1. Call to Order: 12:27 P.M., A. McInerney

2. Greetings: A. McInerney welcomed the body to the final Senate meeting of the year. He thanked the members of the SGA for their service this past year and the following Senator-s at large, D. Morris, J. Shaddai, V. Thomas, and A. Cancetty. He also thanked President Williams for her service to BCC. A. McInerney made a motion of acclamation for President Williams and her years of service, which passed unanimously by voice vote.

3. Approval of the Agenda: Approved by unanimous voice vote.

4. Approval of Minutes of April 7, 2011: Approved by unanimous voice vote.

5. Action Items:
   a. Report of CAS – Nursing proposal
      i. Proposed changes in the Nursing program passed unanimously by voice vote.
   b. Report of Curriculum Committee –
      i. Proposed Changes in an existing degree program passed unanimously by voice vote: Community/School Health Education A.S. Degree Program.
         1. Revision of Specialization Requirements
            a. Change of HLT 97 – Field Work in Community Health Resources – 3 credits from a required course to a health elective course
            b. Increase of health elective requirement from 3 credits to 6 credits
         2. Addition of one newly created health elective course
            a. HLT 89 – HIV/AIDS – 3 rec, 3 credits
            ii. Informational item: Intro to Behavioral Neuroscience experiment course will be offered jointly by the Biology and Social Sciences Departments.
c. **Report of VPs/Deans Committee – Recommendations**
   i. Report was accepted and recommendations were passed by a unanimous voice vote.

d. **Resolution on Senate patronage of the cafeteria** (see attached amended resolution)
   i. S. Davis called attention to the amended resolution. M. Coleman and D. Gonsher spoke against the resolution. A. Wolf and D. Peters spoke for the resolution. D. Peters noted the concerns regarding the recent shutdown of the cafeteria by the Department of Health. M. Coleman noted that the Health Department visit was a follow-up to a previous visit to CulinArt; they inspected a space that Au Bon Pain was not using (but had been used by CulinArt and for which CulinArt was cited).
   ii. The motion failed to pass: Ayes: 10, Nays: 16, Abstentions: 6

6. **President’s Report:** President Williams thanked the members of the Senate (past, present, and future) for their service. She reflected on her 15 years and noted that shared governance works well at BCC.

7. **Announcements and Reports**
   a. **Chairperson, Vice-Chairperson, and Faculty Council Chairperson**
      i. A. McInerney: No Report.
      ii. D. Peters reported that an official email was sent that makes official that $10 was added to students’ accounts for printing.
      iii. H. Skinner asked the body to read all of the distributed materials (see attached) prior to the next faculty council meeting and he noted a change in both the time and place of the meeting. The next meeting will be in Philosophy Hall 11 on Thursday, May 11 from 11 AM – 1 PM.

b. **Vice-Presidents and Deans**
   i. G. Sanchez encouraged the faculty to RSVP for the Tribute to President next Thursday from 4 to 6 PM. He clarified that BCC administrators and faculty are participating in the Transfer Initiative discussions, even though, as the third page of the CUNY UFS Committee on General Education and Transfer Report to BCC Faculty notes, the faculty governance bodies on campus have not taken any formal action on this matter. S. Davis noted that discussions will continue at the next faculty council when Sandi Cooper (Chairperson of the UFS) will hold a question & answer session.
   ii. M. Coleman announced that there will be a new infrastructure project starting soon, which will take over the South Quad. Trenching with cabling for IT, electrical, and plumbing will take a while to get done. Phase 1 funding is in place ($23 million) and Phases 2, 3, and 4 will cost an addition $60 million. They have acquired 200 new seats to put in the Begrisch lecture halls and have been authorized to get a replacement for non-working radiant heat system in Begrisch. New toilet partitions will be installed this summer. They will be commencing the implementation of the student component (IT, admissions, and registrar) of CUNY FIRST around November 1st and this will require comprehensive training of faculty and staff as it will be replacing SIMS. L. Montenegro is the faculty representative on the CUNY FIRST Team.
iii. P. Barbatis announced that the Men’s Baseball team won the CUNY Championship. 160 students were inducted into PTK (Phi Theta Kappa). A number of students have been awarded scholarships: Cynthia Morales (Jack Kent Cooke Foundation Scholar), Abdoulazakou Traore (Kaplan Scholar), Leonardo Minier (Kaplan Scholar), Halimatou Bah (Phi Theta Kappa ALL-New York Team – First Team, Coca Cola Bronze Scholar), Carmela Perez (Phi Theta Kappa ALL-New York Team – First Team), Anibelky Almanzar (NYNY Fellowship), Brisida Mema (NYNY Fellowship), Jelilat Abu (NYNY Fellowship), Miguel Mendez (NYNY Fellowship). 15 new students were elected Student Government Association Senators for 2011-2012: Joel Altieri, Edwin Amador, Kwasi Boateng, Joan Braham, Fuseina Gimballa, Almarie Guy, Charles Harding, Cherno Jallow, Kezia Maynard, Lee Ann Moses, Angelique Montalvo, William Murray, Alejandro Prieto, Eric Sutton, and Tricia Warren. Commencement is 10 AM on June 3rd and over 1000 students have been certified to graduate.

iv. C. Savage looks forward to seeing us tonight at the Gala.

8. **Auxiliary Enterprises:** No report.

9. **BCC, Inc.:** No report.

10. **Committee Reports**
    a. **Academic Standing** (see attached documents):
       i. S. Powers announced that the CAS passed a change to the WN grade to a non-punitive WN grade retroactively for the years 2009 - 2010.
          1. Motion to wave the two meeting rule passed by unanimous voice vote.
          2. Motion to pass the change in the WN grade to a non-punitive WN passed. Ayes: 30, Nays: 0, Abstentions: D. Gonsher
       ii. The changes to the Probation & Suspension Chart (see attached)
       iii. The changes to the MLT program will be presented in Fall 2011.
    b. **Curriculum:** See above report.
    c. **Governance and Elections:** S. Davis announced that the electronic voting was on the whole satisfactory. The written report (attached) documents the problems, in particular, participation decreased from 125/247 (51%) to 99/294 (33%). New procedures will be discussed to make sure there is no potential for questions of credibility. S. Davis thanked P. Read (retired) for her service and Ms. Edi Ruiz, Director of BCC Information Services, for her unstinting professionalism and cheerfulness when helping vitally with the administration of this year’s electronic voting.
    d. **Instruction and Professional Development:** See attached report. B. Yarmolinsky encouraged the body to complete the annual faculty and staff survey.
    e. **Space, Facilities, and Physical Plant:** See attached report.
    f. **Student Activities:** See attached report.
    g. **Student Government Association:** The constitution did not pass at the student level for lack of 1 percent participation.
    h. **University Faculty Senate:** See attached report.
    i. **University Student Senate:** No Report
    j. **Vice-Presidents and Deans:** See attached report.
11. **New Business:** None.

12. **Adjournment:** 1:59 P.M., A. McInerney

Respectfully Submitted,

[Signature]

Laura C. Broughton, Secretary

**Attachments:**

<table>
<thead>
<tr>
<th>Page #</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Committee on Academic Standing Report End-of-Year Report</td>
</tr>
<tr>
<td>6</td>
<td>CAS – Proposal to convert all WN grades issued in Fall 2009/Winter 2010/Spring 2010/Summer 2010 to *WN grades</td>
</tr>
<tr>
<td>7</td>
<td>CAS – Academic Standing Chart and Probation and Suspension Chart</td>
</tr>
<tr>
<td>8 – 9</td>
<td>Report on Activities of the Curriculum Committee Academic Year 2010 – 2011</td>
</tr>
<tr>
<td>10 – 14</td>
<td>Report of Actions by the Curriculum Committee through 4/12/2011</td>
</tr>
<tr>
<td>15</td>
<td>Committee on Vice Presidents and Deans Annual Report for 2010 – 2011</td>
</tr>
<tr>
<td>37</td>
<td>(Amended) Draft Resolution Regarding the Senate’s Patronage of the New Cafeteria Vendor – 7 April 2011</td>
</tr>
<tr>
<td>38</td>
<td>Faculty Council Meeting Agenda – May 19th</td>
</tr>
<tr>
<td>39 – 52</td>
<td>Faculty Council Packet – Improving Student Transfer at CUNY, includes resolutions on the Pathways Initiative from various campuses</td>
</tr>
<tr>
<td>53 – 54</td>
<td>Governance &amp; Elections Annual Report</td>
</tr>
<tr>
<td>55 – 56</td>
<td>Senate Elections Results May 2011 Certified</td>
</tr>
<tr>
<td>57</td>
<td>CIPD Annual Report</td>
</tr>
<tr>
<td>62 – 66</td>
<td>BCC Campus Utilities Infrastructure Upgrade</td>
</tr>
<tr>
<td>67</td>
<td>Student Activities Annual Report</td>
</tr>
<tr>
<td>68 – 70</td>
<td>UFS Committee on General Education and Transfer Report</td>
</tr>
</tbody>
</table>
The Committee on Academic Standing meets on the 2nd and 4th Wednesday of every month when the college is in session. The Committee consists of one member from every academic department, five members of student government and representatives from Student Development and Registrar, as well as an Appeals Agent from the Office of Student Development. A quorum was reached for every meeting during the year. Minutes, in draft form and approved form, have been submitted following every meeting.

Sub-Committees for Appeals meet as needed on the first, third and fifth Wednesdays as well as during the January recess and Summer sessions.

Recently, the Committee approved a modification to changes in the Nursing requirements which will be brought to Senate (2nd time) for a vote on May 12, 2011.

An additional discussion has taken place regarding changes in the MLT program, to be brought to Senate for the first time on 5/12/11.

CAS has also worked diligently on passing necessary changes to the Suspension / Probation table, to be brought to Senate on 5/12/11, that bring BCC in line with CUNY guidelines and Financial Aid requirements. Significant discussion of the implications for registration, enrollment and probation/suspension has taken place at CAS and been reported back to all departments.

CAS has passed a motion, made through the CUNY Council of Registrars, to remove the punitive nature of the WN grade as it was in effect for a period of time - Fall 2009/Winter 2010/Spring 2010/Summer 2010 to *WN grades to remove the academic penalty from the student’s GPA. There are 411 such grades currently being included as a zero in the student GPA. This motion will be brought to Senate on 5/12/11.

CAS has taken up a revision of the Dean’s List policy, based on the upcoming change from SIMS to CUNYFirst, as CUNYFirst is not able to be adapted to the current BCC policy. Significant progress has been made and the policy should be ready for presentation to CAS in September and to Senate at some point in the Fall 2011 semester.
From: Committee on Academic Standing (CAS)
For Consideration of the Senate

A proposal to convert all WN grades issued in Fall 2009/Winter 2010/Spring 2010/Summer 2010 to *WN grades

History:

BCC did not use the WN grade until Fall 2009. The WN grade is assigned when a student “Withdrew – Never Attended.” That is, the student did not attend within the first three weeks of the semester. This assignment of a WN grade was reflected on the student transcript and was added into the GPA of the student as a zero (0). This was a CUNY issued grading policy.

Effective Fall 2010, CUNY altered the value of the WN grade to have no punitive value to the student GPA (same as the assignment of a “W” or “R” grade). There was no change to the definition of the grade.

Additional History:

It was announced at the CUNY Council of Registrars that individual campuses had the option to implement an omnibus change from the WN grade to a *WN for the Fall 2009, Winter 2010, Spring 2010, Summer 2010; thus eliminating the punitive value of zero from the student GPA.

There are 411 such grades of WN currently affecting BCC students.

To date, Queensborough Community College has passed the resolution via their Curriculum Committee and their College Senate

CAS thanks Coleen Simpson and Ediltrudys Ruiz for bringing this matter to the attention of CAS and providing the additional history and statistics upon which the CAS has discussed and voted.

CAS Vote (4/13/11) was 15-1-0

Stephen Powers
CAS Chairperson
### Current Academic Standing Chart

<table>
<thead>
<tr>
<th>Group</th>
<th>Academic Standing</th>
<th>Criteria</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good Academic Standing</td>
<td>Students with G.P.A.s of 2.0 or greater.</td>
<td>Maintain good work.</td>
</tr>
<tr>
<td>2</td>
<td>Academic Warning</td>
<td>Students with G.P.A.s below 2.00 but above the probation chart.</td>
<td>Seek intervention in appropriate area.</td>
</tr>
<tr>
<td>3</td>
<td>Probation One (P1)</td>
<td>Students who place on the probation chart for first time.</td>
<td>Limited to 13 equated/academic credits for the semester. Seek intervention.</td>
</tr>
<tr>
<td>4</td>
<td>Probation Two (P2)</td>
<td>Students who place on the probation chart after being on P1 status.</td>
<td>Limited to 7 equated/academic credits for the semester. Seek intervention.</td>
</tr>
<tr>
<td>5</td>
<td>Suspension One (S1)</td>
<td>Students who place on the suspension chart for first time.</td>
<td>Must be separated from the University for one semester.</td>
</tr>
<tr>
<td>6</td>
<td>Suspension Two (S2)</td>
<td>Students who place on the suspension chart after being on S1 status.</td>
<td>Permanent suspension from the College.</td>
</tr>
</tbody>
</table>

### Current Probation and Suspension Chart [Index Classification Chart]

<table>
<thead>
<tr>
<th>Credits</th>
<th>Probation (P1, P2) must be assigned if cumulative index is lower than that listed.</th>
<th>Suspension (S1, S2) if Cumulative index is lower than that listed and student has been in P1 and P2 status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 11.5</td>
<td>No classification</td>
<td>No classification</td>
</tr>
<tr>
<td>12 – 23.5</td>
<td>1.7</td>
<td>1.23</td>
</tr>
<tr>
<td>24 – 37.5</td>
<td>1.8</td>
<td>1.68</td>
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<tr>
<td>38 – 51.5</td>
<td>1.9</td>
<td>1.87</td>
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<tr>
<td>52 – 63.5</td>
<td>1.98</td>
<td>1.97</td>
</tr>
<tr>
<td>64 or greater</td>
<td>2.00</td>
<td>1.98</td>
</tr>
</tbody>
</table>

To: Members of the College Senate
From: Professor Howard A. Clampman, Chairperson Curriculum Committee
Date: May 12, 2011
Subject: Report of Activities of the Curriculum Committee
Academic Year 2010-2011

The Curriculum Committee met 10 times during the 2010-2011 academic year. The meetings were very well attended and level of participation was excellent. I am happy to report that student representation was consistent and involved.

Below is a summary list of the activities of the Curriculum Committee during the academic year. Items are listed in the order they were approved by, or presented for advisory purposes to, the Committee. Experimental courses, which do not require Curriculum Committee or College Senate approval, are presented for advisory purposes only.

Summary of Curriculum Committee Activities

(a) New Experimental Course
   ACS XX – Diesel Technology
   Department of Physics & Technology
   Advised Curriculum Committee 10-12-2010
   Advised College Senate 11-04-2010

(b) Change in an Existing Degree Program
   Telecommunications Technology (Verizon) A.A.S. Degree Program
   Department of Physics & Technology
   Approved Curriculum Committee 10-26-2010
   Approved College Senate 12-02-2010

(c) Change in an Existing Degree Program
   Nuclear Medicine Technology A.A.S. Degree Program
   Department of Physics & Technology
   Approved Curriculum Committee 10-26-2010
   Approved College Senate 12-02-2010

(d) Change in an Existing Degree Program
   Engineering Science A.S. Degree Program
   Department of Physics & Technology
   Approved Curriculum Committee 10-26-2010
   Approved College Senate 12-02-2010
(e) New Experimental Course
CHM XX – Introduction to Nanoscience
Department of Chemistry & Chemical Technology
Advised Curriculum Committee 10-26-2010
Advised College Senate 12-02-2010

(f) Change in Existing Course
ELC 96 – Digital Systems I
Department of Physics & Technology
Approved Curriculum Committee 10-26-2010
Approved College Senate 12-02-2010

(g) New Experimental Course
HIS AA – Genocide and Ethnic Cleansing
Department of History
Advised Curriculum Committee 11-09-2010
Advised College Senate 12-02-2010

(h) Changes in an Existing Degree Program
Medical Laboratory Technology AAS Degree
Department of Biology & MLT
Approved Curriculum Committee 11-23-2010
Approved College Senate 03-03-2011

(i) Presentation by General Education & Assessment Training (GEAT) Team
Discussed at Curriculum Committee 11-23-2010

(j) Change in an Existing Degree Program
Community/School Health Education A.S. Degree Program
Department of Health Physical Education & Wellness
Approved Curriculum Committee 03-15-2011
Presented to College Senate 04-07-2011

(k) Proposed New Experimental Course
PSY XX and BIO XX – Introduction to Behavioral Neuroscience
Departments of Social Sciences and Biology & MLT
Advised Curriculum Committee 04-12-2011
To: Members of the College Senate  
From: Professor Howard A. Clampman, Chairperson Curriculum Committee  
Date: May 12, 2011  
Subject: Report of Actions by the Curriculum Committee through 04/12/2011

1. Actions previously reported to the Senate:
   (a) Proposed Changes in an Existing Degree Program
       Community/School Health Education A.S. Degree Program
         1) Revision of Specialization Requirements
            i. Change of HLT 97 – Field Work in Community Health Resources – 3 credits from a required course to a health elective course
            ii. Increase of health elective requirement from 3 credits to 6 credits
         2) Addition of one newly created health elective course
            i. HLT 89 – HIV/AIDS – 3 rec, 3 credits
       Department of Health Physical Education & Wellness
       Approved 03/15/2011 19-0-0

2. Actions reported to the Senate for the first time:
   (a) Proposed New Experimental Course
      1) PSY XX and BIO XX – Introduction to Behavioral Neuroscience – 3 hours, 3 credits
      Department of Social Sciences and Biology & MLT
      Advisory Purposes Only 04/12/2011
Section AIII: Changes in Degree Programs

AIII.1 The following revisions are proposed for the Community/School Health Education Program:
Program: A.S. Community/School Health Education
Program Code: 20558
Hegis Code: 5506

Proposed Changes: Addition of new course, HLT 89, HIV/AIDS; Change from selection of one 3 credit health elective and requirement of HLT 97- Field Work in Community Health Resources to selection of two 3 credit health electives and changing HLT 97 to one of the electives, rather than a requirement.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>ENG 10</td>
<td>Fundamentals of Composition and Rhetoric OR</td>
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<tr>
<td>ENG 11</td>
<td>Composition and Rhetoric I</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fundamentals of Inter. Communication</td>
</tr>
<tr>
<td>HIS 10</td>
<td>History of the Modern World OR</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Introduction to the Modern World</td>
</tr>
<tr>
<td>MTH 21</td>
<td>Survey of Mathematics I OR</td>
</tr>
<tr>
<td>MTH 23</td>
<td>Probability and Statistics OR</td>
</tr>
<tr>
<td>MTH 26</td>
<td>Mathematics in the Modern World</td>
</tr>
<tr>
<td>BIO 11</td>
<td>General Biology I</td>
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<tr>
<td>PEA 1</td>
<td>Physical Education</td>
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<tr>
<td>MUS 11</td>
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<tr>
<td>HLT 91</td>
</tr>
<tr>
<td>CHM 17</td>
</tr>
<tr>
<td>PSY 11</td>
</tr>
<tr>
<td>PSY 41</td>
</tr>
<tr>
<td>SOC 11</td>
</tr>
<tr>
<td>CMS (Any 3 credit CMS, excluding CMS 10)</td>
</tr>
<tr>
<td>Modern Language^3</td>
</tr>
<tr>
<td>ENG</td>
</tr>
<tr>
<td>Subtotal</td>
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</table>

<table>
<thead>
<tr>
<th>Core Requirements</th>
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<td>Fundamentals of Composition and Rhetoric OR</td>
</tr>
<tr>
<td>ENG 11</td>
<td>Composition and Rhetoric I</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fundamentals of Inter. Communication</td>
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<td>HIS 10</td>
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<tr>
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<td>Survey of Mathematics I OR</td>
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<td>Probability and Statistics OR</td>
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<td>MTH 26</td>
<td>Mathematics in the Modern World</td>
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<tr>
<td>BIO 11</td>
<td>General Biology I</td>
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<tr>
<td>PEA 1</td>
<td>Physical Education</td>
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<td>PSY 41</td>
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<td>SOC 11</td>
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<td>CMS (Any 3 credit CMS, excluding CMS 10)</td>
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<td>Modern Language^3</td>
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### Specialization Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CPR 10</td>
<td>Cardiopulmonary Resuscitation OR</td>
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</tr>
<tr>
<td>WFA 10</td>
<td>Workplace First Aid Training</td>
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</tr>
<tr>
<td>PEA 12</td>
<td>Elementary Hatha Yoga OR</td>
<td>1</td>
</tr>
<tr>
<td>PEA 82</td>
<td>Introduction to Tai Chi Chuan</td>
<td></td>
</tr>
<tr>
<td>HLT 90</td>
<td>Health and Aging OR</td>
<td></td>
</tr>
<tr>
<td>HLT 92</td>
<td>Drugs, Society &amp; Human Behavior OR</td>
<td>1</td>
</tr>
<tr>
<td>HLT 93</td>
<td>Human Sexuality OR</td>
<td></td>
</tr>
<tr>
<td>HLT 96</td>
<td>Health Education for Parenting</td>
<td>1</td>
</tr>
<tr>
<td>HLT 94</td>
<td>Human Nutrition OR</td>
<td>3</td>
</tr>
<tr>
<td>HLT 97</td>
<td>Field Work in Community Health Resources OR</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subtotal**  

11 Credits

**Total credits required**  

60 Credits

---

1 Students planning to transfer to Lehman College are advised to take BIO 23 and 24 instead of BIO 11 and CHM 17.

2 Select any physical education course except PEA 12 and PEA 82.

3 The 8 credits must be in the same language. See language requirements in “The Curricula and Programs” section of this catalog.

4 Students who are not planning on transferring to a 4 year program in Community Health are encouraged to take this course.

---

### Rationale:

1. **New Course: HIV/AIDS.** According to New York City Department of Health and Mental Hygiene (2008, Vital Statistics), HIV Disease is the 3rd leading cause of death (after cancer and heart disease) in New York City in people ages 35-54. The Bronx has the highest death rate due to HIV in any of the five boroughs. Since 2008, the New York City Department of Health and Mental Hygiene has implemented the “The Bronx Knows” campaign which is a public health initiative to increase voluntary HIV testing for every Bronx resident and provide access to quality care and prevention. This course is a vital class to offer students entering fields of community health, public health, school education and social services, so that they understand issues related to the epidemiology of HIV, prevention and treatment of HIV, as well as understanding social policy relating to HIV/AIDS. This course will be transferrable to Lehman College. In addition, this is a required course for students transferring to a health teacher program at a four year college.

2. **Change in Pattern Sheet:** According to BCC Graduate Survey Results (2009, N = 406), 50% of students graduating from the Community/School Health Education Program were enrolled in an additional education or training program 6 months after completing their degree. Of the students who enrolled in a degree program, 48% transferred to Lehman College, and 12% transferred to Hunter College. The articulation agreement that we currently have with Lehman College accepts all of the credits as direct transfer credits except for HLT 97- Field Work in Community Health Resources. Elective credit is given to those students and then they must complete another more intensive internship at the Bachelor degree level. If students are planning to transfer to a four year college, they should not be required to take our internship course. Students planning on transferring would benefit from taking another content based course, in which credits will be accepted. Students who are not planning on transferring or plan to work prior to continuing their education, should be encouraged to take HLT 97 as it is appropriate to prepare students for the work world through job experience.
Section AIV: New Courses

AIV.1: Department Health Physical Education & Wellness

Course Number: HLT 89  
Title: HIV/AIDS  
Recitation: 3  
Credits: 3  
Prerequisite: HLT 91

Course Description:

This course is designed to teach the most current body of knowledge in the field of HIV disease. Learners will explore the history, epidemiology, primary, secondary and tertiary prevention strategies as well as controversial issues from the perspective of different stakeholders, locally, nationally and globally.

Rationale:

The purpose of this course is to empower learners with the tools to advocate for effective prevention strategies. Strategies include protecting uninfected individuals, supporting people living with HIV/AIDS and informing policy making to mitigate the social and economic impact of the disease.
Section AIV: New Course (Experimental)

AIV.1: Social Sciences and Biology Department

Course Number: PSY XX and BIO XX
Title: Introduction to Behavioral Neuroscience
Hours: 3.0
Credits: 3.0
Prerequisites: PSY 11 OR BIO 11

Course Description: This course is a survey of the field of Neuroscience including: an introduction to the structures and functions of the nervous system; understanding sensation, perception and movement; sleep and dreaming; learning and memory; and neurological disorders.

Rationale: To increase the breadth of electives available to students intending to major in either Psychology or Biology.
Report to the Senate

Committee on Vice Presidents and Deans
Andrew McInerney, Chair
Annual Report for 2010 – 2011
May 12, 2011


The committee had five scheduled meetings during the academic year: Sept. 28, October 26, December 7, February 9, and March 30. The last meeting did not have quorum. Substantial work including the vote on the final report was conducted by email.

The single agenda item for the committee over the last two semesters has been the report with recommendations presented to the Senate at the April meeting.

The committee deferred discussion of procedures related to the new appointment and evaluation of deans to a later term.
Report of the Committee on Vice Presidents and Deans Of the Bronx Community College Senate

April 7, 2011

Respectfully submitted:

Prof. Andrew McInerney, Chair

Prof. Thomas Brennan

Prof. Geraldine Burghardt

Prof. Simon Davis

Ms. Julissa Lora

Mr. William Murray

Prof. Don Read (retired)
1. ON THE APPOINTMENT OF NEW VICE PRESIDENTS

Whereas, the Governance Plan of the Bronx Community College of CUNY charges the Committee on Vice Presidents and Deans to, “Consult with and advise the President on the appointment of persons holding Vice President’s and Dean’s titles;”

Whereas, the President of the college has in the past, in conformity with procedures well-established in the City of New York, convened search committees of faculty, staff, administrators and students to conduct interviews of candidates for vacant positions in titles at the executive level and issue recommendations on the basis of their deliberations;

Whereas, the President has many times in the past included among these search committees elected faculty governance leaders whose views may be considered representative of a broader layer of the faculty;

Whereas, in the composition of the boards of several college bodies not specifically governed by the Governance Plan, the President has requested from the Senate lists of nominees to sit on such boards, from which the President has chosen to appoint;

The Committee, after discussion and deliberation, recommends to the President:

1. That, upon announcing a vacancy at the Vice President level, the President shall announce the numerical composition of the search committee for the new appointment, including the number of faculty, staff and student members who will ultimately be asked to serve;

2. That the Committee be charged with presenting to the president a slate of names to serve on the search committee, in consultation with appropriate campus bodies. For each faculty seat, two faculty names shall be submitted.

3. That the president shall charge the committee with sufficient time to present the slate of names with due diligence and appropriate consultation.

4. That the president select from this slate the members of the search committee to fill the vacancy at the vice presidential level.
2. ON REVIEWING THE PERFORMANCE OF VICE PRESIDENTS

One of the two charges of the Senate’s Committee on Vice Presidents and Deans is to “consult with the President concerning the criteria and the procedures to be used by the President in reviewing the performance of Vice Presidents and Deans and their offices.”

Beginning in Spring 2010, the Committee undertook a comprehensive study of the means by which the President currently performs such reviews. This study necessarily included an examination of the CUNY-wide executive review procedures, which provides the context for the president’s performance reviews.

A recurrent theme in the deliberations of the committee was the need for multiple measures of performance. Students are reviewed in class on the basis of homework, in-class examinations, final examinations, participation, portfolios, etc. Faculty are reviewed by their peers as they proceed through the reappointment process, both in a peer teaching observation report each semester and an annual report by the departmental chairperson. Faculty are also reviewed at least once per academic year by their students in student evaluations of faculty. Such multiple measures of performance review were taken by the committee as most conducive to a healthy review process.

Performance review has received an extraordinary amount of attention and discussion in the past decade in a variety of different contexts, falling under the general rubric of “assessment.” A theme that has emerged out of that nationwide discussion is the principle that good assessment involves a feedback process where effective performance review is factored into forward strategic planning. The committee affirms that principle.

This report consists of the following sections:

- Performance review practices at BCC and CUNY;
- The practice elsewhere;
- Recommendations

The committee received input from the following people: Dean Nancy Ritze (Institutional Research) who provided very useful documentation and a conceptual overview; Prof. Sandi Cooper, Chair of the University Faculty Senate; and Dean Panayotis Meleties (York College).

1. Performance review practices at BCC and CUNY

The Bronx Community College administration is organized into four divisions: Academic Affairs, Administration and Finance, Institutional Advancement, and Student Development. Each of these divisions is led by a Vice President. In addition, the Office of the President maintains a separate structure reporting directly to the president.
The current review process for BCC Vice Presidents involves the annual completion of a self-rating survey tool (See Appendices A and B) in which the VP sets his/her behavioral goals for executive competencies related to his/her office such as leadership, management/team building, communication, and adaptability skills. Each office-holder self-rates (exceeds expectations, meets expectations, needs improvement, or does not meet expectations) in each category, makes comments for each, and submits the completed survey to his/her supervisor.

VPs report to the President. The office-holder meets privately with the President to discuss their performance and effectiveness surveys. In the review meeting, office-holders often refer to their annual division report in which each VP summarizes the activities and performance outcomes within their division. There are no specific criteria or proposed outcomes by which the office-holder’s effectiveness is measured. The evaluation is done in private with the President.

The University scores each college on the basis of their annual College-wide Goals and Assessment Report. Each college may be given a certain amount of funds for executive pay raises. Reward/remuneration for individual effectiveness in meeting or exceeding performance objectives is assigned by the President. There was no CUNY-wide allotment for executives pay raises for 2010 but there was one for 2009.

The main criteria for performance review are determined by the Chancellor in a Performance Management Process (PMP)\(^1\). There are University-wide PMP Goals, as well as College-specific goals. Presidents are reviewed by the Chancellor in terms of these goals, and it is expected that the Presidents will review their executives largely in light of these criteria. The 2010-11 BCC PMP Goals are exhibited in Appendix C.

The committee could identify little to no “bottom up” input. There is little or no input from the “stakeholders” – employees of the office, or faculty, staff and students who may need the services of the office. There is an Annual Survey of Faculty and Staff developed by the Senate’s Committee on Instruction and Professional Development and conducted by the Office of Research, Planning and Assessment, but it does not include office-specific questions and does not appear to be directly incorporated into performance review.

2. The practices elsewhere

The performance review process seems to be relatively uniform across CUNY units. It does not seem to differ from other executive performance review processes at other major institutions of higher education, at least based on an anecdotal survey conducted by committee members.

It should be mentioned, however, that other models are under review both at BCC and CUNY. For example, the Idea Center, a nonprofit organization “to serve colleges and universities committed to improving learning, teaching and leadership performance.”\(^2\) It has created a series of tools including a

\(^1\) http://www.cuny.edu/about/administration/chancellor/performance-goals.html

\(^2\) http://www.theideacenter.org/category/idea-center/about-us
survey of core constituents that incorporates anonymous feedback from employees in a direct position to evaluate the administrator’s performance.  

In an inquiry about other CUNY unit’s experiences with faculty input into assessment of administrators, Prof. Sandi Cooper, Chair of the University Faculty Senate, related her experience at the College of Staten Island. Their College Council, the faculty governance body, has an “Administrative Review and Evaluation” committee. That committee developed a survey of “stakeholders” who are questioned about the office—Prof. Cooper emphasizes the importance of evaluating the office rather than the occupant. “A draft report is presented to the Executive Committee of your governance body and to the president and office holder for comments,” she described. “The report is not publicized widely,” she added.

3. Recommendations

Based on the above findings, the committee recommends the following:

- That the president, in consultation with the committee, develop other tools to supplement the University PMP process in providing helpful and meaningful assessment of vice presidents;
- That department chairs, student executives, members of the Senate Executive Committee and other department heads be given defined roles in providing input into the assessment process of the senior executives, as appropriate;
- That each division of the College identify “stakeholders” whose input will be considered in leadership assessment (see Appendix D);
- That the Annual Survey of Faculty and Staff include division-specific questions addressing the mission of each division, where feedback from the faculty and staff at large can be solicited;
- That the results of the redesigned Survey be incorporated into the president’s review and assessment process.

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<table>
<thead>
<tr>
<th>Raise Academic Quality</th>
<th>Improve Student Success</th>
<th>Enhance Financial/Management Strength</th>
<th>Other Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal and Target</th>
<th>Performance Assessment/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<td>8.</td>
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</tbody>
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## Executive Competencies

**Rating Scale:**
- E – Exceeds Expectations
- N – Needs Improvement
- M – Meets Expectations
- D – Does Not Meet Expectations

### Personal Competencies

| Leadership – Develops and uses effective strategies and interpersonal styles to influence and guide others to accomplish desired outcomes. |
| Management/Team Building – Builds and maintains strong, competent teams; leverages unique capabilities of staff to maximize efficiency; respects differences and diversity; manages to achieve operational and strategic objectives. |
| Communication Skills – Articulates difficult, complex and/or critical material and ideas clearly and effectively; demonstrates command of language, clarity of thought, and orderliness of presentation. |
| Adaptability – Exhibits versatility; generates new ideas; adjusts well to new methods, conditions and circumstances. |
| Other – |

### Behavioral Goals

| Overall Assessment/Comments: |
| Signature: Employee: Date: |
| President/Reviewer: Date: |
GOAL 1: RAISE ACADEMIC QUALITY

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies

   a. First progress report on the Medical Laboratory Technology program will be submitted to the National Accrediting Agency for Clinical Laboratory Sciences as evidence of progress in compliance with standards.

   b. Interim report on the Electronic Engineering Technology program will be submitted to the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology and will be accepted as evidence of compliance with addressing issues.

   c. Quality assurance report on all business programs will be submitted to the Association of Collegiate Business Schools and Programs (ACBSP) and will represent good progress in improving student learning and stakeholder results.

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community

   a. Center for Sustainable Energy (CSE) – will play a leading role in Bronx coalitions involved with Green Jobs, Economic Development and Environmental Justice, and develop community-focused small business support mechanisms. The CSE will lead CUNY-wide training as well as community-based training in the Bronx. This training will include: Green Energy Training to increase the number served within CUNY by 1500; expansion of Building Performance Institute offerings, adding multi-family size and Pre BPI offerings; and increased community programming presentations.

   b. National Center for Educational Alliances (NCEA) – will build upon ongoing work with the Ford Foundation and USAID support to pilot grants promoting articulation of FET colleges with higher education institutions in South Africa; commence development of a Global Scholars Program; and seek additional funding for student study abroad in Salzburg and other study/volunteer abroad activities.

   c. The Bronx Educational Opportunity Center (EOC) - will provide education and training programs for Bronx residents, including ESL, basic education, high school equivalency preparation, job training and placement, and college preparation and placement (including programming for students who intend to matriculate at the College, but have applied beyond the admissions cut-off date).
1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation

a. Telecommunication Technology Verizon program site visit scheduled in Fall 2010.

b. Action plan for Digital Arts program due in Fall 2010 based upon Spring 2010 program review and external visitors report.

c. Outcomes analysis based upon collection of assessed student work to be reported in 2010-2011 for Automotive Technology, Biology, Human Services, Paralegal Studies, Nursing (PHM 10).

1.4 Use of technology to enrich courses and teaching will improve

a. Academic Department Curricular Projects (“Learning by Design” Program funded by Title V) include continuation of Biology and Nursing/Allied Health projects; and initiation of Mathematics and Computer Science Department Project.

b. Classroom Infrastructure Projects to include: completion of projects in Biology and Nursing Departments; initiation of new project with Math Department; continuation of campus-wide installations in selected classrooms; and planning strategies for upgrading teaching areas.

c. E-Portfolio Project will include Honors, Digital Arts, Media Technology and Education Departments; ongoing faculty development with second cohort and selection of third cohort. Continued development of assessment capacities of e-portfolio system. “Making Transfer Connections” collaborative Title V grant submitted with LCC, LC, QC, and QCC Colleges.

d. Continue developing campus standards for online instruction for: course design, good pedagogical practice, evaluation and assessment, registration and scheduling, student preparation, and technology support.

e. Teaching with Technology Faculty Development Program – the number of hybrid or asynchronous classes to be offered in Fall 2010 will increase from 45 to 53.

f. Percentage of instructional (student) FTEs offered partially or totally online will increase from 2.0 to 2.2.

2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

2.1 Colleges will continuously upgrade the quality of their full-and part-time faculty, as scholars and teachers
a. Office of Instructional Technology faculty development program to include: weekly workshops (35-40 per semester); specialized on-demand training; online course development (CUNY Hybrid Project) to include the development of 12 new hybrid courses (which will increase the total from 53 to 65) and redesign of 8 hybrid courses.

b. Center for Teaching Excellence – Increase faculty participation to 1000 in programs, workshops and other activities. Emphasis on CTE sponsorship of General Education and Assessment faculty training with the General Education and Assessment Team. Include presentations by external experts targeted to areas related to our students’ challenges, interests, and needs (e.g., online teaching and mathematics learning; prominent authors who have written about subjects of interest to underrepresented minority and female students). Continuation of adjunct faculty development for 2010-2011.

c. Educational Opportunity Center (EOC) - Continue to increase the number of faculty achieving certification in various Microsoft applications, through in-house training and existing certification arrangement.

2.2 Increase faculty research/scholarship

a. Presidential Grant Program will provide up to $50,000 in support for research and scholarship relating to topics of sustainability and globalism and the BCC Foundation will continue the faculty Scholarship support Grant Program.

b. Increase the number of faculty scholarship and creative work submissions from 142 to 150.

2.3 Instruction by full-time faculty will increase incrementally

a. Twenty new fulltime faculty are expected in the following departments: Biology/Med Lab Tech (1), Business/Info Sys (2), Communication Arts/Sci (1), Education/Reading (2), English (1), Health/PE/Wellness (2), Math/CS (4), Physics (Auto Tech 2; Elc Tech 1, Astronomy/Phy 1), Social Sciences (Sociology 2, Political Sci 1) – with 18 hires in the Fall semester

b. Percentage of instructional FTEs delivered by full-time faculty will remain among the highest in CUNY and will increase from 60.4 to 62.0

2.4 Colleges will recruit and retain a diverse faculty and staff

a. Continue ongoing recruitment efforts for new hires and diversity training program for all campus constituencies.

b. The percentage of minority faculty will remain among the highest in CUNY at 40%.

3. Ensure that all students receive a quality general education and effective instruction
3.1 College will provide students with a cohesive and coherent general education

a. Planning for the Freshmen Year has been identified as a major strategic institutional priority, and will include: participation in John Gardner Foundations of Excellence in the First College Year self study and planning effort; identification of freshmen year objectives and learning outcomes; review and revision of freshmen seminar course from an interdisciplinary approach; refinement of e-tools for advisement, tracking and referrals; providing analytically developed course program tracks for incoming students; and conducting a comprehensive review of freshmen year courses (remedial and gateway) with respect to learning objectives, student performance, prerequisites and sequencing.

b. Comprehensive Plan for General Education and Assessment - With guidance from the team that participated in the General Education and Assessment Institute sponsored by the American Association of Colleges and Universities (AACU) in June 2010, and with support from the new Academic Assessment Manager, we will implement a prospectus for faculty development to translate the college’s institutional-level General Education student-learning outcomes into program and course specific outcomes, and to create a process to assess them with direct evidence based upon student work. Faculty cohorts will be degree program coordinators who will be responsible for the planning and implementation of General Education and program-specific outcomes assessment.

c. General Education and assessment will also be featured as a main focal point for new faculty orientation by transitioning Integrated Skills Reinforcement into the New Faculty Seminars.

d. In consultation with the Center for Teaching Excellence, the General Education and Assessment Team (GEAT) will provide a faculty development program for curriculum coordinators and other faculty in support of assessment, including training in: creating learning outcomes for programs and courses, especially for alignment with institutional Gen Ed outcomes; creating program maps that indicate in which courses students have learning opportunities to master these outcomes at introductory, intermediate, and/or advanced levels; developing and implementing assessment measures and rubrics; and applying assessment findings to improve and sustain student learning.

3.2 Colleges will improve basic skills and ESL outcomes

a. Mathematics Department planning to include: beginning of 3-yr assessment of new remedial sequence MTH 01-05 fully phased-in for Fall 2010; inquiry for possible revisions of MTH 06 syllabus and impact on Gateway courses MTH 13 and MTH 30; faculty will be assigned to provide specialized tutorials as part of regular workload in the Math Lab; Saturday workshops for MTH 13 and MTH 30 students; January and June COMPASS workshops combining PLATO software, dedicated tutor support and breakout problem sessions with instructors on key topics; MTH 01 workshops in January and
August; pre-semester development sessions with adjunct faculty focused on best practices in pedagogy and advisement, and follow-up electronic discussion groups.

b. Reading program planning to include: workshops for all fulltime faculty and adjuncts focused upon learning outcomes for RDL 01 and RDL02 and the tasks involved in accomplishing these outcomes; peer led workshops to enhance tutors’ ability in addressing specific reading skills; enhancement of model/web-enhanced course for RDL 01 and development of new departmental exam for RDL 01; assessment of comprehension questions on the RDL 02 midterm exam using Bloom’s taxonomy and development of an assessment/diagnostic tool to assess students’ skills mid-semester and direct students to tutoring services as appropriate.

c. English Dept planning to include: January and June ESL and developmental writing workshops; and faculty training for new CUNY writing exam.

d. % of first-time freshmen who increase reading score over summer will increase from 68.8% to 72.0

e. % of first-time freshmen who increase writing score over the summer will increase from 67.2% to 71.068%.

f. % of first-time freshmen who increase math COMPASS 1 (arithmetic) score over the summer will increase from 83.1% to 85%.

g. % of first-time freshmen who increase math COMPASS 2 (algebra) score over the summer will increase from 72.7% to 75%.

h. Pass rate in reading on exit from remediation will increase from 61% to 64%.

i. Pass rate in writing on exit from remediation will increase from 62.4 to 64%.

j. Pass rate in math on exit from remediation will increase from 47.6% to 50%.

k. Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit will increase from 45.5% to 48%.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study

a. Percentage of students passing freshmen composition and gateway mathematics courses with a C or better will increase from 73% to 75%.

b. Percentage of students passing freshmen composition will increase from 78.4% to 80%.
c. Percentage of students passing gateway mathematics courses with C or better will increase from 45.8% to 50%.

3.4 Show and pass rates on CUNY proficiency exam will increase

a. Percentage of required invitees who took the CUNY Proficiency Exam (CPE) will increase from 76.6% to 78%.

b. Percentage of required test-takers passing the CUNY Proficiency Exam (CPE) will increase from 90.1% to 92%.

3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

a. The performance gap (by underrepresented minority groups) in the one-year retention rate will decrease from -7.3 to -6.3.

b. The performance gap (by gender) in the one-year retention rate will decrease from -5.1 to -4.5.

c. The performance gap (by underrepresented minority groups) in the percentage of semester credit hours earned (or passed) of those attempted will decrease from -7.9 to -7.5.

d. The performance gap (by gender) in the percentage of semester credit hours earned (or passed) of those attempted will decrease from -1.8 to -1.7.

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning

a. Divisional plan will be implemented for transition from project-focused, discrete course-based assessment to comprehensive, systemic program assessment with General Education mapping across the curriculum. A faculty General Education and Assessment Team is leading the planning and implementation of this. See section 3.1 for more information.

4. Increase retention and graduation rates and ensure students make timely progress toward degree completion

4.1 Colleges will facilitate students’ timely progress toward degree completion

a. Develop OSSES system component to facilitate intervention and referral for students who are in need of academic and/or support services.

b. Provide specialized academic advisement for students at the 45th credit level.
c. Development of pilot prior learning assessment program as part of a Council for Adult and Experiential Learning (CAEL) grant effort to accelerate degree credit progress.

d. Percentage of freshmen and transfers taking one or more courses the summer after entry will increase from 20.2% to 21.2%.

e. Ratio of FTEs to headcount will increase from 0.739 to 0.745.

4.2 Retention rates will increase progressively

a. Develop an OSSES system component to facilitate intervention and referral for students who are in need of academic and/or support services.

b. Percentage of full-time first time freshmen in associate programs still enrolled in the college of entry one year later will increase from 65.2% to 66%

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs

a. Six semester graduation rate of Accelerated Study in Associated Program (ASAP) and Health Science Academy (HSA) students projected at 50% for original Fall 2007 cohort, and 78% for other students who joined this cohort in 2008.

b. Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years will increase from 20.3% to 22.3%

5. Improve post-graduate outcomes

5.1 Professional preparation programs will improve or maintain the quality of successful graduates

a. Percentage passing the NCLEX exam will increase from 81.4% to 85%

b. Percentage passing the national Radiologic Technology exam will continue to meet or exceed 85%.

c. Percentage of EOC students passing the state certifying examinations for Emergency Technician will continue to meet or exceed 90%.

5.2 Job and education rates for graduates will increase

a. Six-month job placement rate will increase from 79.1% to 80.1%
6. Improve quality of student and academic support services

6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning

a. Student Development and Enrollment Management Division - will realign the services and functions of the division to address student needs, with: creation of a Welcome Center to serve as an informational focal point on campus; identification of the challenges of the student enrollment experience to inform streamlining Admissions and Registrar processes; and enhancement of disability services with hiring new staff (Student Disability Manager and Assistive Technologist), and creation of information handbooks and workshops.

b. Academic Success Center – will develop an online Academic Advising Handbook and further improvement of the electronic advisement form.

c. Tutoring – Pilot training program for tutors in using technology to assist students (Blackboard, OSSES, CUNY portal, online assignments, social networking, digital whiteboards). Pilot a mentoring program for senior (master) tutors to assist and monitor the progress of new tutors. Increase number of trained tutors in parallel with expanded student enrollment, and upgrade their tutoring skills with nationally certified workshops. Expand tutoring for new programs, such as Criminal Justice.

d. Summer Success Program - the registration schedule for new students for Fall 2010 has been front-end-load into June / July. The number of freshmen in the Summer Success Program should increase since we will be advising them in June and SSP begins in late June.

e. January / June MTH 01 Headstart Workshops will expand to include all students (not just freshmen) who have placed into MTH 01

f. Developmental Courses –improve pass rates with support in the areas of: first year student experience in remedial workshops, academic support labs, and academic advisement for allied health majors; and expansion of academic support initiatives in challenging courses (accounting, pharmacology (pre-PHM 10 certification workshop), biology, mathematics and chemistry).

g. Student focus groups will be conducted to determine how academic and student support services can be improved.

7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

7.1 Colleges will meet established enrollment targets for degree programs

a. Total Fall 2010 headcount enrollment will increase from 10,420 to 10,837.
b. Total FTE enrollment will increase from 7,529 to 7,757.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

a. Collaborative work planned with recent submissions of two collaborative Title V grants, one with John Jay College of Criminal Justice for advancing baccalaureate degree completion at John Jay for students who begin the Criminal Justice degree program at BCC; and the other advancing e-portfolios as a tool for effective associate degree completion, senior college transfer and senior college degree completion – with Laguardia CC, Queensborough CC, Queens College, and Lehman College.

b. Submission of joint Biotech AS/BS Letter of Intent to CUNY.

c. Ongoing linkages with York College for Chemistry and Pharmaceutical Tech transfers and with City College for STEM student transfers.

d. Continued participation in Bronx Borough-wide initiatives, ranging from joint participation in the John Gardner Foundations of Excellence Initiative to the 2+2 program to support effective community college transfer and completion of the Bachelor of Science in Nursing degree and advising information outreach to BCC students for transfer to Lehman’s teacher certification program.

7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity.

a. Achieve an 81% student passing rate (grades of C- or better) in courses for college credit and 80% student passing rate in non-credit courses/workshops.

b. Retain at least 78% of enrolled students in fall 2010 and spring 2011.

c. Insure that at least 20% of all students in summer/fall 2010 semesters register for progressively more difficult courses in spring 2011 semester.

d. Offer a re-designed sequence of courses to improve student writing skills, mostly among English-as- a- Second Language (ESL) learners.

8. Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase or maintain current levels

a. Fundraising goal will be maintained at $1.6 million.
8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education
   
a. ACE revenue target of $650,000.

8.3 Colleges will improve or maintain sound financial management and controls
   
a. Administrative applications linked to risk management objectives will be developed to enhance finance management and controls.

8.4 Colleges will implement financial plans with balanced budgets
   
a. Financial Plan for FY11 will be fully implemented.

b. BCC will continue to maintain a balanced budget.

8.5 Contract/grant awards will rise
   
a. Contract/grant awards projected - $7 million.

8.6 Indirect cost recovery ratios will improve
   
a. The indirect cost recovery ratio will be maintained at 6.99.

9. Improve administrative services

9.1 Colleges will make progress with a declared capital campaign
   
a. Develop campaign website with short list of naming opportunities and floor plans of new spaces.

b. Inaugurate mini campaign for a Global Education Fund.

c. Integrate Annual Fund into Campaign – brand all Annual Fund materials and solicitations with Campaign identification.

d. Develop recognition vehicle for $100+ gifts

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges
   
a. Student focus groups will be conducted to determine how administrative services can be improved.
9.3 Colleges will improve space utilization

a. BCC will continue to improve space utilization via the reclamation of space formerly lost to the campus and the enhancement of those areas to facilitate better instruction and instructional support.

9.4 All colleges will improve Risk Management on campus

a. The BCC Risk Management Council will continue its risk management program in accordance with their implemented campus risk management plan.

b. The BCC Risk Management Council will continue to assess identified metrics by which the implemented plan will be measured.

9.5 All colleges will make timely progress on CUNYFirst implementation

a. BCC will maintain timely progress of CUNYFirst implementation while ensuring organizational readiness.

9.6 Each campus should have a functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan.

a. BCC Campus Sustainability Council will maintain timely progress of goals and objectives in accordance with their recognized, multi-year sustainability plan.
<table>
<thead>
<tr>
<th>President's Office</th>
<th>Academic Affairs</th>
<th>Administration and Finance</th>
<th>Institutional Advancement</th>
<th>Student Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative Action</strong></td>
<td><strong>Academic Success Center</strong></td>
<td><strong>Administrative Services</strong></td>
<td><strong>Communications and Marketing</strong></td>
<td><strong>Athletics</strong></td>
</tr>
<tr>
<td>▪ Compliance with Local, State, and Federal Affirmative Action and Sexual Harassment Laws</td>
<td>▪ Academic Advisement/Training</td>
<td>▪ Administrative and Events Management Services</td>
<td>▪ Marketing</td>
<td>▪ Varsity Teams</td>
</tr>
<tr>
<td>▪ Campus awareness and training</td>
<td>▪ Academic Orientation</td>
<td>▪ Campus Services (Duplicating, Audio Visual, Mailroom)</td>
<td>▪ Website design</td>
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<td><strong>College Personnel and Budget Committee/Academic Review Committee</strong></td>
<td><strong>ASAP/HSA</strong></td>
<td><strong>Campus Planning</strong></td>
<td><strong>Publications</strong></td>
<td><strong>Child Care Center</strong></td>
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<td>▪ Coordination of meetings</td>
<td>▪ Academic advisement/case management</td>
<td>▪ Management &amp; coordination of construction projects</td>
<td>▪ Pre-school/aftercare for children of students</td>
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<td>▪ Maintenance of records</td>
<td>▪ Tutoring/academic workshops</td>
<td>▪ Space assessment</td>
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<td><strong>Community &amp; Public Relations</strong></td>
<td><strong>Student Supports</strong></td>
<td><strong>Construction funding requests</strong></td>
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<td>▪ Public Relations</td>
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<td><strong>Enrollment Manager</strong></td>
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<td>▪ Governmental Affairs</td>
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<td>▪ Admissions and Recruitment</td>
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<td>▪ Community Relations</td>
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<td><strong>Legal Affairs</strong></td>
<td><strong>Center for Teaching Excellence</strong></td>
<td><strong>Financial Management</strong></td>
<td><strong>Community and Workforce Development</strong></td>
<td><strong>Financial Planning</strong></td>
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<td>▪ Administration &amp; interpretation of University Bylaws, College Governance Plan and collective bargaining agreements</td>
<td>▪ Faculty growth &amp; development</td>
<td>▪ Accounting</td>
<td>▪ Recruitment</td>
<td><strong>Registrar</strong></td>
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<td>▪ Legal advice</td>
<td>▪ Support interdisciplinary &amp; cross-campus collaboration</td>
<td>▪ Accounts Payable</td>
<td>▪ Community/workforce education and training</td>
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<td><strong>Research, Planning and Assessment</strong></td>
<td><strong>Collaborative Education Programs</strong></td>
<td>▪ Budgeting</td>
<td>▪ Literacy/GED programs</td>
<td><strong>Judicial Affairs</strong></td>
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<td>▪ Strategic and operational Planning &amp; Assessment</td>
<td>▪ Supervise/coordinate collaborative programs with college programs</td>
<td>▪ Bursar</td>
<td>▪ Displaced homework program</td>
<td>▪ Record complaints against students</td>
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<td>▪ Institutional Research</td>
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<td>▪ Business Office</td>
<td>▪ Building Trades program</td>
<td>▪ Investigate allegations against students</td>
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<td>(information management, communications, analysis, training)</td>
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<td>▪ Payroll</td>
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<td>▪ Represent College in matters brought before ColI Disciplinary Committee</td>
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<td>▪ Testing Office (scheduling,</td>
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<td>▪ Property Management</td>
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<td><strong>Student Life</strong></td>
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<td>▪ Coordinated Undergraduate Education</td>
<td>▪ Purchasing</td>
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<td>▪ Student Government Association</td>
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<td>▪ Develop/coordinate programs supporting student success</td>
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<td>▪ Provide quality academic advisement</td>
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<td>▪ International Student Services</td>
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| Special Events Coordination | Provide evening/weekend services for faculty/students | Benefits Administration/Service | Grants and Contracts  
Seek grant opportunities  
Assist faculty/staff in grant writing/management  
Develop cadre of grant writers | Special Student Support Services (mental health services)  
Student Assistance Center |
|-----------------------------|------------------------------------------------------|---------------------------------|--------------------------|
| Institutional Effectiveness/Performance Management Program (PMP) | Institute for Education (EOC)  
Instruction  
Student Support  
Service to the community | Human Capital Management | Student Support Services  
College Discovery  
Career and Job Counseling  
Orientation Course  
General Counseling  
Academic Advising  
Scholarship Assistance  
Student Appeals |
| Institutional Accreditation | National Center for Educational Alliances  
Co-curricular global initiatives  
Study/volunteer abroad  
promote tolerance and understanding | Information Technology  
Telephone Service  
Public Computer Labs/Lounges  
Network Administration/Service  
Instructional Services  
End-User Support  
Information Systems Development/Administration  
Help-Desk Service | |
| Testing, maintaining records | Office of Instructional Technology  
Faculty development  
Manage instructional technology projects and facilities  
Operational/strategic policy direction | Physical Plant Services  
Plant Operation  
Mechanical and electrical maintenance  
Environmental, health & safety compliance | |
| Writing Across the Curriculum  
Faculty Development/WI certification  
Writing Fellows | | | |
DRAFT RESOLUTION REGARDING
THE SENATE'S PATRONAGE OF THE NEW CAFETERIA VENDOR
7 April 2011

WHEREAS, the Bronx Community College Auxiliary Enterprises, using proper procedure, has secured a new food service vendor for the BCC community, one which promises to offer a greater variety of healthier food options for the college community, and;

WHEREAS, the BCC mission statement pledges that the college will provide "upward social mobility to the widely diverse population of the Bronx," and BCC has a long tradition of positive involvement in the surrounding community and;

WHEREAS, unemployment and underemployment are serious crises affecting the BCC community and;

WHEREAS, the new cafeteria vendor, Healthy Choice, has thus far refused to hire the nine prior employees, nor has it agreed to recognize their union;

BE IT SO RESOLVED that the BCC Senate will recognize the boycott of Healthy Choice by declining catering services for the monthly Senate meetings until these valued members of the community are restored to their positions at their former pay and with union representation, or until the boycott has been terminated.
To: All Mail Boxes

From: Professor Henry A. Skinner
    Acting Chairperson of the Faculty Council

Subject: Faculty Council Meeting Agenda - May 19th – and New Meeting Location

Here is the agenda for the meeting of the Faculty Council ... on Thursday, May 19th, 2011 ...
We have changed the time from 12-2PM to 11AM-1PM and the location to Philosophy Hall 11.

1. Updated report on the status of the Central Administration office of Academic Affairs new proposal on:
   • Transfer of students' within CUNY from two to four year colleges concerning the credits needed for graduation.
   • Articulation of courses within CUNY and the need for college governance leaders to be actively involved in shared governance on this matter.
   • The differences in General Education requirements across CUNY.

2. A question and answer session will follow the presentation.
   • Dr. Sandi Cooper - Chairperson of the CUNY Faculty Senate
   • Contributors - Dr. Joan Wilson and Dr. Simon Davis

3. Recognition and celebration of the newly elected Faculty Governance Leadership for 2011-2013. They will have the important task of being partners with the administration in building bridges and breaking down walls on our journey for the future success of Bronx Community College and its mission.
   • Responsibility of various governance committees report.
   • Dr. Andrew McInerney - Chairperson of BCC Faculty Senate
     Dr. Simon Davis - Chairperson of Governance and Elections Committee

Please attend this important meeting. All faculty and staff are encouraged to attend.

"Together we can ... we will ... we must become proactive participants in the process of positive change for the future"

Refreshments will be served
Dear Members of The City University of New York Community:

Last October, led by Executive Vice Chancellor for Academic Affairs and University Provost Alexandra Logue, the CUNY community began public discussion of a newly completed report entitled "Improving Student Transfer at CUNY," written by Associate University Provost Julia Wrigley. The report discusses the significant challenges faced by many of our students in transferring among the CUNY campuses. Particular difficulties include the receipt of elective credit or no credit instead of general education or major credit for transferred courses, and delays in credit evaluation, all of which can delay graduation and cause problems with financial aid. Further, CUNY students, who transfer frequently and in all directions within CUNY, have difficulty enrolling in courses that will transfer, because students do not always know in advance to which colleges they will apply or be admitted, and the colleges differ in the size and content of their general education and major programs. We can help students complete their degrees by creating clear pathways responsive to their needs.

Responding to requests by the University Faculty Senate and others for further discussion of the implications of the transfer report, as well as to requests for a specific draft proposal addressing the challenges CUNY students face, in January EVC Logue’s office established a website for collecting together all documents and other information related to what we now call the Pathways to Degree Completion Project (see www.cuny.edu/pathways). The website includes a draft resolution for the Board of Trustees’ consideration at their June meeting, much data and reports, and a form for members of the community to submit their comments. (A qualitative data analysis of the comments submitted via the website is being performed and will be released to the community.)

As intended, the draft resolution and the significant other information on the website have spurred much discussion, debate, and comment. As a result of all of this information and feedback, we have reached the following initial conclusions:

- Our conviction that faculty have been engaging in excellent general education work on their individual campuses has been reaffirmed. We will build on that work.
- Our conviction that faculty should be the ones to devise curriculum and set the standards for curriculum has been reaffirmed. The final resolution submitted to the Board of Trustees will establish guidelines for aligning broad learning objectives across our campuses so as to facilitate seamless student transfer. For example, these guidelines will include a total number of credits for general education that is consistent with national norms. However, the faculty will determine the content of those learning objectives, the courses that will satisfy them, and the standards by which all of this will
be maintained.

- Our conviction that we should facilitate individual campuses' traditions and characteristics within The City University of New York has been reaffirmed. CUNY is defined as one university by New York State Education Law, but the distinctive identities of its individual colleges define and enrich the university.

- Consistent with the previous three conclusions, the original draft resolution is currently being revised. The final version will be released within a short period of time.

As the Pathways Project proceeds, faculty from across the university will work together to align the overall aspects of general education and the initial parts of the large transfer majors. This will be an opportunity for faculty to engage with their colleagues in curriculum matters on a university-wide scale and to set high standards for that curriculum. We in the central office look forward to providing support for this important work of the faculty.

Best wishes.

Sincerely,
Matthew Goldstein
Chancellor
UNIVERSITY FACULTY SENATE

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.
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.
Resolution on Student Transfer

Whereas, The Brooklyn College Faculty Council appreciates the spirit of the Draft Resolution on the creation of an efficient transfer system, as proposed by the CUNY Office of Academic Affairs (OAA); and

Whereas, The Draft Resolution raises many issues, including the authority of local faculty governance bodies, curricula at different schools and degree levels, and the quality of general education; and

Whereas, It is absolutely necessary that the faculty governance bodies of each individual school or college examine the various issues involved in the standardization of curricula and credit totals mandated by the Draft Resolution; and

Whereas, This process will take time and cannot be rushed; now, therefore, be it

Resolved, That the OAA withdraw its Draft Resolution so the faculty governance bodies on the individual campuses can have the time they need to study the issues involved and propose possible modifications or alternatives before the OAA presents any such resolution to the Board of Trustees.

Background:

Here are some informative links:

- Transfer Report: [http://www.cuny.edu/about/administration/offices/aa/acr/transferreport.pdf](http://www.cuny.edu/about/administration/offices/aa/acr/transferreport.pdf)
- CUNY Website about this proposal: [http://www.cuny.edu/about/administration/offices/ue/degreepathways.html](http://www.cuny.edu/about/administration/offices/ue/degreepathways.html)
- Draft resolution for the CUNY Board: [http://www.cuny.edu/about/administration/offices/ue/degreepathways/text-draft/draftresolutionweb.pdf](http://www.cuny.edu/about/administration/offices/ue/degreepathways/text-draft/draftresolutionweb.pdf)
- Prof. Terry Martell (Baruch, Faculty Senate Chair) Discussion: [http://www.cuny.edu/about/administration/offices/ue/degreepathways/tfmdiscussion.pdf](http://www.cuny.edu/about/administration/offices/ue/degreepathways/tfmdiscussion.pdf)
- VC Logue presentation (and Q&A) to the Baruch College Faculty Senate: [http://www.baruch.cuny.edu/facultysenate/vclogue_pathways.htm](http://www.baruch.cuny.edu/facultysenate/vclogue_pathways.htm)
UFS Statement on CUNY’s Proposed General Education Framework

I. The faculty of CUNY understands and appreciates the many obstacles faced by our students in obtaining their undergraduate degrees, and admires their perseverance. The faculty strongly supports exploring improved means of expediting degree completion as long as those means are compatible with existing academic standards.

II. The three overriding principles that must control all policy-making in this area are (1) college faculty authority over each college’s curriculum (2) the authority of each campus to preserve its own distinct academic mission and personality within the CUNY system and (3) students’ rights to clear, consistent and timely recognition of transfer credit across CUNY.

III. We strongly recommend that the administration recognize the separate nature of the issues of transfer, which is an operational matter, and general education, which is an academic and curricular matter. Future reports and future committees should respect this distinction.

IV. We believe that transfer problems may be addressed more effectively by various measures including, but not limited to, enhancing academic advising, upgrading technology to allow faculty to see transfer students’ whole transcripts, making the TIPPS system workable, creating a TIPPS for the entire curricula, and continuing articulation as well as dual-joint degree efforts. We also suggest that the role, function, and transferability of the University’s associate degrees (AA, AS, and AAS) be clarified and made more precise to students.

V. Finally, colleges must have the flexibility to determine their own general education structure.
Resolution on Pathways Proposal for Transfer Credit and General Education

Whereas, The College of Staten Island Faculty Senate appreciates the spirit of the Draft Resolution on the creation of an efficient transfer system and revision of general education requirements, as proposed by the CUNY Office of Academic Affairs (OAA); and

Whereas, The Draft Resolution raises many issues, including the authority of local faculty governance bodies, curricula at different schools and degree levels, and the quality of general education; and

Whereas, The issues of transfer, which is an operational matter, and general education, which is an academic and curricular matter, are separate in nature; and

Whereas, It is absolutely necessary that the faculty governance bodies of each individual school or college examine the various issues involved in the standardization of curricula, individual course credits, and credit totals mandated by the Draft Resolution; and

Whereas, This process will take time and cannot be rushed; now, therefore, be it

Resolved, That the OAA withdraw its Draft Resolution so that the departments, programs, and faculty governance bodies on individual campuses can have the time they need to study the issues involved and propose possible modifications or alternatives before the OAA presents any such resolution to the Board of Trustees; and be it

Further Resolved, That the postings of public comments on the Pathways site (http://www.cuny.edu/pathways) be available and clearly visible for all to see.
CUNY Philosophy Discipline Council
Resolution
29 March 2011

Whereas, the faculty of CUNY understands and appreciates the many obstacles faced by our students in obtaining their undergraduate degrees, and strongly supports exploring improved means of expediting degree completion as long as those means are compatible with CUNY's high academic standards; and

Whereas, general education is an academic and curricular matter but issues of transfer are an operational matter that needs to be addressed independently of issues related to general education; and

Whereas, any measures to expedite degree completion must be based on careful study of the relevant data and be designed and implemented in a manner that conforms to the principles of faculty governance; and

Whereas, the current process and timetable for developing a general education framework for CUNY, now under consideration by the Board of Trustees, calls for radical and wide-ranging changes to general education curricula in a very short period of time;

Be it resolved that the Philosophy Discipline Council, comprising Philosophy Chairs (or their representatives) of the colleges of the City University of New York, urges the Board of Trustees to defer action on the current proposed framework and undertake to address the problems of degree completion and course transfer through a careful and consultative process that is better suited to the complexity of the issues, and in keeping with the principles of faculty governance.
CLAS Faculty Council of The City College Resolution on Student Transfer

Whereas, The CUNY Central Administration has only recently disseminated a Draft Resolution for transfer reform, a version of which it plans to submit to the Board of Trustees for approval later this spring; and

Whereas, Section 8.6 of the By-laws of the Board of Trustees stipulates that “The faculty shall be responsible, subject to guidelines, if any, as established by the board, for the formulation of policy relating to...curriculum...”; and Sections 8.7 and 8.8b make it clear that this responsibility resides with the faculties and their governance bodies on the individual campuses; and

Whereas, The City College CLAS Faculty Council, while sharing the goal of removing unnecessary impediments to student transfer, may, given appropriate opportunity for review and communication with the College’s sister institutions, formulate alternatives or major adjustments to the Draft Resolution; now therefore be it

Resolved, That the CLAS Faculty Council of The City College calls on CUNY Central to postpone consideration of its Draft Resolution on student transfer until the faculty governance bodies at The College and its sister CUNY campuses have had sufficient time to review it and the data and analyses on which it is based, and thus to formulate considered responses.

--Adopted Unanimously 3/3/2011
Resolution on Student Transfer

Whereas, The City College Faculty Senate appreciates the spirit of the Draft Resolution on the creation of an efficient transfer system, as proposed by the CUNY Office of Academic Affairs (OAA); and

Whereas, The Draft Resolution raises many issues, including the authority of local faculty governance bodies, curricula at different schools and degree levels, and the quality of general education; and

Whereas, It is absolutely necessary that the faculty governance bodies of each individual school or college examine the various issues involved in the standardization of curricula and credit totals mandated by the Draft Resolution; and

Whereas, This process will take time and cannot be rushed; now, therefore, be it

Resolved, That the OAA withdraw its Draft Resolution so the faculty governance bodies on the individual campuses can have the time they need to study the issues involved and propose possible modifications or alternatives before the OAA presents any such resolution to the Board of Trustees.

Feb. 22, 2011
Baruch College Faculty Senate Resolution
March 3, 2011

Resolution I: Pathways¹ Will Weaken Baruch’s Curriculum and Lower Its Academic Standards.
Whereas:
• Baruch’s general education requirements and Tier III minor requirements have been praised as educational innovations by the Middle States Commission on Higher Education;
• The Pathways¹ proposal to cut General Education will weaken Baruch’s academic standards by reducing its general education core and the Tier III minor;
• At the February 3rd meeting of the Baruch College Faculty Senate, Vice Chancellor Logue affirmed that CUNY has no interest in managing the curricula of individual campuses;
• That curriculum is not only the content of individual courses, but also the number of credits and distribution of credits in an academic program;
• The Undergraduate Student Government of Baruch College, recognizing the contribution of the Tier III minor to the quality of their education, passed a resolution in support of the Tier III Minor in its current form;

Resolved:
• The Pathways Proposal as it now stands should be withdrawn, because it will weaken the curriculum and lower the academic standards of Baruch College.

Resolution II: CUNY Can Improve the Transfer Process By Implementing Better Operational And Information Resources.
Whereas:
• Students transferring within CUNY have difficulties transferring all their credits to the ‘receiving’ college;
• Frequently the difficulties transfer students face come not from curricular rigor but from:
  o insufficient advisement resources in the sending colleges, leading students to not take courses they need, and conversely, to take courses they do not need;
  o lack of online transcript information provided to the admissions offices of the receiving college to accept students who have taken appropriate pre-requisite courses;
  o inadequate and out-of-date online course catalog descriptions available to those who evaluate transfer credit, including department chairs;
• Of the students transferring to Baruch from CUNY community colleges, 52 % arrive with more than 60 credits, on average with seven credits more;
• At the February 3rd meeting of the Baruch College Faculty Senate, Vice Chancellor Logue stated that CUNY’s information systems were inadequate for providing transfer transcript information to the individual campuses;
• ‘Pathways’ agreements have existed between all six community colleges and Baruch on existing curricula for almost five years, but the CUNY transfer system precludes implementing these agreements;
• The ‘Transfer Report’ of October 2011 does not sufficiently take these operational deficiencies into account;

Resolved:
• CUNY should implement sufficient operational and information resources to address the obstacles to transfer before weakening curricular and educational standards.

¹ See http://www.cuny.edu/pathways
Resolution III: CUNY Has Not Sufficiently Investigated Existing Data That Should Be Integrated into the ‘Transfer Report’.

Whereas:

- Baruch College has accumulated several years’ worth of learning outcomes assessment data on Baruch students’ oral communication, written communication, and critical thinking skills;
- These assessment measures have been used to assess the effectiveness of courses in helping students acquire these skills;
- These assessment measures include information on whether students started Baruch as freshmen or as transfers;
- Until the Faculty Senate meeting of 2/3/2011, the CUNY Office of Academic Affairs was not aware of these data’s existence and had not evaluated the data in the context of the Pathways proposal;
- Effectiveness of education is as important as the speed of graduation;

Resolved:

- Further development of the Pathways Proposal should be delayed until the assessment measures have been evaluated;
- These measures should be included in a revised ‘Transfer Report’ from the CUNY Office of Academic Affairs;
- These assessment measures should be included in the design of the proposed Pathways intervention.

Resolution IV: CUNY Should Disclose the Public Feedback from the CUNY Community

Whereas:

- The website for public feedback to the Pathways does not provide any information about the submitted feedback to the CUNY community;
- We believe that the great majority of the CUNY community is opposed to the Pathways Proposals as now formulated;
- We believe that the great preponderance of the public comments are opposed to the Pathways Proposals as now formulated;
- CUNY is a public institution that is subject to the Freedom of Information Law;

Resolved:

- The postings of public comment on the Pathways site should be available and clearly visible for all to see.
Lehman College Senate Resolution on General Education
April 6, 2011

Whereas the Lehman College Senate is determined to ensure that Lehman College students obtain a high quality education, including appropriate courses in General Education, and that nothing should be done to compromise the quality and value of a Lehman College degree; and

Whereas Lehman College, under the leadership of President Ricardo Fernández, has improved its academic quality and reputation, as demonstrated by its listing as a Tier 1 institution ranked among the top 50 public colleges in the Northeast by U.S. News and World Report; and

Whereas, the City University of New York, under the leadership of Chancellor Matthew Goldstein and the Board of Trustees, has substantially improved CUNY’s academic standards and reputation in recent years despite the additional burdens imposed on CUNY, especially its community colleges, by the fact that the New York City Public School system is not preparing many of its students adequately for college; and

Whereas the current Lehman College General Education curriculum is an integral part of what New York State Assemblywoman Deborah Glick recently described in the Albany Times-Union (January 16, 2011) as the “main mission” of CUNY and SUNY: “honoring critical thinking and exposing students to new areas of study and interest”; and

Whereas the current Lehman College General education curriculum supports CUNY’s and the College’s mission, standards, and reputation by exposing students to the shared intellectual heritage of our diverse culture; teaching critical thinking; encouraging accurate and effective communication; emphasizing the integration, synthesis, and application of knowledge; and, through the study of the liberal arts and sciences, helping all undergraduates develop the multiple views and general intellectual abilities that provide a foundation for independent, responsible living; and

Whereas the CUNY Office of Academic Affairs has proposed a “Draft Resolution on Creating an Efficient Transfer System” which, under the guise of creating a more efficient transfer policy, would significantly reduce the General Education requirements of the CUNY senior colleges to no more than 6 credits beyond those credits required in the community colleges; and

Whereas said resolution would eliminate the ability of the Lehman College Senate, comprised of faculty, students, and administrators, to establish and maintain the General Education curriculum which it determines best fits the needs of Lehman College students; and

Whereas 30 or 36-credits in General Education may be appropriate for the CUNY community colleges, where all credits should fit within the total of 60 credits required for graduation, and students should be able to complete all such requirements in two years of fulltime study, or its equivalent; but such a limitation, even with the allowance of an additional 6 credits, is not
appropriate for Lehman and the senior colleges, where students have four years of fulltime study, or its equivalent, to complete the 120 credits required for graduation; and Whereas members of the Lehman College Senate understand and appreciate the many obstacles faced by our students in obtaining their undergraduate degrees in a timely manner, and admire their perseverance.

THEREFORE, BE IT RESOLVED THAT:

1. The Lehman College Senate believes that the transfer and General Education issues are separate matters that need to be considered separately, that changing the General Education requirements at Lehman and the other senior colleges will not solve the problem of students accumulating excess credits, but will, instead, take time and resources away from resolving the real issues causing problems for transfer students.

2. The Lehman College Senate supports efforts to improve students' degree completion in a timely manner, as long as the means adopted are compatible with existing academic standards.

3. The Lehman College Senate believes that CUNY students are entitled to clear, consistent and timely recognition of transfer credit across CUNY. We believe that transfer problems can be addressed more effectively by enhancing academic advising, upgrading SIMS and CUNYFirst to allow faculty to see transfer students' whole transcripts, making the TIPPS system workable for the entire curricula, continuing articulation as well as dual-joint degree efforts, and by clarifying for students the role, function, and transferability of the University's associate degrees (AA, AS, and AAS). The Lehman College Senate recommends that a CUNY-wide committee, including members nominated by local college governance authorities, be appointed to develop plans to monitor and improve CUNY's performance in these areas.

4. The Lehman College Senate supports the activation of university-wide discipline councils to help faculty in both senior and community colleges come to a consensus about the level of work that is expected from students in general education courses.

5. The Lehman College Senate recommends that if a task force is convened to create “a common general education framework for the undergraduate colleges,” said task force should include representatives nominated by local college governance authorities.

6. The Lehman College Senate reaffirms its authority over the college’s curriculum, including the right to determine the appropriate number of General Education credits for Lehman College students to hone their critical thinking skills and explore new areas of study and interest.
Bronx Community College

Senate Committee on Governance and Elections

Annual Report, 2010-2011.

1. The Bronx Community College Senate Committee on Governance and Elections met three times this year on 14 December 2010, 16 February 2011 and 4 May 2011.

2. Although a quorum was achieved in all but the meeting of the 4 May, which was called to certify votes cast in the BCC Senate and University Faculty Senate elections, there was recurrent difficulty in scheduling meetings at times enabling all members to attend and a consequent problem of absenteeism. As a result, much of the committee’s interim and administrative business was conducted by all-inclusive electronic correspondence, which proved satisfactory.

3. The committee’s principal item of business this year was oversight of the aforementioned elections, which for the first time were conducted electronically via facilities provided by Votenet Solutions, Inc. Overall, the elections were completed satisfactorily but there are certain considerations which merit special attention. These are as follows:

   a) That voter lists by constituency be provided as soon as possible by the BCC administration, so that errors can be identified and corrected well in advance of voting and timely preparations with Votenet Solutions completed without risking additional rush-fees.

   b) That appropriately scheduled checks for eliminating errors in voter access be implemented.

   c) That the Governance and Elections Committee discuss and advance ways in which elections can be better publicized so that participation be as great as possible. Comparisons with the 2009 paper-ballot elections show that, contrary to expectations, participation decreased in 2011. For example, Full-time Faculty Senator at Large voting fell from 125/247 (50.61%) to 99/294 (33.67%).

   d) Discussion was raised in the committee’s correspondence on the question of local e-ballot administration during elections. At present the chairperson of the committee is the sole administrator. Next year the committee will discuss and recommend to the Senate revised procedures for the oversight of electronic elections to address this issue.

   c) In the 2011 elections, which concluded during the Spring break, there was a delay of two weeks between the end of voting and the publication of the results. The committee felt that in subsequent elections the results should be made available sooner and this can indeed be done.

4. There will be a run-off election for the fifteenth BCC Senate Full-time Faculty Senator-at-Large seat. Voting will begin on Wednesday, 18 May 2011 and close on Wednesday, 25 May 2011. Electronic voting arrangements are already in hand for this.
5. Elections will be held early in Fall 2011 to the BCC Committee on Space, Facilities, and Physical Plant.

6. The committee wishes to acknowledge appreciatively the service of Professor Phyllis Read, who retired recently.

7. The chairperson of the committee would like to give particular thanks to Ms. Edi Ruiz, Director of BCC Information Services, for her unstinting professionalism and cheerfulness when helping vitally with the administration of this year’s electronic voting.

Respectfully submitted,

Professor Simon Davis,

Chairperson.
Dear Colleagues,

These are the certified results of the recent elections. On behalf of the Governance and Elections Committee I request that these be broadcast college-wide.

Many thanks,

Simon.

*University Faculty Senate*

Part-time Faculty Senator –
Edward Zevin

Full-time Faculty Senator

Vrunda Prabhu
Vergena Bernard
Kamal Ismail

*Bronx Community College Senate*

Full-time faculty Senators at Large

Andrew McInerney
Marianne Pita
Henry Skinner
Simon Davis
Thomas Brennan
Laura Broughton
Randi Shane
Ben Yarmolinsky
Seher Atamturktur
Joan Wilson
Helen Papas-Kavalis
William Washington
Rony Gouraige
John Molina

Vergena Bernard – TIED VOTE for fifteenth senator.

Isabel Mirsky – TIED VOTE for fifteenth senator.

Alternate Full-time Faculty Senator-

Karen Taylor

Senator for Registrars and HEOS in the Registrar's Office

Karen Thomas

Senator for CLTs-

Lourdes Rosario

Senator for HEOS-

Melissa Kirk

Part Time Faculty Senator

Alan Levy –

Mary Refling –

There will be a run-off election between Isabel Mirsky and Vergena Bernard for the post of BCC Full-time Faculty Senator at large.
May 12th, 2011

The Committee on Instruction and Professional Development

Report to the BCC Senate for the Academic Year 2010-11

The CIPD met regularly on the first Tuesday of each month to discuss issues related to instruction and professional development at the college. Attendance was up significantly, compared to last year.

Among other things, the CIPD addressed issues, problems, and challenges with the implementation of instructional technology in the classroom; worked on an online student evaluation form; discussed the rules relating to discipline in the classroom; reviewed changes to the PSC-CUNY Research Grants; reviewed the rules for promotion and tenure; discussed the results of the annual Faculty/Staff survey; and had several conversations about assessment and how it is to be implemented by the various departments.

In the course of this academic year the CIPD was pleased to host visits by Chris Efthimiou, Andrea Finkelstein, J Juechter, Richard Lamanna, Augusto Quiñones, Mary Rogan, Harriet Shenkman, and Howard Wach.

In the coming year we plan to continue our current practice of inviting members of the college community to share their expertise with the committee.

Respectfully submitted,

Ben Yarmolinsky

Chair, CIPD
To: Andrew McInerney, Chair, BCC Senate

From: Luis Montenegro, Chair, Committee on Space, Facilities, and Physical Plant

Re: Annual Report for academic year 2009-2010

Date: May 12, 2011

The committee met in October 21, 2010 and March 30, 2011. The main topics of discussion in the agendas were traffic safety measures that can help students. This discussion was continued in light of the Senate resolution on Pedestrian Safety approved by the Senate on December 2nd. Discussion at the meetings revolved about several measures implemented to ensure pedestrian safety including additional guards during times of heavy traffic and times when deliveries are made to the construction site of the North Instructional Building as well as opening of the Osborne Gage on the southwest side of the campus at selected time to ease traffic around the quad. In addition, the Office of Student Life will be approached to implement a campaign to inform the students about what they can do to be safe as they walk to and on campus. We agreed that an important function of the committee was to provide annual updates on the functions of the various offices represented in the committee. To this end, the following sections include summary reports.

Robin Auchincloss, R.A. AIA, LEED A.P., Director of Campus and Facilities Planning

Utility Upgrade

A major utility upgrade project was begun this spring. This project will result in long needed upgrades to the campus utility infrastructure, which has been problematic for decades. It will improve the provision of heat and hot water. It will improve the distribution of chilled water, which is a first step towards being able to provide air conditioning in more buildings on campus. The project will also improve the infrastructure for technology interconnectivity.

The project will include excavation at the South Quad and construction of a temporary roadway at the southeast corner of the quad to allow for the turning radius of construction vehicles. The project will require excavation at the roadway intersection near the southeast corner of the quad and also at the parking area east of Meister Hall. Where excavation is done in roadways it will be plated over to allow
vehicles to pass and minimizing traffic impact. Broadcast announcements will alert the campus to upcoming traffic impacts.

**COLSTON HALL**

Over the next month sidewalk bridging will be installed around the base of this building – this bridging is for an exterior masonry repair project required by NYC Local Law 11 (not for the long needed window replacement which has been, and still is, a top priority capital request). A similar exterior masonry project will follow at Meister Hall later in the summer/fall. The sidewalk bridging for these projects will be on the sidewalk and not extend out into the roadways.

**North Instructional Building and Library**

There may be sporadic traffic impacts for this project but as the bulk of the major construction is completed and interior finishing proceeds there will be less need for major equipment and deliveries that cause these types of interruptions.

A powerpoint excerpt is attached with maps of the four phases of infrastructure upgrade being conducted and planned on campus over the next two or three years. The maps indicate the building and roadways that will be impacted at each phase of upgrade as well as the type of upgrade being conducted.

**Abner Felix, Environmental Health and Safety Officer**

For academic year 2010-2011, new employees were trained on OSHA Hazard Communication and New York State Right-to-Know. These trainings serve as vital tool in ensuring that all potential hazards of chemicals or hazardous materials (if applicable in workplaces) are communicated to all employees. In addition, employees were trained on a) how to identify these potential hazards; b) how to protect themselves from these potential hazards; c) the importance of MSDS and labeling of chemicals in hazard communication.

More training will be conducted before the calendar year ends to employees in Physical Plant Services (engineers, laborers, custodians, etc.) and laboratory personnel who usually work with materials that may pose health and physical hazards. These employees may handle chemicals and other hazardous
materials in order to perform their respective daily tasks and need to be informed in the proper procedures on handling and disposing of these materials.

David A. Taylor, Dean of Administration and Finance

Physical Plant Services

The department continues to work tirelessly to address issues and concerns raised by campus stakeholders regarding our facilities. Some of those items addressed include:

- Bathrooms
- Vermin
- Temperature variations within buildings
- Classrooms
- Hazards
- Lighting
- Leaks
- Fire Safety
- Electricity

In addition, there were several accomplishments of note during the year:

1. Renovated several critical areas including Nichols High School and Roscoe Brown Student Center information Technology Lounge 308.
2. Campus operations were maintained during a severe winter due to the efforts of the PPS staff.
3. PPS continued to provide technical support to all construction projects including the North Instructional Building, NYPA Utility Upgrade Project, RBSC Cafeteria/Bookstore renovations, etc.
4. Maintained budgetary and manpower operations during the year by monitoring expenditures and hiring Electrical and Custodial staff.
5. Renovated Public/Classroom areas in Gould Residence Hall, Colston, RBSC and bathrooms in GML and Meister.

Campus and Public Safety

To address issues of concern about traffic safety, additional staffing have been assigned to manage traffic flow during at peak times at the main gate. The department continues to work very closely with the Campus and Facilities Planning Office to coordinate construction vendor activity to minimize disruption to the campus traffic patterns and preserve the safe environment.
Campus Sustainability

For academic year 2010-2011, in accordance the stated goals of the BCC 10YR Sustainability Campus Plan and to promote campus health and well being and increase healthy eating options;

- Engaged the services of a new cafeteria vendor recognized for their sustainable practices through the use of products made from recycled materials; promoting a culture of sustainable practices among their employees by creating and executing a “best practices” manual and an “Employee Sustainability Pledge”; increasing energy savings to the campus by reducing the amount of electricity, food, water, and gas used at their cafes; and offering menus that feature zero grams trans fat, all natural chicken, low sodium soups and small options.

- Some of this year’s Earth Day activities included:
  - Tree Planting by the President of the College and Garden Club Planting.
  - Food Demonstrations and distribution of cook books from Andrea Beaman (Top Chef)
  - Organizational Expo (some participants included: NYSERDA, Botanical Gardens, BEAM NY/Public Service Commission, Con Edison, Northwest Bronx Community and Clergy Coalition, Non-traditional Employment for Women, The Consortium for Workers Education, Poster Displays from the Health and Nutrition Department, WIC, Morris Heights Health Center, NYC Sanitation Department)
  - Opening Ceremony: Presentation by Farnosh Saeedi (Chemistry Department) and Presentation of English Department/Writing Center Earth Day Contest winners.
  - Film Festival (The Cove and Food Inc. Screening, students filled out reflections/answered questions about the film. Approximately 30-40 student participants)
  - Approximately 300 Compact Fluorescent Light Bulbs were distributed, Free Calendars from NYSERDA, Free Comic Books from Con Edison, Small Herb Planters from Student Life.
  - Workshops: Local Food Initiatives/Cooperatives in the Bronx
  - Free “Green” Hip Hop Concert in front of Meister Hall
  - ASAP Race for Health and prizes distributed.
  - Over a dozen student volunteers and leaders coordinating various aspects of the day.
  - Over 80 new student contacts/students interested in participating in sustainability efforts on campus.
  - 13 BCC Students attending Power Shift Conference in Washington D.C. April 15th-18th.

We look forward to continue discharging the duties assigned to this committee in the following academic year and working with other units of the college to improve the functions of the various offices under the committees’ charge.

Cc: Felix Abner, Charmaine Aleong, Robin Auchincloss, Mary Jo Ben-Nun, David Taylor
BCC Campus Utilities Infrastructure Upgrade

Project Scope & Phasing – Phase 1

Distribution Piping for Chilled Water, Hot Water, Electric, & Communications through Phase 1

**Buildings:**
- New Hall
- Bliss Hall
- Meister Hall
- Nichols Hall
- Student Center
- North Instructional Bldg
- Philosophy Hall
- Gould Memorial Library
BCC Campus Utilities Infrastructure Upgrade

Project Scope & Phasing – Phase 1 & 2

Distribution Piping for Chilled Water, Hot Water, Electric, & Communications through Phase 2

Buildings:
- Language Hall
- Havemeyer
- Havemeyer Annex
- Butler
- Community Hall
- Colston Hall
- Polowczyk Hall
- Begrisch Hall
- Sage Hall
- Guggenheim Hall
- South Hall
BCC Campus Utilities Infrastructure Upgrade

Project Scope & Phasing – Phase 1, 2, & 3

Distribution Piping for Chilled Water, Hot Water, Electric, & Communications through Phase 3

Buildings:
- Guggenheim Hall
- Alumni Gymnasium
- Loew Hall
- Loew Annex
BCC Campus Utilities Infrastructure Upgrade

*Project Scope & Phasing – Phase 1, 2, 3, & 4*

New Electric Vault, Electric Wiring in Phase 4

**Buildings:**
- Selective Energy Plant
- Bliss Hall
### BCC Campus Utilities Infrastructure Upgrade

**Project Scope – Utilities Provided**

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>HEATING</th>
<th>COOLING</th>
<th>POWER</th>
<th>COMMUNICATIONS</th>
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<tbody>
<tr>
<td></td>
<td>North Instructional Building New Hall Bliss Hall Meister Hall Nichols Hall Student Center / Annex Philosophy Hall Gould Memorial Library Sage Hall Guggenheim Hall South Hall</td>
<td>North Instructional Bldg</td>
<td>New Hall Meister Hall</td>
<td>Student Center (Playhouse)</td>
</tr>
<tr>
<td>PHASE 2</td>
<td>Language Havermeyer Hall / Annex Butler Community Coloton Polowczyk / Begrash Hall</td>
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<td>Community Hall Coloton Hall</td>
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<tr>
<td>PHASE 3</td>
<td>Alumni Gymnasium Loew Hall / Annex Gould Residence</td>
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</tbody>
</table>
Committee Membership: Sachiel Mondesir, Student Development Designee; Melissa Kirk, Director of Student Life & Acting Secretary; Dr. Nelson Reynoso, Prof. Jean Shaddai, Eric Mercado, Athletic Director; Dwight Peters, SGA President; Isi Sibabi, SGA Vice President; Issa Boubacar, SGA Legal Legislator; Halimatou Bah, Student; Carmela Perez, Student

Committee Meeting Dates:
- November 16, 2010
- December 7, 2010
- February 28, 2011
- May 2011 (final meeting date pending)

Committee Charge:
- The committee approved charters and re-certification applications for: 4 honor societies, 8 college-wide organizations, 25 clubs.
- The committee voted to approve the 12 proposed amendments to the SGA Constitution.
- In previous years, this committee concerned itself mostly with the review of club and college-wide organization charter and re-certification paperwork as this is the most time consuming work of the committee. For the last two years however, the committee has been working diligently to contribute to increased student engagement in student organizations. The committee has also been focused on student learning outcomes and assessment of the club and co-curricular experience.

Committee Challenges:
- The committee experienced turnover in the student body positions in the fall. Both students were holding leadership positions (Chair & Secretary) and this led to a brief committee breakdown.
- It was very challenging for this 10 member committee to find times to meet that were convenient for all members. Typically this committee meets once a month throughout the academic year but our conflicting schedules limited the committee to just 3 overall meeting dates. Limited committee business can be conducted via email in the future to avoid committee meeting conflicts.

Prepared by:
Melissa Kirk, Secretary
CUNY University Faculty Senate (UFS) Committee on General Education and Transfer

Report to Bronx Community College Faculty.

On Friday 8 April, Executive Vice Chancellor and University Provost Alexandra W. Logue addressed the CUNY University Faculty Senate (UFS) Committee on General Education and Transfer on questions arising from the University’s 26 January 2011 Draft Resolution on Creating an Efficient Transfer System. Her opening remarks conveyed the following:

- a repetition of the principle that CUNY is ‘one university’
- there should continue to be ‘free movement’ by students between its units—community college to four year and vice versa, as well as between four year colleges—as their needs and interests changed
- such mobility was subject to ‘college admissions policies’ and respective institutional ‘characteristics’
- respective institutional characteristics suggested future ‘educational niches’ for CUNY’s different colleges, based on specialization in subject disciplines and on respective aspects of ‘student development’
- attempts by each CUNY college to do ‘all things’ would leave resources ‘spread too thin’
- the majority of CUNY baccalaureate degree students were transfer students and had transferred more than once between institutions.

Executive Vice Chancellor Logue continued that he draft resolution, in calling for general education courses to be transferable across all CUNY units, intended merely to address questions of efficiency, particularly with regard to students’ uptake of financial aid, and that some people had been ‘confused’ in their criticisms of the resolution.

Her explanation was as follows:

- The resolution was intended to facilitate smooth student progress from community to senior college and as they moved between four year colleges through the three sequential stages of CUNY baccalaureate degrees, namely general education, the major and elective courses.
- It envisioned thirty-six (36) general education credits which every college would have integrated into a ‘framework,’ supplemented by six (6) credits determined by the senior colleges receiving transfer students from junior colleges. All
community college electives, per the Board of Trustees 1999 directive, would transfer to senior colleges.

- The Chancellor would soon be appointing a ‘task force’ to divide the thirty-six CUNY-wide general education credits into ‘big categories.’
- Each CUNY college would be directed to submit courses for inclusion in each category.
- Categories were to be chosen according to ‘learning outcomes.’
- Each college would determine which subjects belonged in which ‘bucket.’ Vice Chancellor Logue specifically used the example of whether history courses were to be considered for inclusion in the humanities or social science ‘bucket.’

The planned implementation of all resulting new policies was the fall 2013 semester.

Questions were invited by the committee chairperson, Professor Sandi Cooper.

These, notably, were that under the draft’s terms, most enrollees were likely to transfer at some point between thirty (30) and forty-two (42) credits. In such cases, would degree programs survive at community colleges if providing general education ‘bucket’ subjects became their principal ‘niche?’ Further, there were concerns that higher level courses associated with those degree programs and dedicated specialist faculty and/or departments would also be at risk.

Faculty also expressed concern that determining which credits transferred within ‘frameworks’ determined by ‘learning outcomes’ was too generic, tended to overlook educational substance and exposure to knowledge in important subjects. This was particularly true for first-generation students, who might be tempted or directed to take supposedly ‘easy’ subjects within their respective ‘buckets’ and so not have ‘gateway’ experiences of substance. Gateway experiences provide illumination over new possibilities in areas of study for first generation students, and inspire them to accept substantive new challenges.

It was suggested, for example, that if ‘quantitative reasoning’ were to be a ‘bucket’ pure mathematics might be displaced, for example, by principles of accounting or data entry — indeed a vocational rather than academic curriculum seemed to predominate in plans for the New Community College, indicating current University administration intentions of this type. Disciplines considered to be therefore under particular threat were modern languages, philosophy, art and music, mathematics, history, laboratory sciences (as opposed to environmental or computer), along with community college AAS degrees as a whole.

The committee also expressed the overwhelming majority view that the Chancellor’s proposed Task Force was likely to usurp principles of faculty governance and faculty control over curriculum.
Executive Vice Chancellor Logue answered these sentiments by referring to New York State Law as empowering the Board of Trustees to determine all aspects of CUNY policy and curriculum but that the Task Force would include faculty.

After her departure the committee resolved that any such body should be composed principally of faculty, chosen through faculty governance processes, and that all questions of transfer credits between CUNY colleges would be determined by inter-college discipline councils, formed by the respective department chairs responsible for each subject area.

It was suggested by community college representatives that a community college sub-committee also should be formed. They also commented that BCC was the only college that did not responded to the communication on this question.

Finally, it was assessed that the process of formulating and implementing the University’s 26 January 2011 Draft Resolution on Creating an Efficient Transfer System was being rushed to the extent that it contains many unforeseen harmful implications and consequences for student experience and quality academic and educational attainment at CUNY.

Simon Davis, BCC Representative,

Joan Wilson, BCC Representative.