

Bronx Community College
The City University of New York
Committee on Instruction and Professional Development
Faculty and Staff Lounge, Basement, B001, Language Hall

AGENDA

April 2nd, 2019

- I. Call to order (2 minutes)
- II. Approval of the Minutes (5 minutes)
- III. Update on BCC policy on academic integrity changes (Alexander Ott, Rebeca Araya)
- IV. Discussion of Electronic Student Survey Platforms (Chris Efthimiou)
- V. Faculty Day Spring 2019 Updates (Mara Lazda)
- VI. Department Announcements (5 minutes)
- VII. New Business

Next meeting May 7th, 2019

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Bronx Community College
The City University of New York
Committee on Instruction and Professional Development
Meeting Minutes
March 5th, 2019, 4pm-6pm
South Hall, Room 109

Present: Rebeca Araya; Angel Falcon; Zaida Godoy-Navarro; Yunchun Hu; Elise Langan; Mara Lazda; Joël Magloire; John Ziegler; Katherine Acevedo-Coppa; Jawied Nawabi; Howard Irby, Jr.; Mark Lennerton; Sunej Hans; Crystal Rodriguez; Chris Efthimiou; Nancy Ritze; Alexander Ott; Mark Lennerton; Hamad Khan; Kelvin Cooper.

- I. Call to Order—R. Araya—4:09pm
- II. Approval of the Minutes—R. Araya and A. Falcon
 - a. The minutes were approved by the Body for the February 4th, 2019 meeting with appropriate edits by vote of 12-0 with 2 absentions.
- III. Update on the BCC policy on Academic Integrity changes to the Catalog—R. Araya
 - a. Discussion on the preamble that was drafted to accompany the CUNY Academic Integrity policy in the soon to be released BCC College Catalog was tabled due to pressing matters on the Agenda. We agree that work and voting on the document would take place over email.
- IV. Update on the 2018 pilot Student Survey Results.—R. Araya, N. Ritze, and C. Efthimiou
 - a. N. Ritze discussed the process that was taken to do the Pilot.
 - b. C. Efthimiou will be soliciting student feedback on the instrument.
 - c. C. Efthimiou also discussed various electronic delivery methods for the instrument and demos that will be done on campus from the vendors.
- V. Update on the Presidential Grant Rubric for 2019-2020—R. Araya
 - a. The rubric was revised, reformatted and distributed to CIPD members. Conversation on more substantive changes will be tabled until Fall of 2019.
- VI. Faculty Day Spring 2019 Updates—M. Lazda
 - a. Faculty Day will be on Friday April 12th on “Social Justice and the Community College Education.” The call for papers/presentations/workshops has been broadcast via BCC email. Cheryl Wilkins of Columbia School of Social Work will be the keynote speaker. CIPD will reach out to all social justice organizations across campus for cooperation.
- VII. Department Announcements
 - a. WOMEN’S HERSTORY month events were announced including 3/28/19 Afro-Latinidad: A Conversation on Identity & Colorism Across & Within Latino/a Culture, Communities and Countries at the Meister Lobby from noon to 2pm with Drs. Marta Moreno-Vega, Griselda Rodriguez and Monique Guishard.

VIII. New Business—R. Araya

- a. R. Araya and A. Falcon met with member of the Faculty Senate to discuss how archiving of committee materials are done to be in compliance with Blue Sky laws.
- b. Members of CIPD discussed the proposed resolutions on fair faculty and staff evaluations and clear guidelines for reappointment, tenure/CCE, and promotion.

IX. Meeting Adjourned—R. Araya

- a. The body voted to adjourn the meeting by vote of 15-0 at 5:24pm

Submitted,

Angel Falcon, Esq.

Secretary

Faculty Day April 12, 2019 At-A-Glance Faculty Day 2019: Social Justice and the Community College

Time	Breakfast and Registration: NL 137		
8:45am to 9:30am	Welcome: President Isekenegebe and CIPD Chairperson Rebeca Araya/Schwendler Auditorium		
9:30am to 9:45am	Keynote Speaker: Ms. Cheryl Wilkins (Director, Columbia University, Center for Justice) https://socialwork.columbia.edu/faculty-research/faculty/adjunct/cheryl-wilkins/		
9:45am to 10:45am	/ Schwendler Auditorium		
Session 1: 11:00am to 12:00pm	<p>North Hall and Library 131 Chair: Jawied Nawabi (Social Sciences) <i>Access and Social Justice</i></p> <p>Tamar Montuma (Social Sciences) "Achieving Justice for Post-Incarcerated Students" 11:00am to 11:20am</p> <p>Minkyung Choi (Education & Academic Literacy) and Donna Kessler-Eng (English) "Is Access Really Equity?" 11:20am to 11:40am</p> <p>Q & A 11:40am to 12:00pm</p>	<p>North Hall and Library 133 Chair: Joël Magloire (Communication Arts & Sciences) <i>Curriculum and Social Justice</i></p> <p>Esther Levy (Office of Personal Counseling) and Emalinda McSpadden (Social Sciences) "Supporting Future Mental Health Leaders from Community College to Graduate School: Pipeline or Pipe Dream?" 11:00am to 11:20am</p> <p>Deborah Greenblatt (Education & Academic Literacy) and Karin Abreu, Judid Castro, Melissa Garcia, Vanessa Harrigan, Amelia Manuel, Celene Mohammed, Adam Pineda, Dana Ramnarine, Isabella Vargas "Preparing Social Justice Educators" 11:20am to 11:40am</p> <p>Q & A 11:40am to 12:00pm</p>	<p>North Hall and Library 136 Chair: Raquel Otheguy (History) <i>Representation and Social Justice</i></p> <p>Grisel Acosta (English), Gloria Rodriguez (Social Sciences), Monique Guishard (Social Sciences) "Latina Outsiders Remaking Latina Identity" 11:00am to 11:45am</p> <p>Q & A 11:45am to 12:00pm</p>
Session 2 12:00pm to 1:30pm	<p>Lunch (NL 137), Faculty Posters (NL 141) Video presentation (NL 136) Lunch 12 to 12:30; Poster Presentations and Discussion 12:30pm to 1:30pm Chair: Rebeca Araya (Biology & Biological Sciences)</p>		

<p>Session 3 1:30pm to 2:30pm</p>	<p>North Hall and Library 131 Chair: Eric Carlson (Communication Arts & Sciences) <i>Access and Social Justice</i> Nelson Reynoso (Social Sciences) and Emille Pons (Education & Academic Literacy) "Promoting Resiliency and Well-being among Community College Students of Color" 1:30pm to 1:50pm</p>	<p>North Hall and Library 133 Chair: Elise Langan (Education & Academic Literacy) <i>Representation and Social Justice</i> Cynthia Tobar (Library), Gisel Acosta (English), Mary Jo Ben-Nun (Art and Music), Roni Ben-Nun (Art and Music), Roger Cunningham (English), William deJong-Lambert (History), Emalinda McSpadden (Social Sciences), "Reclaiming the Hall: Empowering Community Voices at the Hall of Fame" 1:30pm to 2:00pm</p>	<p>North Hall and Library 136 Chair: Ellen Mareneck (Communication Arts & Sciences) <i>Curriculum and Social Justice</i> Kelvin Cooper (Health, Physical Education & Recreation Workshop: "Incorporating Restorative Practices: A Social Justice Approach to Promote Student Engagement and Success" 1:30pm to 2:30pm</p>
<p>Session 4: 2:40pm to 4:00pm</p>	<p>NL 131 Chair: Mara Lazda (History) Roundtable: What does Social Justice look like at BCC? Where have we succeeded and where failed? Goodness O. Ajayi-Martins (Academic Affairs), Emalinda McSpadden (Social Sciences), Michael Miller (Library), Sharmila Mukherjee (English), Gloria Rodriguez (Social Sciences)</p>		

BCC Preamble to CUNY Academic Integrity Policy

Academic dishonesty includes cheating, plagiarizing (e.g., paraphrasing or copying from the internet without attribution), obtaining unfair advantage (e.g., gaining early access to exam materials), falsifying records and official documents (e.g., changing an exam/assignment grade), or deceiving a professor or evaluator for academic gain (e.g., using unauthorized assistance with the intent of deceiving a professor or evaluator, including but not limited to plagiarism, fabrication, cheating, and sabotage). Academic dishonesty is prohibited by The City University of New York and violates the ethical and academic standards of Bronx Community College (BCC). Students will be held responsible for acts of academic dishonesty, even when unintentional. Academic dishonesty is punishable by penalties ranging from a grade of "F" on a given test, research paper, or assignment, to an "F" in the course, or even suspension or expulsion from the College.

Facultymembers at BCC believe that developing students' abilities to think through issues and problems by themselves is central to the educational process. To avoid unintended violations of academic integrity, students should consult with their instructors and advisors as to how to avoid committing acts of academic dishonesty. Further information and guidelines on this subject can be obtained from the BCC Library (<http://www.bcc.cuny.edu/library/library-services/>) and the BCC Writing Center (<http://www.bcc.cuny.edu/services/writing-center/>).

Since academic integrity is vital to BCC as an institution of learning, faculty members will uphold the "CUNY Policy on Academic Integrity", which can be found following this preamble. BCC Faculty and all relevant administrative offices will act in accordance with the CUNY Policy and all applicable bylaws (see Article 15.4 of the Bylaws of the CUNY Board of Trustees). For questions about the BCC implementation of the CUNY Policy on Academic Integrity, please contact the Office of Academic Affairs at 718.289.5139.

Respectfully submitted by

Rebeca Araya

CIPD Chairperson

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2019 BCC Presidential Grant Program Scoring Rubric
In evaluating the grant proposal, pick an integer from 0 to 5 that best fits.

Category	Excellent (5-4 pts)	Good (3-2 pts)	Insufficient (1-0 pt)
<p>Project Design Description of what is being proposed, who will participate and when activities will occur</p>	<ul style="list-style-type: none"> Activities are very clearly articulated and realistic. Participants are clearly identified and/or assured to participate. Timeframe and accountabilities are clear and realistic. 	<ul style="list-style-type: none"> Activities are somewhat articulated and may be realistic. Participants are somewhat identified/may participate. Timeframe and accountabilities are provided and possibly can be accomplished. 	<ul style="list-style-type: none"> Activities are not clearly identified and/or not realistic. Participants are not clearly identified and unlikely to engage. Timeframe and accountabilities are not clear or realistic.
<p>Project Relevance/Student Need How project relates to themes such as addressing student need, improving student success, academic progress, and completion rates.</p>	<ul style="list-style-type: none"> All project goals directly address student need, support improved student success, academic progress, and completion rates. 	<ul style="list-style-type: none"> Some project goals address student need, support student success, academic progress, and completion rates. 	<ul style="list-style-type: none"> Project goals have no substantial relationship to student need, student success, academic progress, and completion rates.
<p>Project Rationale Why project design is expected to yield anticipated results</p>	<ul style="list-style-type: none"> Project rationale is based on solid theory and/or credible evidence. 	<ul style="list-style-type: none"> Project rationale is based on some theory and/or some evidence. 	<ul style="list-style-type: none"> There is no theoretical or empirical basis for project rationale.
<p>Impact/Scope What are the expected measurable outcomes; who and how many people will be impacted; over what timeframe?</p>	<ul style="list-style-type: none"> Anticipated outcomes are clearly identified; realistic; and significant (either in numbers impacted or in the quality of impact). 	<ul style="list-style-type: none"> Outcomes are identified and reasonable; Anticipated impact is considerable (in numbers or in quality of impact). 	<ul style="list-style-type: none"> Outcomes are not specific; are not reasonable to expect; or are not significant (either in numbers or quality of impact).
<p>Budget Specific projected itemized costs</p>	<ul style="list-style-type: none"> Clear articulation of what budget will support, why it is needed for project and how it realistically supports project activities/outcomes. 	<ul style="list-style-type: none"> Budget presented clearly and should support project Activities. 	<ul style="list-style-type: none"> Budget is not clear/itemized/justified.
<p>Overall Evaluation Overall importance of project and quality of concept, implementation strategy and anticipated results. Quality of writing.</p>	<ul style="list-style-type: none"> Overall excellent quality of concept, implementation strategy and anticipated results. Excellent quality of writing. 	<ul style="list-style-type: none"> Overall good quality of concept, implementation strategy and anticipated results. Good quality of writing. 	<ul style="list-style-type: none"> Overall average or fair quality of concept, implementation strategy and anticipated results. Insufficient quality of writing.

