



**Report of the President
to the
Academic Senate**

October 8, 2013

Enrollment Update

The College set ambitious enrollment targets for Fall 2013. While we surpassed the new student goal, we missed the continuing student goal slightly. We attribute most of the shortfall to more students graduating this past June and August. Plans are currently underway to ensure robust enrollments for the '13/'14 academic year, including Winter, Spring and Summer.

In other news, our Admissions Office, with the assistance of the Department of Marketing and Communications, unveiled a new website that is designed to attract potential students to the College; Plans are underway to strengthen relationships with key feeder schools through targeted outreach, personal visits, and collaboration with QCC Academic departments; and, our **Annual Open House for Prospective Students** and families will be held on Saturday, November 9th from 11 a.m. -2 p.m., with campus tours and information sessions about academic programs, services and financial aid.

Advisement/Registration Update

Winter session and Spring 2014 advisement for currently enrolled students will begin on Monday, October 7, 2013. Students will be contacted by their assigned Academy Adviser or special program Advisers (i.e., ASAP, College Discovery, Veterans, International Students, SSD) reminding them to review Degree Works and course offerings and begin planning for next semester.

Academy Advisement Centers are open Mondays & Thursdays from 9:00 a.m. – 6:00 p.m., Tuesdays & Wednesdays 9:00 a.m. – 7:00 p.m., and Fridays from 9:00 a.m. -5:00 p.m. The Academy Advisement Centers locations:

- o Business—Administration Building, Room 405A
- o Health-Related Sciences—Medical Arts Building, Room 326
- o Liberal Arts (including Education and Criminal Justice)—Library Building, Room 434
- o S.T.E.M Academy Advisement Center—Library Building, Room 23
- o V.A.P.A. Academy Advisement Center—Humanities Building, Room 337

STARFISH update: This early alert system allows timely input about students by faculty, tracks the interventions recommended, and gives faculty feedback on the outcomes of their referrals. The first Starfish Early Alert survey sent to faculty on 9/21 prompted almost 2600 alerts, identifying students at risk due to performance, attendance or preparedness for class. Almost

one third of the students identified as at risk responded to the outreach and completed the action suggested by their instructors. Information sessions about the STARFISH system will be offered for faculty club hours throughout the month of October. In response to faculty input, a link directly to Starfish log-in has been put on the Faculty and Staff landing page. Faculty with questions about Starfish should email Ed Molina (emolina@qcc.cuny.edu), the Starfish technical lead for the Office of Academic Affairs.

Faculty Achievements and Grant Awards

Congratulations to faculty member Jules Allen who has published another distinguished book of photographs, *In Your Own Sweet Way*, in collaboration with Faustino Quintanilla, QCC Art Gallery. The compelling images are taken of people, landscapes, and household settings in Egypt, Ghana, Mali, Guinea, Sudan and Senegal.

QCC's faculty received three ***CUNY Community College Collaborative Incentive Research Grants***: Dr. Paul Sideris (Chemistry) in collaboration with Dr. Steven Greenbaum from Hunter College will conduct research in which solid state nuclear magnetic resonance studies of hybrid cathode materials will be used to identify and quantify lithium-ion exchange between two components as a function of resting time after initial discharge; Dr. Julia Rothenberg (Social Sciences) in collaboration with Dr. Steve Lang from LaGuardia Community College received funding to explore class contradictions and processes of social inclusion and exclusion generated by the development of the High Line Park and, by extension, other new forms of revitalized public spaces. It will explore, document and analyze the processes by which culturally driven urban revitalization reinforces class boundaries and social exclusion through aesthetic experience; Professor Nick DiZinno (Engineering Technology), Professor Jeffrey Schwartz (Engineering Technology), Dr. Azita Mayeli (Mathematics), and Dr. Daniel Garbin (Mathematics) received a grant to conduct a numerical study of a two-dimensional flexible cantilever fiber in laminar cross-flow. The main goal will be devoted to characterizing the roles of active and passive deformation in the motion of the fiber, with applications to locomotion and maneuvering of marine life.

The National Science Foundation awarded Queensborough \$171,000 over a three-year period. The grant involves QCC as the lead institution, in collaboration with Allegheny Community College in Pennsylvania and St. Mary's College in Maryland. Funded through NSF's Transforming Undergraduate in Science, Technology, Engineering and Mathematics (TUES) initiative, the project will result in full institutionalization of a new microwave-assisted student-centered organic chemistry curriculum at Allegheny College. A significant proportion of the new curriculum will be adapted at St. Mary's College and Queensborough. QCC's project team will transform their instructional laboratory by incorporating more instrumentation into the curriculum and focusing on student-driven activities. Dr. Julie Pigza was originally designated as the Principal Investigator, and with her departure, Dr. Jun Shin, Chemistry, will now assume these responsibilities along with co-PIs, Dr. Sasan Karimi and Dr. Paris Svoronos.

Congratulations to Dr. Paris Svoronos (Chemistry), who was honored by Phi Theta Kappa, the National Honor Society, for his ten years of service as campus advisor to QCC's Lambda Sigma Chapter. Along with his co-advisor,

Dr. Emily Tai, Dr. Svoronos has led the development of our chapter to the benefit of high achieving students who have gone on to even greater academic success and service to their communities.

College News

College-Wide committees:

The College has several advisory committees which serve the campus community, including students, faculty and staff. Members are appointed by the President, and serve as representatives of various campus constituencies. Please note these committees, their scope and their current membership:

College Advisory Committee on Campus Security

Charge: The College Advisory Committee on Campus Security exists as part of Chapter 457 of the NY State laws of 1990 which require each campus of the State University, City University, and independent colleges that receive state aid under section 6401 of the education law, to create an advisory committee regarding campus security. ARTICLE 129-A. Regulation by colleges of conduct on campuses and other college property used for educational purposes. NY Edu 6450 (1998)

Campus Committee Membership:

- Vice President for Student Affairs—Ms. Ellen Hartigan, Chair
- Director of Public Safety—Mr. Ed Locke
- Department Chair—Professor Stu Asser
- Faculty member—Dr. Wilma Fletcher Anthony
- Students (2)—Stephen Jones and Latiffa Facey.

The Sexual Harassment Awareness and Intake Committee (SHAIC) is responsible for educating the college community about sexual harassment and its potential consequences to the University community and for overseeing sexual harassment training. SHIAC members may explain the University complaint procedures and receive complaints and report them to the Sexual Harassment Coordinator or Deputy Coordinator, but not conduct any investigations, and have an obligation to maintain confidentiality to the fullest extent possible. (November 2012 “CUNY Policies and Procedures on Equal Opportunity, Non-Discrimination, and Against Sexual Harassment”).

Charge: (From the current July 2010 “Procedures for Implementing of the City University’s Policy Against the Sexual Harassment” states in Section V. Procedures for Implementation of the City University’s Policy Against Sexual Harassment) The Sexual Harassment Awareness and Intake Committee is responsible for educating employees about sexual harassment and its potential consequences to the University community, and for overseeing sexual harassment training.

Campus Committee membership:

- Affirmative Action Officer/Coordinator Ms. Mavis Hall,—Chair
- Department Chair— Dr. Jonas Falik
- Member of Faculty Executive Committee—Dr. Susan Jacobowitz
- Student Affairs Counselor— Dr. Dorith Brodbar
- Personnel representative—Ms. Ellen Adams
- Human Resources representative—Dean Liza Larios

- Office of Academic Affairs representative—Professor Glenn Burdi
- DC 37 representative—Ms. Amy Baltajian
- Student—Mr. Stephen Jones

College Advisory Committee for 504/ADA Compliance Committee

Charge: The 504/ADA Committee serves as an advisory committee to the 504/ADA Coordinator and assists in formulating new ideas and monitoring the College for 504/ADA compliance.

Committee Members: The Committee is comprised of representatives from various divisions, departments, programs and services that make up the College. The Coordinator for Disabled Student Services is a member of the committee.

Campus Committee Membership:

- Chief Diversity Officer—Ms. Mavis Hall, Chair
- Coordinator of Services for Students with Disabilities—Mr. Benami Freier
- Human Resources and Labor Relations Representative—Ms. Sangeeta Noel
- Personnel Office representative—Ms. Ysabel Macea
- Representative from the Academic Senate—Dr. Elizabeth Bartels
- Office of Academic Affairs Representative—Dr. Margo Edlin
- DC 37 Representative—Ms. Joann Rollo
- Environmental Health & Safety Officer—Mr. Mel Rodriguez
- Facilities Division Representative—Mr. Joe Cartolano
- College Nurse—Ms. Isabel Hocevar
- Department Chairperson—Dr. Young Kim

Upcoming Events

- On Sunday, October 13, 2013 at 1:00 PM, the Harriet & Kenneth Kupferberg Holocaust Resource Center and Archives will host the opening of its fall exhibit: *Their Brothers' Keeper: American Liberators of the Nazi Death Camps*. The exhibit highlights the experiences of American soldiers during World War II who during the invasion of Germany came upon the countless concentration camps and killing camps created by the Nazis. It was not until recently that many of these GIs were able to come forward and tell their stories. The trauma they experienced upon coming across these camps has not diminished for more than six decades. The October 13 program will include a brief service at the college's Veterans' Memorial at 12:30 PM prior to the opening of the exhibit. In attendance will be veterans who served in World War II, Korea, Viet Nam, and Iraq and Afghanistan. The community, our students, faculty and staff are invited to attend or visit the exhibit, which will run through February 28, 2014.
- Queensborough's Celebration of Donors event, recognizing individuals who contributed to the QCC Fund, Inc. in support of student scholarships, the Art Gallery, the Kupferberg Holocaust Resource Center and Archives, as well as faculty development and research, will be held on Thursday, October 24, at 6:00 PM in the Art Gallery.
- On Thursday, October 17, at 5:30 PM in the Student Union, the campus community is invited to our annual ***Celebration of Service*** honoring faculty and staff who have worked at

the College full time for 20, 30 and 40 years. This year we will celebrate with Jack Black (Public Safety), Caridad D'Ambrosio (Registrar), Joseph Goldberg (Engineering Technology), Hasratiali Ishmael (Buildings and Grounds), Murray John (Buildings and Grounds), Mary Kasworm (Academic Computing Center), Anne Marie Menendez (Nursing), Olga Salamanca (Academic Affairs), Grace Heinz (Engineering Technology), Mona Seiler (Business), David Shimkin (English), Deleri Springer, (Social Sciences), Sylvia Svitak (Mathematics and Computer Sciences), Clara Wajngurt (Mathematics and Computer Sciences), Reuvain Zahavy (Mathematics and Computer Sciences), Karen Grant (Business), John Luby (Business) and Philip Pecorino (Social Sciences).

- The Fall 2013 Presidential Lecture will be held on Tuesday, October 29 at 4:30 PM in M 136 with Steve Shepard as our speaker. The founding dean of the CUNY School of Journalism, will speak on *The Future of Journalism* which addresses how traditional journalism has been seriously disrupted and diminished in recent years by the internet and all digital technology. Magazines and newspapers have ceased publishing and there are cutbacks and layoffs which the speaker sees as a hollowing out of the accountability of journalism so vital to American democracy. He poses the question, What will it take for journalism to survive? Faculty, staff, and the community are welcome to attend his presentation.

Update on the Early College Initiative

An official CUNY brief (August 2013) on the Early College Initiative described the program: The CUNY Early College Initiative The Early College Initiative (ECI) at CUNY was established to provide all students with “the opportunity to attend engaging schools that help them successfully transition from high school to college, to challenging 21 century careers. By working with dedicated college and employer partners, ECI constructs innovative school models with integrated support systems that ensure success for all students as they work toward their long-term academic and career goals.

“Beginning in 2003, CUNY’s ECI program has developed a group of schools that share the goal of enabling a broad range of students to earn both a high school diploma and an associate degree (or up to two years of college credit). –at no cost to themselves or their families.”

The proposed model/objectives for the Early College Initiative as stated by CUNY:

- Blend a rigorous college-prep high school curriculum with the college level coursework required to earn an associate degree in a technology/business discipline and a carefully sequenced set of workplace experiences that prepare students to move seamlessly into high potential jobs.
- Offer a path to college and career that includes substantive guidance and coaching from adults through the first two critical years of college and a series of increasingly demanding workplace experiences.
- Remove financial and other barriers to college by making significant college level work part of every student’s experience.
- Enroll students of all abilities, levels, and backgrounds ensuring that a wide range of students have access to a high quality high school and college education.

- Serve low income young people, first generation college goers, ELL and students of color – all of whom are statistically underrepresented in higher education.
- Provide small, personalized learning environments with 80 to 100 students per grade and no more than 600 students per school.

Unique aspects of the proposed model:

Unlike some traditional schools in which only high achieving students are selected for accelerated or ‘honors’ courses, ECI schools expect that all students will have the opportunity to earn college credits while in high school. This expectation creates a culture that supports and encourages students who might struggle in other environments. Additionally, ECI schools create a ‘scaffolded’ transition from high school to college with additional supports built into the program. Instead of abruptly moving from a high school environment to a college campus, ECI students begin with one college course, --often in the tenth grade—and gradually increase the number of courses and the independence expected of students over time.

In the new 9–14 College and Career Preparatory schools, employer partners play an important and integrated role in the development process. “Blue chip” employer partners have made the commitment to identify the appropriate entry-level positions that students may qualify for upon graduation, and work with secondary and postsecondary partners to map the key skills needed to succeed in those positions. They will also ensure that students receive mentoring from industry professionals, and help provide opportunities for appropriate workplace experiences aligned to the curriculum scope and sequence, including, but not limited to projects, visits, speakers, internships and apprenticeships designed to prepare students for the world of work.

ECI Outcomes Reported by CUNY: 2012 results from the ECI schools: 87.1% graduation rate (20% higher than the city average), with ECI graduates earning an average of 21.5 college credits prior to graduation. The retention rate of 2011 graduates who remained enrolled in college after a year was 70%. In 2011-13, 2,367 ECI students were enrolled in 8,411 college courses, with 87% receiving a C or better. Approximately 77% of students currently enrolled in ECI schools are either Hispanic or African American.

Update on our campus planning process:

The second meeting about QCC partnering with the NYC Department of Education and SAP to create an ECI program was held on Tuesday, September 17. In attendance: From QCC: Stu Asser, Jonas Falik, Karen Steele, Diane Call, Denise Ward, and Allan Warner. Other attendees: Jackie M. Suarez, Director of Corporate Social Responsibility at SAP, Katy Belot, NYC Department of Education, Director of Industry Engagement, Hoa Tu, NYC Department of Education and proposed school leader, and Cass Conrad, Adenike Huggins, and Brian Donnelly from CUNY.

A number of organizational and program aspects of the proposed model were discussed—with these points clarified/established:

- A mission statement for the proposed ECI school will be drafted and reviewed by the Planning Committee, which will work over the next six months on the structure, curriculum, and staffing of the ECI school. Representing QCC on this Committee for the initial planning will be Denise Ward, Allan Werner, Stu Asser (or his designee) and Jonas Falik (or his designee).

- QCC faculty and staff will partner with the NYC Department of Education and SAP to develop an ECI (which will not be a charter school) in a Queens location (TBD--public hearings to be held).
- Denise Ward will be our campus coordinator for the project.
- The curriculum focus will be technology /business applications with guidance from our Business and Engineering Technology faculty.
- Specialized student and instructional support services will be an integral part of the ECI school structure and program.
- Projected launch date with a ninth grade class of approximately 100 students is Fall 2014— (with self-selection based on student interest rather than a competitive test to determine admission).
- QCC faculty from across disciplines will be invited to become involved with general education curriculum development for the new ECI school.
- SAP, as the corporate partner, will participate in mapping of key skills related to career success at SAP and business/industry clients who use their platform. SAP will also help to design appropriate experiences for students aligned with the curriculum and careers in the industry.
- As a Partner in the establishment of the ECI school, QCC will participate in the selection of the school leader, and possibly the teachers.
- Any course (related to the specific discipline focus of the school or the general education courses in the high school curriculum) for which an ECI student would receive QCC credit must go through our department/college curriculum review and instructor appointment processes.

QCC's CUNY 20/20 proposals: In response to the University RFP for project proposals, QCC submitted two of the 20 received from all the colleges. In both of our proposals, our college is the lead institution:

- *The Center for Allied Healthcare and Workforce Development:* Dean Denise Ward led our team to develop this proposal, which reflects an extraordinary collaboration of our own academic departments of Nursing, Business, and Biology, several public schools, and over 20 community based organizations and service providers in the public and private sectors.
- *Advancing Manufacturing for Economic Development:* Professor Stu Asser, Engineering Technology Department, led our team to develop this proposal, which features a strong collaboration with high schools, colleges, and the manufacturing industry to advance the design, application, and production of 3 D printers.