and unless Vice-

256 **President Steele's email, outlining the consequences of the English Department vote, is formally**
257 **retracted, in a written document from the university administration and/or college administration;**

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259 • Discussions arose about the difference between the apology already written and a retraction
260 asked for in the resolution. Questions also followed about the long term implications of this
261 resolution and whether this resolution would bring us closer to eliminating pathways? Some also
262 wanted to change the language of the resolution. Concern was also brought up regarding
263 whether this statement would be too confrontational? Senator Montgomery brought up some
264 questions: What would constitute or define "respect" for "the academic judgment and academic
265 freedom of the faculty"? How would this be measured? What is the definition of "fully"? From
266 whom are we requesting the "written document"?

267 • Senator Pecorino stated that the Committee on Curriculum discussed this with the President and
268 the phrase is "no further review of courses configured to meet the specifications of the Pathways
269 initiative can proceed at the level of the Committee on Curriculum until and unless" would go on
270 receiving items related to Pathways and it could organize those items but that the Academic
271 Senate would not receive any Pathways items from the Committee on Curriculum for presentation
272 to the Senate until the conditions are met in some manner and so the Committee would not be
273 sending those items on to the Senate for inclusion on its agenda. The College policy, if adopted
274 by the Senate, would not be placing with the Committee on Curriculum the authority to receive
275 the written documents called for or to determine that the conditions set by the Senate have been
276 met. Rather, the Committee on Curriculum would be processing all regular business and
277 receiving and organizing Pathways related items and awaiting word from the Senate when to
278 proceed further with the Pathways related items.

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280 • Chair Tarasko of the FEC expressed her concerns that if we were the only community college to
281 reject pathways that our campus might face repercussions. Other senators said that it would
282 make us stronger as a college to pass this resolution. Chair Tai explained the resolutions are a
283 spectrum of actions to get a sense of the body. Senator Tarasko reminded everyone to attend the
284 November 7th meeting for faculty to continue discussions.

285 • A motion was made for a friendly amendment to change wording in the resolution to reflect that
286 the Academic Senate should be made to receive the courses but it was rejected by Senator
287 Clingan.

288 • **A motion was made, seconded, and approved with eight negative votes from President**
289 **Call, Denise Ward, Liza Larios, Gilmar Visoni, Edmund Clingan, Georgia McGill, Ann Tullio**
290 **and Ellen Hartigan and seven abstentions from Rosemary Zins, Sherri Newcomb, Devin**
291 **McKay, Andrea Salis, SG Executive VP, SG Administrative VP, SG President Pro** to approve
292 amendments to Resolution #2 (*Attachment C of the Oct 9, 2012 Agenda*).

293

- 294 • **A motion was made, seconded, and approved with twelve negative votes from President**
295 **Call, Sherri Newcomb, Liza Larios, Denise Ward, Rosemary Zins, Stuart Asser, Mona**
296 **Fabricant, Jeanne Galvin, Ellen Hartigan, Regina Rochford, Ann Tullio, Georgia McGill, and**
297 **nine abstentions from Jennifer Maloy, Lorena Ellis, Devin McKay, Audrey Maroney, VP**
298 **Steele, Anne- Marie Menendez, SG Executive VP, SG Administrative VP, SG President Pro**
299 **to approve Resolution #2 (Attachment C of the Oct 9, 2012 Agenda).**

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301 VII. Statement by the Committee of Chairs (*Attachment F of the Oct 9, 2012 Agenda*).

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- 303 • Statement on Pathways was read by Senator Rogers:

304 In light of Chancellor Goldstein's statement of September 19th, 2012 that "...authority for the governance
305 of the University on all matters rests with the Board of Trustees," the Departmental Chairpersons of
306 Queensborough Community College wish to express their concern about the impact of the Pathways
307 Initiative on the welfare of their students and faculty.

308 It is not the Chancellor's statement of the Board's ultimate authority that is alarming to us. Rather, it is the
309 expression of a willingness to wield that authority as a means to implement the Pathways Initiative
310 despite genuine and legitimate concerns that have arisen from the professional judgment of the faculty.
311 These concerns were set forth in the resolution adopted on March 13, 2012 by the QCC Faculty Senate
312 and similarly voiced by other Faculty Governance bodies throughout CUNY.

313 Threats of reprisals if that power is not heeded have subsequently been muted to "worst case scenarios."
314 However, they have been neither fully repudiated nor withdrawn, and remain a source of contention on
315 this campus. From the outset, in order to seek an effective solution to the problem of student
316 transferability, we have been willing to engage in the kind of "collaboration" that the Chancellor called for.
317 And such collaboration would indeed be "very much in the tradition and spirit of a great University."

318 However, that willingness should not in any way be construed as an endorsement of the Pathways
319 Initiative. Nor should it be claimed that deference to the Board of Trustees' authority under the shadow of
320 possible reprisals is shared governance, either in spirit or in fact. As a result of recent statements from
321 the Chancellery, it has now become obvious to all, that the inevitable course and program approvals that
322 we are told must emerge from the Pathways process will be the result of anything but what the Chancellor
323 in his letter claims his policies offer and what we believe is key to student achievement and success—
324 what ultimately makes a great University great—the free exercise of faculty's professional judgment.

- 325 • **A motion was made, seconded, and approved with five negative votes from President**
326 **Call, Sherri Newcomb, Liza Larios, Rosemary Zins and Ellen Hartigan and five abstentions**
327 **from VP Steele, Devin McKay, SG Executive VP, SG Administrative VP, and SG President**
328 **Pro that the Statement of the Committee of Chairs be endorsed by the Academic Senate.**

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330 VIII. Annual Reports of Academic Senate Standing and Special Committees

- 331 • Committee on Admissions (Attachment G)
- 332 • Committee on Assessment (Attachment H)
- 333 • Committee on Awards and Scholarships (Attachment I)
- 334 • Committee on eLearning (Attachment J)
- 335 • Committee on Vendor Services (Attachment K)

336 IX. New Business

- 337 • Professor Tarasko read the Progress Report of the Committee on Academic Freedom:

338 The QCC Academic Freedom Committee met to address possible violations of academic freedom at our College,
339 specifically the response of our College Administration to the position taken by the English Department faculty
340 concerning English Composition courses and their relation to the new CUNY Common Core. The opinion of the
341 Committee is that the English Department's dilemma is part of a larger whole, and that any investigation should also
342 include possible violations of academic freedom involved with the entire Pathway's initiative on the part of the CUNY
343 Chancellery and the Board of Trustees. The recent incidents at QCC, as well as the entire Pathways initiative are
344 currently under investigation by the AAUP and the PSC. The Academic Freedom Committee does not wish to
345 duplicate the efforts of external bodies which have greater resources to devote to its investigation. For the time
346 being, the Committee prefers to wait for their reports before submitting any reports of its own. We would like to thank
347 this committee headed by Julian Stark.

348

- 349 • Resolution by the Professional Staff Congress Regarding Pathways (*Attachment L of the*
350 *Oct 9, 2012 Agenda*).
- 351 • Professor Barbanel thanked the President and the Steering Committee for opening up
352 this meeting and then read the PSC resolution.

353

354 The PSC chapter at Queensborough Community College stands for educational justice.

355 ➤ Whereas, we believe that our students have the right to an education worthy of their aspirations,
356 their struggles and their needs. We have dedicated our professional lives to understanding and
357 meeting those needs, and we refuse to compromise on the quality of our students' education.

358 ➤ Whereas, we strongly regret and oppose the process by which we and other faculty at CUNY
359 have been pressed to vote for proposed courses for Pathways against our best professional
360 judgment.

361 ➤ Whereas, we support and respect the right of CUNY faculty to vote for or against any curricular
362 matter, freely and without fear of adverse consequences. We reject the formula by which a
363 department is invited "to exercise [its] professional judgment," as Chancellor Goldstein writes in
364 his letter of September 19, 2012, only to learn that such judgment, backed by years of study and

365 experience, will not bear any weight in the final determination of curriculum and implementation of
366 change.

367 ➤ Be it resolved that we reject the claim that Pathways must be implemented immediately. We
368 endorse the PSC's call for a moratorium on further implementation of Pathways in order to enable
369 our academic community to initiate a more respectful and democratic process of reflection on
370 how to facilitate student transfer at CUNY—a goal to which we remain strongly committed.

371 • **A discussion followed in which Senator Visoni spoke in support of a moratorium**
372 **because it is essential and necessary to make Pathways slow down.**

373 • **A motion was made, seconded to vote an endorsement of the PSC Statement. There**
374 **were nine negative votes from President Call, Sherri Newcomb, Liza Larios, Denise**
375 **Ward, Rosemary Zins, Jeanne Galvin, Ellen Hartigan, Shele Bannon, and Kelly Ford;**
376 **eight abstentions from: VP Steele, Melvin Gorelick, Kip Montgomery, Bob Rogers,**
377 **Jennifer Maloy, SG Executive VP, SG Administrative VP, and SG President Pro; and**
378 **thirty-nine votes in affirmation of the resolution for a moratorium** (*Attachment L of the*
379 *Oct 9, 2012 Agenda*).

380 **The meeting was adjourned at 5:05 PM**

381 **Respectfully Submitted,**

382 **Lana Zinger EdD, CHES, R.D. (Secretary)**

383 **Steering Committee of the Academic Senate**

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