

Agenda
Academic Senate Meeting
Date: Tuesday, March 8, 2016
Time: 3:10 p.m.
Location: Room M-136

I. Attendance

II. Consideration of the minutes from February 16, 2016 meeting (Attachment A)

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

<http://www2.cuny.edu/about/trustees/>

IV. Communications from:

- President Diane B. Call (Attachment B)
- Senate Steering Committee Report (Attachment C)

V. Monthly Reports of the Committees of the Academic Senate

- Committee on Committees – Monthly Report for February 2016 (Attachment D)
- Committee on Curriculum – Monthly Report for February 2016 (Attachment E) — (RESOLUTION) and Special Report: “RESOLUTION on the MERGER of the faculty and existing programs of the Department of Academic Literacy with the English Department” (Attachment F) — (RESOLUTION)

VII. Old Business

VIII. New Business

- Steering Committee of the Academic Senate Special Subcommittee on Food Insecurity: Report and Recommendations, March, 2016 (Attachment G) — (RESOLUTION)
- Report from General Education Assessment Task Force

Joel Kuszai, Secretary
Academic Senate Steering Committee

Queensborough Community College
The City University of New York

MINUTES
of the February 16, 2016
Academic Senate

President Diane Call called the fifth regularly scheduled meeting of the Academic Senate to order at **3:15 P.M.**

I. Attendance:

53 votes were recorded at the time attendance was taken; 61 members of the Academic Senate cast votes during the meeting.

Absentees: Bob Rogers, Andrea Salis, Belle Birchfield, Isabella Lizzul, Michael Cesarano, Amy Traver, Jose Osorio, Joan Dupre, Susan Jacobowitz, Richard Yuster, Simran Kaur, Ann Tullio, Ricky Panayoty, Jodi-Ann Grant, Shriromani Sukhwa, Mariya Karisa Picache, Tulasha Thapa and Asif Mobin.

II. Consideration of minutes of the December 8, 2015 meeting of the Academic Senate:

A motion was made, seconded, and adopted 57-0-0 to approve the December 8, 2015 minutes as presented (see Attachment A of the February 16, 2016 Agenda). Did not vote: Charles Neuman, Patrick Wallach, Eileen White and Hira Maryam.

III. Communications from President Call

President Call referred to her written report (*Attachment B of the February 16, 2016 Agenda.*) For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/February_2016/Attachment-B-PresidentsReport-2-16-16.pdf

IV. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (*Attachment C of the February 16, 2016 Agenda.*) For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/February_2016/Attachment-C-SteeringCommitteeReport-Feb2016.pdf

Dr. Tai gave an update on the work of the Food Insecurity Committee (FIC), in advance of a more complete report at the March meeting of the Academic Senate. In addition to discussing the charges of the FIC, she highlighted an event co-sponsored with several student clubs to be held later in February.

V. Monthly Reports of the Committees of the Academic Senate

Committee on Bylaws

Stephen Hammel, chairperson of the Committee on Bylaws, introduced a resolution modifying the name and charge of Committee on Continuing Education to The Committee on Pre-College, Continuing Education and Workforce Development (*Attachment F of the February 16, 2016 Agenda.*)

A motion was made, seconded, and approved 59-1-0 to accept changes to the Committee on Continuing Education. No vote: Anthony Kolios. Did not vote: Hira Maryam.

Stephen Hammel, chairperson of the Committee on Bylaws, introduced a resolution modifying the charge

57 of the Committee on Publications (*Attachment G of the February 16, 2016 Agenda*).

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59 A motion was **made, seconded, and approved** 59-0-0 to accept changes to the Committee on
60 Publications. Did not vote: Phil Pecorino and Hira Maryam.

61

62 **Committee on Curriculum** (*Attachment I of the February 16, 2016 Agenda*)

63

64 **1. Course Revisions**

65 *DEPARTMENT OF SPEECH AND THEATER*

66

67 A motion was **made, seconded, and approved** 60-0-0 to accept the change to SP-230 in the
68 Department of Speech and Theater (*Attachment I of the February 16, 2016 Agenda*). Did not vote: Hira
69 Maryam.

70 *DEPARTMENT OF BIOLOGICAL SCIENCE AND GEOLOGY*

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72 A motion was **made, seconded, and approved** 59-0-0 to accept the changes to BI-503 in the
73 Department of Biological Science and Geology (*Attachment I of the February 16, 2016 Agenda*). Did not
74 vote: Regina Rochford, Hira Maryam.

75

76 A motion was **made, seconded, and approved** 59-0-0 to accept the changes to BI-505 in the
77 Department of Biological Science and Geology (*Attachment I of the February 16, 2016 Agenda*). Did not
78 vote: Anthony Kolios and Hira Maryam.

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80 A motion was **made, seconded, and approved** 59-0-0 to accept the changes to BI-520 in the
81 Department of Biological Science and Geology (*Attachment I of the February 16, 2016 Agenda*). Did not
82 vote: Anthony Kolios and Hira Maryam.

83

84 *DEPARTMENT OF PHYSICS*

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86 A motion was **made, seconded, and approved** 56-0-2 to accept the changes to PH-111 in the
87 Department of Physics (*Attachment I of the February 16, 2016 Agenda*). Abstentions: Diane Call and
88 Karen Steele. Did not vote: Denise Ward, Anthony Kolios and Hira Maryam.

89

90

91 **2. New courses**

92

93 *DEPARTMENT OF CHEMISTRY*

94

95 A motion was **made, seconded, and approved** 58-0-0 to accept CH-116 Introduction to
96 Nanoscience as a new course in the Department of Chemistry (*Attachment I of the February 16, 2016*
97 *Agenda*). Did not vote: Cheryl Spencer, Mangala Tawde and Hira Maryam.

98

99 A motion was **made, seconded, and approved** 57-0-0 to accept CH-117 Introduction to
100 Nanoscience Laboratory as a new course in the Department of Chemistry (*Attachment I of the February*
101 *16, 2016 Agenda*). Did not vote: Cheryl Spencer, Anthony Kolios, Edward Volchok and Hira Maryam.

102

103 *DEPARTMENT OF BIOLOGICAL SCIENCES AND GEOLOGY*

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105 A motion was **made, seconded, and approved** 59-0-0 to accept BI-521 Public Health Biology as
106 a new course in the Department of Biological Sciences and Geology (*Attachment I of the February 16,*
107 *2016 Agenda*). Did not vote: Anthony Kolios and Hira Maryam.

108

109 *DEPARTMENT OF HISTORY*

110

111 A motion was **made, seconded, and approved** 50-3-0 to vote to simultaneously approve all of
112 the new History courses presented by the Committee on Curriculum chairperson Lorena Ellis (*Attachment*
113 *I of the February 16, 2016 Agenda*). No votes: Karen Steele, Franca Ferrari and Julian Stark. Did not
114 vote: Jeanne Galvin, Young Kim, Barbara Blake-Campbell, Cheryl Spencer, Regina Rochford, Julia
115 Carroll Charles Neuman and Hira Maryam.

116
117 A motion was **made, seconded, and approved** 58-1-0 to accept the following new courses in the
118 Department of History: HIST-186: Introduction to Legal History I: The Ancient World through the Early
119 Modern Period; HIST-187: Introduction to Legal History II: The Enlightenment through the Present; HIST-
120 281: History of Nationalism and the Politics of Identity; HIST-292: History of Fascism, Nazism, and
121 Communism; HIST-252 History of Medieval and Early Modern Spain; HIST-205 History of the First World
122 War I: 1914-1918; HIST-242 History of Modern Japan: 1868-1989; HIST-227 British History since 1688;
123 HIST 211 History of Early Christianity; HIST 236 History of Germany; HIST 208 History of the Romans
124 and Their Empire; and HIST 238 History of Russia (*Attachment I of the February 16, 2016 Agenda*). No
125 vote: Karen Steele. Did not vote: Eileen White and Hira Maryam.

126 127 128 **3. Program Revisions**

129
130 A motion was **made, seconded, and approved** 58-0-0 to accept changes to the Environmental
131 Science program (*Attachment I of the February 16, 2016 Agenda*). Did not vote: Anthony Kolios,
132 Eileen White and Hira Maryam.

133 134 135 **4. New Program**

136
137 A motion was **made, seconded, and approved** 57-0-0 to accept the proposed program in Public
138 Health (*Attachment I of the February 16, 2016 Agenda*). Did not vote: David Humphries, Sasan
139 Karimi, Lorena Ellis and Eileen White.

140 141 142 **VI. Old Business**

143
144 NONE.

145 146 **VII. New Business**

147
148 Eileen Thompson from the Department of Speech Communication and Theater Arts gave the
149 report on the BTECH program, including that the first cohort of BTECH students are now enrolled
150 in SP-211 on the QCC campus.

151
152 Dr. Steele provided an update on the General Education Assessment Task Force, informing the
153 Senate that the task force met February 5th for a discussion about outcomes for all students at
154 QCC. She also said to save the date for March 21 or 22 for a discussion about the work of the
155 Task Force and any proposals that will be brought forward to the Committee on Curriculum and
156 the Academic Senate by the end of the Spring 2016 semester.

157
158 Dr. Pecorino reported as Chair of the FEC that he had sought information from two standing
159 committees, the Committee on Computer Resources (CCR) and the Committee on the
160 Environment, Disability Issues and Quality of Life). As regards the former, Dr. Pecorino asked for
161 the CCR to report to the Senate on the current status of the College's implementation of the plan
162 to upgrade the technology in classrooms. As far as the later, Dr. Pecorino asked for a report
163 about the security cameras in use around campus, concerning data, what is collected, where it
164 stored, etc. He said he hoped there would be reports from each committee by the end of the
165 semester.

166

167 Dr. Schwartz reported on the elections for senate, for committees and for University Faculty
168 Senate (UFS).
169
170 The meeting was adjourned at 4:04PM
171
172 Respectfully Submitted,
173 Joel Kuszai
174 Secretary, Steering Committee of the Academic Senate
175



Report of the President
to the
Academic Senate

March 8, 2016

Enrollment Management Update

The first two phases of freshmen and the first phase of transfers have been received by the Admissions Office. Acceptance notifications have been sent to approximately 5,000 students.

Academic Advisement & Registration

Academic Advisement for continuing students will begin Mid-March. Advisement and Registration for new students will begin April 9th. Advisers will outreach to their caseloads through Starfish and phone calls. New students will be invited to meet with an adviser through Hobsons emails.

Resource Allocation Planning for FY 17

QCC's annual Resource Planning & Allocation Process for FY 17 will be underway shortly. In March, divisions and departments will be provided with historical information and templates to assist in preparing budget requests for the coming academic year. In keeping with our practices, this process is designed to ensure our resources support our highest priorities, as reflected in the Strategic Plan developed by the College Advisory Planning Committee. Through the respective Vice President, each Division will submit budget request proposals for new funding related to strategic priorities and operational needs. These proposals will be reviewed and prioritized by the Cabinet. The Budget Subcommittee of the Faculty P&B Committee and the Academic Senate Budget Advisory Committee will be consulted for their funding recommendations prior to our final expenditure plan for FY 17.

BTECH Update

The 74 BTECH students attending their first college class, SP211, are progressing through the semester. Both their college advisor, Ashley Legitime, and Principal Hoa Tu, are monitoring their progress. With permission and consultation from Professors Thompson and Van der Horn-Gibson, Principal Hoa sat in on a portion of one class each to observe student behavior. Action will be taken early in the term to address any issues. A mentoring event for BTECH students is being organized by the ASUG (Americas' SAP User Group) New York City Chapter. Several NYC area companies which are SAP users will send

representatives to meet the students, to share advice and insights with them as professionals in the industry, and to help open their eyes to the types of jobs that exist in the world of technology. The event is planned for the end of March.

Mission Review Task Force

The Mission Review Task Force has conducted several focus group discussions and held an open forum on Wednesday, February 24, led by Task Force members Dr. Jeff Jankowski and Dr. John Talbird. They will also be sending out an electronic survey for further input on the mission statement. Everyone is encouraged to participate. The Campus Conversation on March 24th will also focus on the Mission Review.

General Education Task Force

The General Education Task Force has distributed a report on the results of its survey of faculty regarding the General Education Outcomes and the college process for assessing how well students meet the outcomes. The Task Force is holding a forum for all faculty, offering two opportunities to attend, on March 21 and March 22, to discuss survey results, possible changes in the General Education Outcomes and assessment process.

For the Spring 2016 general education assessment of student artifacts, using the faculty-designed rubrics for the first four existing outcomes, the Task Force is encouraging faculty across all departments to participate by designating assignments for which students will submit their work via the new ePortfolio system, Digication. Extensive support for faculty and students will be provided by the ACC.

Assessment Update

The Spring 2016 Assessment Institute is underway as planned. Fourteen faculty members from 10 academic departments are meeting over four successive Fridays, beginning in late February and ending on March 11, to discuss the different kinds of assessment that occur at the college and to plan and carry out a course assessment of their own. Over one hundred faculty members have already participated in the institute and completed course assessment reports, which may be viewed on the website at: <http://www.qcc.cuny.edu/assessment/ai.html>.

Opportunities/Resources for Students

- QCC will be granting STEM tuition waivers for the 2016 summer sessions. Students will be granted a waiver for any STEM course that is required in their program of study, and up to two additional STEM or non-STEM courses taken in the summer sessions. Students must be in “good academic standing” and NYC residents. A student does not need to be a STEM major. Incoming, transfer, first year students as well as continuing students will be encouraged to apply. Fees are not covered by the waivers.
- All students wishing to receive financial aid for the Fall 2016 and/or Spring 2017 semesters need to complete the **2016-17 Free Application for Federal Student Aid (FAFSA)**. The following types of financial aid require the FAFSA to be completed every year: Pell, TAP SEOG, Work Study, and Student Loans. All currently enrolled

returning QCC students must complete the 2015-16 FAFSA by **April 19, 2016** to guarantee that financial aid awards will be processed in time to pay their tuition and books.

- Please encourage our students to avail themselves of the valuable and free resources through the **QCC Single Stop Program**. A list of the services provided includes financial benefits screening, financial counseling, legal assistance, and tax preparation. Additional information can be found at www.qcc.cuny.edu/singlestop.

Now through April 15, 2016, **Single Stop will offer Free Tax Preparation for QCC students** in the Student Union, Upper Level. Please encourage students to take advantage of this free service. For further information about this program and hours of operation, they are available from the Single Stop Office, located in the Library Building - Room 432A, or at <http://www.qcc.cuny.edu/singlestop/TaxPreparation.html>.

- **Elections for the 2016-2017 QCC Student Government** will be held **Wednesday, April 13th through Wednesday, April 20th**. Please encourage students to consider standing for election, and of course to cast their ballots. The last day for students to pick up election packets (to run for office) is Thursday, March 17, 2016. Completed election packets are due back to the Office of Student Activities by Tuesday, March 29, 2016. For more information, interested students can contact the Office of Student Activities at 718-631-6233 or visit their office located in the Student Union Building, Lower Level.
- The application period for the **2016 University Student Senate (USS) Scholarship** is now open! Students can either apply for the Ernesto Malave Merit Scholarship or the Donald and Mary Ellen Passantino Scholarships (available to international students and students with disabilities only). Completed application packets must be submitted to the Office of the Vice President for Student Affairs by Monday, April 4, 2016.
- Consolidated Edison Company of New York has gifted \$110,000 to Queensborough Community College to establish the **Con Edison Endowed Scholarship**. Such a gift will be used to provide scholarship support for under-represented undergraduate students who major in the STEM field. This year's scholarship will be awarded to one student in the amount of \$5,000.

Students in the following programs of study may apply: Engineering Science, Electronic Engineering Technology, Computer Engineering Technology, Mechanical Engineering Technology, Computerized Architecture and Industrial Design, Telecommunications Technology, and Internet and Information Technology. Students majoring in these programs with 15-30 completed credits and a G.P.A of 3.0 will be sent an application through Tigermail. Students will need to submit to the Office of Academic Affairs an essay on the topic of their future career plans along with a letter of recommendation from a faculty member. The student will be recognized on April 11, 2016 at an event hosted by Con Edison.

- The **Carroll and Milton Petrie Foundation** awarded QCC a three-year grant, of up to \$100,000 per year, for three years, to provide one-time, emergency grants to students in good standing with short-term financial emergencies to enable them to remain in school, rather than being forced to leave or drop out. QCC has successfully awarded \$200,000 in emergency grants to students in need. Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply. Ms. Karen O’Sullivan, Associate Director of Student Financial Services, will serve as the Grants Manager for this campus initiative. Please refer students with short-term financial emergencies to Ms. O’Sullivan, kosullivan@qcc.cuny.edu, located in the Office of Financial Services in the Library Building, room 409, at your earliest convenience. Additional information can be found at www.qcc.cuny.edu/scholarships.

Opportunities for Faculty

- Through the **Chancellor’s Research Fellowship**, The Chancellor awards up to 20 research fellowships per year of two courses of released-time each to tenured full-time community college faculty member who has demonstrated an ongoing commitment to research and publication. The deadline for application is **April 1st**. Please contact the Office of Academic Affairs if you would like to apply.
- The **Felix Gross Endowment Award** is presented each year to assistant professors in recognition of outstanding research, or potential for such, in the humanities or sciences, including social and life sciences. Any faculty member who is an assistant professor at any unit of CUNY and whose field of expertise covers an area of the humanities or sciences is eligible to be considered for one of these awards. Applications are due **March 6th**.
- The Center for Excellence in Teaching and Learning (CETL) is delighted to invite full- and part-time QCC faculty to apply for funding to support a **Faculty Inquiry Group (FIG)** for the coming academic year. Faculty inquiry is a form of professional development by which faculty identify and investigate questions about their students’ learning and/or about their own professional practices. There is a financial award associated with FIG participation, which is capped at \$500 depending on the number of applications. Groups of 4 – 10 faculty are welcome to submit a proposal for the 2016-2017 academic year. Applications are due **May 27th**.
- The **Pedagogical Research Challenge Awards** is a CETL program intended to support research projects on community college pedagogy. Successful proposals will describe studies of various interventions that can impact student learning outcomes. It is expected that the awards will stimulate future research projects and grant proposals that will enhance QCC’s capacity to study this important aspect of higher education. All QCC faculty (full-time and adjuncts) and administration are eligible to submit a proposal either individually or as a collaborative effort. Note that funding at or near the

maximum level (of \$15,000) presupposes a collaborative effort, and that the funding period will be from July 2016 to June 2017. Following a CETL session on the Pedagogical Research Challenge proposal guidelines on **April 16th**, applications are due **May 6th**.

Faculty/Staff Honors and Accomplishments

- **Newly Tenured Faculty** will be celebrated on *Tuesday, March 8*, at a reception sponsored by the office of Academic Affairs, at 4:30 in the Oakland Dining Room and Loggia. Seventeen colleagues from 10 academic departments will be honored as awardees of tenure/CCE. They are Mr. Klebert Andujar (Engineering Technology), Professor Lorraine Cupelli (Nursing), Professor Edward Davis (Engineering Technology), Dr. Wenli Guo (Physics), Dr. Yusuf Gurtas (Mathematics and Computer Science), Dr. Dimitrios Kokkinos (Physics), Mr. Danny Xiao-Rong Li (Library), Dr. Isabella Lizzul (Health, Physical Education and Dance), Dr. Helmut Loeffler (History), Ms. Debra Maslanko (Mathematics and Computer Science), Dr. Hayes P. Mauro (Art and Design), Professor Linda Meltzer (Business), Mr. Arkadiy Portnoy (Physics), Dr. Karan Puri (Mathematics and Computer Science), Dr. Eladia Raya (Foreign Languages and Literatures), Dr. Vazgen Shekoyan (Physics), and Mr. Darryl Williams (Foreign Languages and Literatures).
- The **QCC Award for Excellence in Faculty Scholarship** is awarded to tenured faculty every two years. It recognizes a sustained and distinguished record of scholarship or creative performance, evidenced by publications, professional presentations, and/or creative works. This year's recipients are: Dr. Nidhi Gadura and Dr. Moni Chauhan. The ceremony will be held on **Tuesday, April 5th** at 4:30 p.m. in the Oakland Dining Room.

Grants Office

- Con Edison has established an endowed scholarship fund at Queensborough to support under-represented students who major in **STEM** disciplines. Con Edison structured the gift of \$110K so that funds could be made available immediately as opposed to waiting a year for the funds to generate a return on their investment.
- The Office of Grants/Sponsored Programs is hosting the **10th Annual Grants Recognition Reception** on **Thursday evening, March 31st** in the Student Union from 5:00 p.m. until 6:30 p.m. Please RSVP to the Grants Office. Dr. Vita C. Rabinowitz, CUNY's Executive Vice Chancellor and University Provost will be joining us and speaking at the event. The purpose of the Grants Reception is to acknowledge faculty and staff who received grants in 2015-2016 as well as those who have pursued grant funding.

Announcements/ Upcoming Events

- The **Office of Academic Affairs** will be hosting a faculty workshop entitled "Opportunities for Service to the College and Opportunities and Programs at QCC and

CUNY for Professional Development”. The event will be on *Friday, March 4th*, 2-3:30PM in the Oakland Dining Room.

- Recipients of **CETL’s Pedagogical Research Challenge Awards** will be presenting their findings on *Wednesday, March 9th*, from 12:15 – 1:45pm.
- **The Dean’s List Ceremony and Celebration of Milestone students** (those completing 30 credits within their first year) will be held on **Monday, March 14**, at 7:00 p.m. in the Humanities Theatre. More than 2,000 students will be honored this year.
- **Artist Lecture:** On **Wednesday, March 16**, 2016 from 12 p.m. – 2 p.m. in the Oakland Dining Room, artist Marc Asnin will discuss his methods, techniques and the award-winning photo-essay **Uncle Charlie**, which documents his uncle's experience with mental illness, drug addiction, and isolation throughout the last 30 years. **Uncle Charlie** is currently on display in the **QCC Art Gallery**.
- The General Education Outcomes Assessment Task Force is sponsoring a **Forum on General Education Outcomes** to discuss possible revision of the College’s Educational Outcomes. Two opportunities to attend the forum are scheduled, and all are invited to attend on **Monday, March 21 or Tuesday, March 22**, 3:00 – 4:30 in the Oakland Dining Room.
- The KHRCA will be continuing the series of discussions on the effects of the Holocaust, the Nazi party and antisemitism on the production and censorship in the American film industry.
 - Dr. Annette Insdorf, an internationally renowned educator and author will discuss **Film and the Holocaust** on **Tuesday, March 22nd** at 7:30 p.m. On **Thursday, April 7th** at 4 p.m., Jennifer Hickey, J.D., will present a lecture, **Cinematic Responses to Genocide**, along with film clips that explore the way genocide is portrayed in films.
 - For the **KHRCA NEH/Colloquia**, there will be discussion on **Spanish Women and Fascism under the Francoist Dictatorship** on **Wednesday, March 23rd** at 12:10 p.m. Along with scholars from other universities, Dr. Aranzazu Borrachero from QCC will be joining in the discussion.
- The **Campus Conversation** sponsored by the Office of Academic Affairs will be held **Thursday, March 24**, at 4:30 p.m. in the Oakland Dining Room. The topic of the Campus Conversation will be focused on our Mission Statement.
- The **QCC Job Fair** will take place on **Wednesday, March 30, 2016** from 12:00 – 3:00 pm in the Student Union Lounge. Students in need of assistance with improving their resumes are encouraged to visit the Office of Career Services in the Library Building, Room 429 during walk-in hours on Mondays from 10:00 – 11:30 am and Tuesdays &

Thursdays from 2:00 – 3:30 pm. More information on the Job Fair can be found at www.qcc.cuny.edu/careerServices.

- Please join us on *Thursday, April 7th* for the **2016 Partners for Progress Gala** at Terrace on the Park. Cocktails are at 6 p.m. and dinner is at 7:30 p.m. Tickets for faculty and staff are \$125 if purchased before March 4th and \$150 after March 4th (tickets are \$300 for those who are not faculty or staff). All funds are used to support student success at Queensborough Community College.

Anthony J. Simeone, Executive Vice President and Chief Lending Officer of Ridgewood Savings Bank, is our *Community Partner of the Year*. The bank has been deeply rooted in the Queens community for 95 years and Mr. Simeone is a strong advocate of civic responsibility and community service. He is looking forward to partnering with QCC to provide funding for High Impact Practices, specifically for those HIPs which engage community partnerships such as Academic Service Learning.

Professor Wenzhi Zhang, a critically-acclaimed contemporary artist and native of Guangzhou in southern China, is our *Art Gallery Partner of the Year*. Professor Zhang is a major contributor to and supporter of the QCC Art Gallery. The exhibit entitled, *The New Mankind Series*, is a gift from the artist and is on permanent display in the Wenzhi Zhang Sculptor Garden, located on the Great Lawn outside of the Art Gallery. Funds raised by Wenzhi Zhang will support the permanent collection of Asian Art at the QCC Art Gallery.

- On *Thursday, April 14, 2016*, the Office of Career Services will be hosting its annual *Etiquette in Action: A Business Dining Experience*. Interested students must apply by visiting the Office of Career Services in the Library Building, Room 429 to pick up an application. Completed applications are due back to Career Services by March 18, 2016 along with a copy of their Spring 2016 bursar receipt and a refundable deposit (cash or check) for \$20 made out to QCC. More information on this event can be found at www.qcc.cuny.edu/careerServices.

**STEERING COMMITTEE OF THE ACADEMIC SENATE
QUEENSBOROUGH COMMUNITY COLLEGE, CUNY
MONTHLY REPORT
March 8, 2016**

All positions in the QCC Academic Senate and its committees are currently filled. The Steering Committee has also been in communication with student government to add student members to our committees where the new semester schedule meant that former representatives couldn't come to certain meetings.

Thanks to the efforts of the Committee on Committees, the nomination and selection process for Senate committees is well underway. In addition, nominations are now closed for the election of three year terms to the Academic Senate: Faculty Member-at-Large (21 nominations for 14 positions) and CLT Representative (two nominations for one position). Candidates are welcome to post personal statements on the Senate's page of the college website. For examples, please visit <http://www.qcc.cuny.edu/governance/academicSenate/CandidatesforSenateMemberships.html> and click on the drop-down menus at the bottom of the page. Voting is scheduled to start on March 1 and end on March 15.

The Steering Committee has accepted the report of the Subcommittee on Food Insecurity. It is a thoughtful and wide-ranging report that includes four recommendations that will be submitted to this body this afternoon in resolution form for approval. We would like to thank everyone on the committee for their efforts in addressing this critical issue.

We would also like to thank the members of the Curriculum Committee and indeed all members of the College community who have worked long and hard on the details of the merger of the Academic Literacy and English departments. A resolution to that effect will be presented to this body this afternoon, the culmination of a process that, from the perspective of the Steering Committee, has been eminently fair and equitable.

The Steering Committee would also like to thank President Call for her support in the matter of designating High Impact Activities on student transcripts, and also thank Dean Palmer for calling a meeting for March 18 to address the issue. The President, several members of her Administration, the Steering Committee, all the faculty HIP coordinators, and the members of the Steering Committee's Subcommittee on HIPS will be meeting to map a path forward for designating HIPs on student transcripts in particular and supporting the future of HIPs in general. The Steering Committee will present progress reports to the full Academic Senate.

**QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

Report to the Academic Senate

February 27th, 2016

From: Dr. David Sarno, Chairperson of the Committee on Committees

To: Dr. Joel Kuszai, Secretary of the Academic Senate Steering Committee

Monthly Report of the Committee on Committees for February 2016

I. Academic Senate Roster

Andrew Nguyen (Biological Sciences and Geology) will be on sabbatical leave beginning fall 2016 and will have to step down from his Senate seat. A new Faculty Member-at-Large will be appointed based on the votes of the upcoming election.

II. New Academic Senate Committee Members

Whenever vacancies on committees become available, the members of the Committee on Committees (CoC) vote via e-mail to appoint new members. Here are the changes that the CoC was made aware of, voted on, and approved.

A. Committee on Curriculum

To fill a vacancy left by the resignation of David Klarberg, the CoC named Todd Holden (Physics) to this committee. His term will run through spring 2018. Todd was on the Bylaws Committee (term ending spring 2018), so a new member will have to be appointed to this committee.

III. Steering Committee Designees

Several vacancies were filled. Professor Lorraine Cupelli (Nursing) was assigned to the Committee on for Cultural and Archival Resources. Wenli Guo (Physics) was assigned to the WID/WAC Committee. Professor John Talbird (English) was assigned to the Admissions Committee.

IV. Committee Meeting Times

The Steering Committee and Parliamentarian of the Senate have asked all Standing Committees to set fixed meeting times. The CoC contacted the Chairs of all Standing Committees to obtain this information. 13 out of 17 committees have fixed meeting times Dave Moretti posted this information at

http://www.qcc.cuny.edu/governance/academicSenate/What_Faculty_need_to_know.html.

V. Webpages

Working with Dave Moretti, Committee rosters were updated to reflect current membership.

VI. Senate Elections

Nomination petitions were sent to Faculty and CLTs for seats on the Academic Senate. The nomination period, originally scheduled from Feb. 2 to Feb. 16, was extended until Feb. 23. 21 Faculty responded for 14 positions and 2 CLTs responded for one position. The candidates have been asked to provide personal statements, which Joel Kuszai will post on the website. Jeffrey Schwartz has prepared the online ballots, and the election will run from the morning of March 1 to 5 p.m. on March 15. The list of candidates follows.

Nominees for Faculty Member-at-Large

1. Arthur Adair – Speech Communication and Theatre Arts
2. Peter Bales – Social Sciences
3. William Blick – Library
4. Julia Carroll – Academic Literacy
5. Michael Cesarano – Speech Communication and Theatre Arts
6. Joanne Chang – Music
7. Margot Edlin – Academic Literacy
8. Lorena Ellis – Foreign Languages and Literatures
9. Urszula Golebiewska – Biological Sciences and Geology
10. Susan Jacobowitz – English
11. Mi-Seon (Christine) Kim – Library
12. Shannon Kincaid – Social Sciences
13. Joel Kuszai – English
14. Richard E. Mako – Library
15. Janice Molloy – Nursing
16. Jose J. Osorio – Foreign Languages and Literatures
17. Barbara Rome – Nursing
18. Julian Stark – Biological Sciences and Geology
19. Emily S. Tai – History
20. Alexandra Tarasko – Nursing
21. Craig Weber – Engineering Technology

Nominees for CLT Representative

1. Peter Irigoyen – English
2. Mahendra Mohan – Business

Faculty and HEOs received personalized emails inviting them to select which committees they would like to serve on. CLTs were inadvertently left off of the mailing list, so they were contacted by email and asked to email their committee preferences. The selection period ran from Feb. 10 through Feb. 24. It was noticed that the website people were directed to visit for more information about committee service http://www.qcc.cuny.edu/governance/academicSenate/What_Faculty_need_to_know.html uses the term “faculty” exclusively, even though CLTs and HEOs are also eligible to serve

on most committees. It would seem appropriate to change this to “Instructional Staff” in order to be inclusive of all ranks and titles who are eligible to serve.

The CoC will call a meeting to make committee assignments as soon as possible.

VII. Student Representatives to Standing Committees

The CoC and Senate Steering Committee are still trying to obtain a master list of Student Representatives to the Senate Committees.

Respectfully submitted,

David M. Sarno

David M. Sarno, PhD

Chairperson, Committee on Committees

**QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
COMMITTEE ON CURRICULUM**

To: Peter Bales, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: February 25, 2016
Subject: Monthly Report February 2016

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

- 5 Course revisions
- 1 New course
- 1 Program revision
- 1 Merger resolution

1. Course Revisions

DEPARTMENT OF HISTORY

All history courses

FROM: (Pre-fix change)
HI

TO:
HIST

Rationale:

The change in prefix from a two-letter prefix of HI to a four-letter prefix of HIST for all History courses was decided in order to conform with other departments that have already made this change to their course prefixes. This change will also conform with other CUNY colleges who have adopted this four-letter prefix format.

Departmental approval: February 24, 2016

Departmental approval: February 24, 2016
(all five courses: HIST110, HIST111, HIST112, HIST127, HIST128)

FROM: (Pre-fix and pre-requisite revision)
HI 110 Introduction to Ancient Civilization
~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours; 3 credits

Course Description:

A historical survey of the development of ideas and institutions in Ancient China, India, the Near East,

Greece, and Rome. Emphasis is on their political, economic, social, legal, religious, cultural, and intellectual achievements. Consultation of primary sources in translation.

TO:

HIST 110 Introduction to Ancient Civilization

Co-requisite: ENGLISH 101

3 hours; 3 credits

Course Description:

A historical survey of the development of ideas and institutions in Ancient China, India, the Near East, Greece, and Rome. Emphasis is on their political, economic, social, legal, religious, cultural, and intellectual achievements. Consultation of primary sources in translation.

Rationale: (for all 5 history course)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:

(Pre-fix and pre-requisite revision)

~~HIST~~ 111 Introduction to Medieval and Early Modern Western Civilization

~~Prerequisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test~~

3 hours; 3 credits

Course Description:

The development of Western civilization from the beginning of the Middle Ages to the French Revolution; the major political, intellectual, religious, economic, and social movements which transformed Western civilization from a medieval to a modern society. Materials drawn from texts and original sources.

TO:

HIST 111 Introduction to Medieval and Early Modern Western Civilization

Co-requisite: ENGLISH 101

3 hours; 3 credits

Course Description:

The development of Western civilization from the beginning of the Middle Ages to the French Revolution; the major political, intellectual, religious, economic, and social movements which transformed Western civilization from a medieval to a modern society. Materials drawn from texts and original sources.

Rationale: (for all 5 history course)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:

(Pre-fix and pre-requisite revision)

~~HIST~~ 112 Introduction to Modern Western Civilization

~~Prerequisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test~~

3 hours; 3 credits

Course Description:

The development of Western civilization from the French Revolution. Major political, economic, intellectual, social, and scientific forces considered. Focus is on the impact of major ideologies – including

liberalism, socialism, and nationalism, as well as the emergence of totalitarianism. Readings include textual and original source material.

TO:

HIST 112 Introduction to Modern Western Civilization

Co-requisite: ENGLISH 101

3 hours; 3 credits

Course Description:

The development of Western civilization from the French Revolution. Major political, economic, intellectual, social, and scientific forces considered. Focus is on the impact of major ideologies – including liberalism, socialism, and nationalism, as well as the emergence of totalitarianism. Readings include textual and original source material.

Rationale: (for all 5 history course)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:

(Pre-fix and pre-requisite revision)

H 127 Growth of American Civilization I: Colonial Period Through Reconstruction

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

3 hours; 3 credits

Course Description:

The development of American civilization examined from its origins through the aftermath of the Civil War. Deals with vital political, economic, social, and cultural forces and institutions. The Revolutionary era, the Constitutional period, the Jacksonian, Civil War, and Reconstruction eras, and such developments as sectionalism, nationalism, and industrialization are surveyed. Readings include textual and original source materials.

TO:

HIST 127 Growth of American Civilization I: Colonial Period Through Reconstruction

Co-requisite: ENGLISH 101

3 hours; 3 credits

Course Description:

The development of American civilization examined from its origins through the aftermath of the Civil War. Deals with vital political, economic, social, and cultural forces and institutions. The Revolutionary era, the Constitutional period, the Jacksonian, Civil War, and Reconstruction eras, and such developments as sectionalism, nationalism, and industrialization are surveyed. Readings include textual and original source materials.

Rationale: (for all 5 history course)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:

(Pre-fix and pre-requisite revision)

H 128 Growth of American Civilization II: Reconstruction to the Present

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Course Description:

The development and growth of modern American civilization examined. Emphasis is on social, political, cultural, and economic forces that have shaped the nation, concentrating on both internal developments and the roots of American expansion abroad. Themes discussed include immigration, nativism, the changing role of women, the Great Depression, the New Deal, America's wars, the United States as a world leader, civil rights and the growth of popular cultures. Readings include textual and original source materials.

TO:

HIST 128 Growth of American Civilization II: Reconstruction to the Present

Co-requisite: ENGLISH 101

3 hours; 3 credits

Course Description:

The development and growth of modern American civilization examined. Emphasis is on social, political, cultural, and economic forces that have shaped the nation, concentrating on both internal developments and the roots of American expansion abroad. Themes discussed include immigration, nativism, the changing role of women, the Great Depression, the New Deal, America's wars, the United States as a world leader, civil rights and the growth of popular cultures. Readings include textual and original source materials.

Rationale: (for all 5 history course)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

2. New Courses

DEPARTMENT OF HISTORY

Departmental approval: November 13, 2015

HIST 207 History of the Greeks and the Persians

Co-Requisite: English 101

3 hours; 3 credits

Course Description:

This course examines through comparison the history of two of the most influential civilizations in world history: the ancient Greeks and Persians. Discussions of the historical context will address how these civilizations developed and flourished, as well as the global impact of the achievements and ideas of these civilizations that are still to be felt today in many regions around the world.

Rationale:

This is an entry level elective course that provides students with knowledge of the origins of Western civilization and their dependence on earlier Eastern traditions. A course on the history of the Greeks and the Persians will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. This course was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College

3. Program Revision

This revision was unanimously approved at our January 27, 2016 Department Meeting.

The Department of Engineering Technology recommends the following curriculum revision to the Computerized Architectural and Industrial Design Program. These changes serve to update the program, and are in response to our recent QCC Program Review. The revision was previously approved by the Academic Senate Curriculum Committee and by the Academic Senate at its April, 2015 meeting. Two tracks were originally approved: Track 1 was for Architectural Design and track 2 was for Construction Management. However, the New York State Education Department feels that these should be separate programs. The curriculum revision proposal that follows revises the Computerized Architectural and Industrial Design Program into a single A.A.S. degree program in Architectural Technology. The Construction Management program may be considered at a later date.

Here is the information to include in a proposal to revise an existing degree or certificate program:

1. Program Name:	Computerized Architectural and Industrial Design <u>Architectural Technology</u>			
2. Program Code:	UAPC 0919 Day 3919 Evening / NYSE Code 01531			
3. HEGIS number:	5303			
4. Date the changes will be effective (if approved)	September Month	1 Day	2016 Year	
5.	All text or items that will be deleted or changed should be marked with a strikethrough.			
6.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.			
7.	Show the whole set o program requirements in a From/To format (see example below)			

From:		To:	
Computerized Architectural and Industrial Design		<u>Architectural Technology</u>	
Common Core	Credits	Common Core	Credits
Required Core 1A EN-101,102 English Composition I, II	6	Required Core 1A EN-101,102 English Composition I, II	6
Required Core 1B MA-114 College Algebra and Trigonometry	4	Required Core 1B MA-114 College Algebra and Trigonometry	4
Required Core 1C PH-201 General Physics I	4	Required Core 1C PH-201 General Physics I	4
Flexible Core 2A, 2B, 2D, or 2E Social Science or History Elective (2 Courses)	6	Flexible Core 2A, 2B, 2D, or 2E Social Science or History Elective (2 Courses)	6
Subtotal	20	Subtotal	20
Major		Major	
MT-111 Technical Graphics	2	<u>ARCH-119 Visualization I</u>	2
MT-124 Metallurgy and Materials	3	<u>ARCH-113 Building Technology I</u>	3
MT-212 Technical Descriptive Geometry	3	<u>ARCH-129 Visualization II</u>	<u>2</u>

MT 219 Surveying and Layouts	3	ARCH-125 Surveying & Site Planning	3
MT 341 Applied Mechanics	3	ARCH-121 Architectural Design II	<u>4</u>
MT 345 Strength of Materials	3	MT-341 Applied Mechanics	3
MT 369 Computer Applications in Engineering Technology	3	MT-345 Strength of Materials	3
MT 453 Piping Systems	3	ARCH-237 Environmental Systems	3
MT 454 Fundamentals of HVAC Systems	2	TECH-100 Intro to Engineering & Technology	<u>1</u>
MT 481 Architectural Design I	3	ARCH-111 Architectural Design I	3
MT 482 Structural Drafting and Design	3	ARCH-248 Structures I	3
MT 484 Construction Methods	3	ARCH-123 Building Technology II	3
MT 488 Computer Aided Design I	3	ARCH-231 Architectural Design III	<u>4</u>
MT489 Computer Aided Design II	3	ARCH-241 Adv. Architectural Modeling	3
Sub-total	40		40
Total	60	Total	60

8. Write a Rationale for all the changes

The Department of Engineering Technology recommends this curriculum revision to the Computerized Architectural and Industrial Design Program. These changes serve to update the program, and are in response to our recent QCC Program Review and a response from the New York State Education Department to our previous submittal. These revisions were unanimously approved at our January 27, 2016 Department Meeting.

The current Computerized Architectural & Industrial Design program was designed in the early 1980's when personal computers were a relatively new phenomena and the task of drafting still comprised a significant portion of the workforce. Since that time, the landscape of the Architectural workplace has changed significantly. Computers have not only become ubiquitous, but are also accompanied by a variety of specialized application software that is highly mature. Further, the workforce has consolidated such that a particular individual will no longer be solely a drafter. Workers are now tasked with an increasing amount of design work, while still being required to perform drafting duties.

9. Write a Summary for all the changes

MT-219 Surveying & Layouts is renamed ARCH-125 Surveying and Site Planning.
 MT-481 Architectural Design I is revised to be ARCH-111 Architectural Design I.
 MT-482 Structural Drafting & Design is revised to be ARCH-248 Structures I.
 MT-484 Construction Methods is revised to be ARCH-123 Building Technology II.
 MT-489 Computer Aided Design II is revised to be ARCH-241 Adv. Architectural Modeling.
 MT-453 Piping Systems is revised to be ARCH-237 Environmental Systems. ARCH-237 combines the essentials of MT-453 and MT-454 and adds new material for relevance.
 MT-124 Metallurgy and Materials is revised to be ARCH-113 Building Technology I.
 MT-488 Computer Aided Design I is revised to be ARCH-231 Architectural Design III.
 MT-111 Technical Graphics is revised to be ARCH-119 Visualization I.
 MT-212 Descriptive Geometry is revised to be ARCH-129 Visualization II.

MT-368 Computer Applications in Engineering Technology is revised to be ARCH-121 Architectural Design II.
MT-100 Introduction to Engineering & Technology is renamed TECH-100 Introduction to Engineering & Technology.

10. **If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.**

Note: There are no new or revised courses. All courses and course revisions were previously Approved by the Curriculum Committee and the Academic Senate.

11. **If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.**

MT-454 Fundamentals of HVAC Systems (1 class hour, 4 lab hours, 2 credits) will continue to be offered by the department.

12. **Explain briefly how students currently in the program will be able to complete the requirements**

ARCH courses will be used as equivalent courses for MT courses. If a course is not offered the student will be given a substitute course.

**See Special Monthly Report on
“RESOLUTION on the MERGER of the faculty and existing programs of the
Department of Academic Literacy with the English Department”
in another Appendix.**

**QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
COMMITTEE ON CURRICULUM**

To: Peter Bales, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: February 25, 2016
Subject: SPECIAL Monthly Report

RESOLUTION on the MERGER of the faculty and existing programs of the Department of Academic Literacy with the English Department.

The Committee on Curriculum has acted to send the following item to the Academic Senate for its consideration and adoption.

RESOLUTION on the MERGER of the faculty and existing programs of the Department of Academic Literacy with the English Department.

Whereas, the current Department of Academic Literacy and the English Department both serve to prepare incoming students for the demands of college-level reading and writing, both departments believe that the needs of their students and faculty could be better served by combining their resources, and

Whereas, the faculty of the Department of Academic Literacy and the English Department both support the idea of joining with the English Department, and

Whereas, the faculty of the English Department voted to accept the merger of the English Department and the Department of Academic Literacy,

Whereas, the QCC Faculty bylaws require that:

Article VIII. 8.7d “In departments of more than one discipline, an elected representative of each discipline shall serve as a sixth member of the department committee, if that discipline is not represented on the personnel and budget committee. This representative shall be present, participate, and vote only in actions affecting members and recruitment of members of that specified discipline. The word “affecting” as used above means that only one discipline can be considered to be directly involved in any single personnel and budget action. Discipline representatives shall be elected at the same time as other personnel and budget members. The content discipline structure of the department shall be recommended by the department and approved by the Academic Senate.”

Be it resolved that, Queensborough Community College:

- abolish the Department of Academic Literacy
- merge the faculty and existing programs of Department of Academic Literacy into the English Department
- the name of the merged department shall be the Department of English
- recognize that the structure of the English Department shall reflect the contents of two disciplines, “English” and “Academic Literacy,” until the department determines that the two disciplines have been sufficiently integrated

Queensborough Community College- Merger of the
Department of Academic Literacy with the English Department

RESOLVED, That the Department of Academic Literacy be merged into the English Department at Queensborough Community College, effective July 1, 2016 at Queensborough Community College.

EXPLANATION: Pursuant to academic and institutional planning, and following consultation with faculty involved, Queensborough Community College proposes to merge the Academic Literacy Department with the English Department. The Academic Literacy faculty will be transferred into the English Department. As Queensborough Community College moves determinedly to strengthen a number of key academic areas, among them English and developmental education in reading and writing, this proposed reorganization is intended to leverage faculty strengths by reorganizing them into one academic department to provide the necessary structure that will promote faculty collaboration and enhance instruction. The proposed changes will neither disrupt nor impede student progress. The English Department will provide the necessary organizational structure that will better support the College's mission, though the structure of the department will reflect two disciplines, "English" and "Academic Literacy," until the department determines that the two disciplines are sufficiently integrated. Further, it is anticipated that the proposed changes will improve curricular design in developmental reading, writing and English. It will also increase educational opportunities for students, as well as enhance faculty scholarship, research, and development. A separate resolution (see attached) will be submitted to the Board of Trustees via the chancellor's University Report regarding the transfer and appointment of personnel to the English Department. Contingent upon the approval of the Board of Trustees, designated faculty members (16) will be transferred from the Department of Academic Literacy to the English Department.

**Steering Committee of the Academic Senate
Special Subcommittee on Food Insecurity
Report and Recommendations, March 2016**

Members of the Subcommittee:

Emily S. Tai (History), Vice-Chair, Steering Committee of the Academic Senate

Leah Anderst (English)

Dorith Brodbar (Counselling)

Joanne Chang (Music)

Sharon Ellerton (Biological and Geological Sciences)

Olga Filkouris (NYPIRG Coordinator)

Amawati Gonesh (Program Director, Single Stop)

Susan Jacobowitz (English)

Adam Ludtke (English; on behalf of the Committee on Student Activities)

Amos Z. Orlofsky (Biological and Geological Sciences)

Ricky Panayoty (President of the Student Association, Queensborough Community College, CUNY)

Amy Traver (Social Sciences)

Father Anthony Rosado (Newman Center)

Background

At its December 9, 2015 meeting, the Academic Senate of Queensborough Community College adopted the following:

Resolution adopted by the Academic Senate, December 9, 2015:

Resolution to address hunger issues within the College community

WHEREAS, There are many members of the College community concerned about hunger on campus who want to establish a food pantry or program at the College; and

WHEREAS, There is support for moving forward with action on the part of the Academic Senate Steering Committee, Faculty Executive Committee, and Student Government Association, to address the possible need; now, therefore, be it

RESOLVED, That the Steering Committee of the Academic Senate create a subcommittee with members from the various constituencies to examine the need for a program to address hunger issues within the college community and, if needed, prepare a plan for how to implement and sustain a program and submit it to the Academic Senate for the March, 2016 meeting.

FURTHER RESOLVED, That the Academic Senate acknowledges the willingness of the Newman Center to establish a food center, encourages it, and that members of the community should direct people in need to it as soon as it is up and running.

The Subcommittee on Food Insecurity has, as of this writing, met twice: first, on Wednesday, December 23, 2015; and again on Monday, February 8, 2016.

At the first meeting, members of the Sub-Committee were tasked with a variety of assignments in order to fulfill the following charges, as per the above resolution:

- To establish a working relationship with the Newman Center that would promote the efforts of its Director, Father Anthony Rosado, to distribute food to students with food insecurity issues at Queensborough;
- To establish the level of Food Insecurity among students at Queensborough Community College;
- To inquire into “best practices” regarding the establishment of campus Food Pantries, by reaching out to other colleges where this has been done, in order to ascertain the feasibility of establishing a food pantry at Queensborough.

As the recording secretary (and Sub-Committee coordinator), I wish to acknowledge that this report could not have been assembled without the tireless effort, initiative, and support of my

above-named fellow committee members, each of whom spent hours on research and outreach in order to assemble the information presented below.

I would also like to thank Queensborough's Institutional Research Office, particularly Drs. Victor Fichera and Elizabeth Lackner, both of whom were generous with their time and response to queries; fellow members of the CUNY Board of Trustees Committee on Student Affairs, and members of the City University Faculty Senate Committee on Student Affairs, particularly my fellow UFS Executive Committee member Professor Hugo Fernandez (Art and Photography, La Guardia Community College); University Student Senate Executive Director Fernando Araujo; and CUNY Vice-Chancellor of Student Affairs Frank Sanchez.

Our committee would also like to thank various individuals on other campuses who shared information with us: Professor Sharon Masroor (Nassau Community College); Maribel Cordero-Garcia (Brooklyn College); Madeline Cruz (Hostos Community College); Hattie Elmore (Kingsborough Community College); and Kenji Hoffman, Zachary Williams, and Matthew Francis (who is, incidentally, a Queensborough Community College graduate, class of 2008), of the Food Bank of New York.

Charge I:

- *To establish a working relationship with the Newman Center that would promote the efforts of its Director, Father Anthony Rosado, to distribute food to students with food insecurity issues on campus;*

As of this writing, Father Anthony Rosado has been kind enough to meet with President Call, and with Professor Tai, and to take each of us on a tour of Queensborough's Newman Catholic Center, which is located across the street from Queensborough's campus, at 50-47 Cloverdale Boulevard, Bayside, NY 11364. As of Father Anthony's meeting with Professor Tai last December, the Newman Center has agreed to expand its current partnership with Queensborough's Lambda Sigma Phi Theta Kappa chapter (which already supports a number of service events on campus) to sponsor a series of "Soup and Study" afternoons, in which Queensborough students would be invited to have soup distributed from the Newman Center's Food Pantry during Club Hours, and to take some dry food supplies home if desired.

As of this writing, the first of these events took place on Wednesday, February 24, 2016, from noon to 2 PM, with co-sponsorship from the Asian Society; the Affiliates of the American Chemical Society and the Chemistry Club; the Environmental Sustainability Club; the ASAP Club and the Student Health Club. The main aim of this event was to raise awareness that this resource is available to students as one means to address food insecurity needs. During the event, members of the Newman Club worked with Father Anthony Rosado on the language of a flyer which will be produced shortly, and which will be extracted on electronic signage around the campus. The event was well attended by students from various co-sponsoring clubs, as well as members of faculty (Drs. Tai and Regina Rochford), and USS President Ricky Panayoty. Hot,

homemade minestrone soup was donated by members of Father Anthony’s College Point parish; there were bagels and cream cheese; and water was donated by the Student Health Club.

Before this event, flyers, an example of which has been appended to this report, were distributed to students through the Counseling Department, the ASAP Club, and by several Queensborough faculty and staff. The Sub-committee would particularly like to acknowledge Professors Gina Cappazzoli (Counseling); Liz DiGiorgio (Art and Photography); Kevin Kolack (Chemistry); Peggy McConnell (English); and Ms. Victoria O’Shea (ASAP) for their efforts in this regard.

While the event itself took place during Club Hours, the Newman Center is open every Monday through Thursday, from 1-4 P.M. Depending upon the level of interest, there might be arrangements to extend these hours. As of this writing, NYPIRG and PTK are also planning to co-sponsor a can drive on March 10 to benefit the Newman Center food pantry. Contributors are particularly invited to donate canned or dry packaged soup.

It should finally be noted that last fall’s Food Drive, on behalf of Food Bank of New York, established Queensborough as a member of Food Bank’s “Students Against Hunger,” alliance, administered by Mr. Kenji Hoffman, a Food Bank staff member.

Charge 2:

- ***To establish the level of Food Insecurity among students at Queensborough Community College;***

In 2011, a group of professors affiliated with CUNY’s School of Public Health—Nicholas Freudenberg; Luis Manzo, Hollie Jones, Amy Kwan, Emma Tsui, and Monica Gagnon—conducted a series of studies to evaluate food and housing insecurity among CUNY students, as well as the level of mental health care needs. The findings of this study were that approximately 39% of CUNY’s student population experienced conditions of food insecurity. (A link to the report is given in Appendix II, *Bibliography and Relevant Links*, below.)

While the conditions traced in the 2011 survey might have modified over the last five years, we would hypothesize that it is likely that they have not substantially improved. We moreover believe that conditions on Queensborough’s campus are roughly reflective of a CUNY norm, despite the relative prosperity of Queens County, where, according to our research, only approximately 15% of the population is considered food insecure. (See Appendix I, Report by Dr. Amos Orlosfsky, *Studies of Food Insecurity at CUNY and in Queens*)

Our rationale for drawing these conclusions are based upon the following data, very graciously furnished by Queensborough’s Office of Institutional Research:

- According to the 2014-2015 Queensborough Fact Book (page 54) 68% among the first-time full-time freshmen of the 2013-2014 academic year, had Pell grants. During that same academic year, 53% of all QCC undergraduate students had Pell, although this may be attributable to first-time freshman also being likelier to be unemployed.

- Of the 15,325 students enrolled at QCC in spring 2015, 7,515 (49%) had a Pell flag, indicating that they are eligible for Pell. Another 47% had the “low income” flag. There is also the “economic disadvantage” flag, which is used for Perkins reporting. 55% of all enrolled in spring 2015 had the economic disadvantage flag.

While one cannot conclusively assume that every student who is eligible for an economic disadvantage flag would be food insecure, these figures, showing that approximately half our students are in some condition of financial need, would appear to support a rough hypothesis that approximately one third of our students may be food insecure—which would be a large enough proportion to generate the anecdotal evidence that faculty have reported to support the claim that many of our students are contending with food insecurity issues.

Were the committee to explore this further, we could utilize and/or adapt survey instruments developed by the USDA, links to which have been appended to this report. However, we would like to respectfully suggest that any further survey might merely replicate data already collected, as these same instruments were adapted by the researchers who investigated this problem at the School of Public Health in 2011. If we were to do a survey, Ms. Olga Filakouris, the director of Queensborough’s NYPIRG chapter, has indicated that NYPIRG interns could probably be utilized to administer it. We could also request information from Queensborough’s Single Stop office, although it may well be that this data is protected in order to preserve student privacy.

Charge 3:

- *To inquire into “best practices” regarding the establishment of campus Food Pantries, by reaching out to other colleges where this has been done, in order to ascertain the feasibility of establishing a food pantry at Queensborough;*

Two recent developments provide immediate models for the development of on-campus food pantries: the establishment of a food pantry at Nassau Community College, which is part of the SUNY system; and the recently-established partnership between the City University of New York’s Central Office and Food Bank of New York.

I. Nassau Community College

Nassau Community College’s Food Pantry, “The Nest,” offers an excellent example of the challenges involved in establishing a food pantry on a college campus, as well as how they might be addressed. During the January break, Committee member Dr. Dorith Brodbar met with “the Nest’s” founder and Director, Sharon Masroor, who was kind enough to offer guidance from her experience:

Liability Issues: The Director spoke about the difficulty concerning NCC assuming liability for the Pantry. Because the governance structure of SUNY community colleges establishes each college with an independent Board of Trustees, subject to the State University of New York, the State of New York would be liable for any lawsuits in the event of any mishaps that might occur in the course of food distribution (food allergies, spoilage, etc.). Accordingly, the Food Pantry

incorporated as an independent “non-profit” 501(c) 3. (The waiver that establishes this is also attached to this report, with thanks to Professor Masroor and Dr. Brodbar.) The Food Pantry is required to carry its own insurance, which costs about \$800 a year.

Oversight: Nassau Community College’s Food Pantry is staffed by volunteers, who attend an Orientation where they learn the logistics of running a pantry and the basics of treating the customers with respect. They keep records of the inventory and help with stocking and maintaining the pantry. Island Harvest Food Bank makes regular deliveries of food. There are also private donations of food from Nassau Community College’s faculty and staff. There are grocery lists that are presented to shoppers, suggesting foods and quantity depending on the size of their household. However, these suggestions are not strictly enforced. They created a very thorough intake that each person completes when they first come to the pantry, that might be useful to review as a template for any form our campus might distribute. The hours of operation are for 2 or 3 hours on three different days in the morning, evening and during Nassau Community College’s Club Hours.

Fiscal Supports: Nassau Community College’s Board of Trustees agreed to provide the space used by the pantry on campus for free. The room, which is about 8x12 in size with a window, is maintained as any classroom would be. The College also occasionally allows the pantry to host events on the campus, print materials, assemble things like shelving, and so on. They also have multiple donors and fundraising events.

Availability: The pantry is open to the entire NCC community: students, faculty, and staff.

How was need established? Professor Masroor relied on an abundance of research to ascertain the need for a food pantry. She is willing to share her references. It took two years since her proposal to finally open the pantry for the first time this last semester, Fall 2015. The facility is constantly modifying and expanding. Two faculty volunteers who were at the Food Pantry on the day Dr. Brodbar made her site visit also reported it was evident in their classes that there was a need for a food pantry for their students.

The Director of the Food Pantry at Nassau Community College recommended that campuses interested in starting food pantries join The College and University Food Bank Alliance (CUFBA). It was also suggested that food pantries might have a positive impact upon retention. When Dr. Brodbar visited, this was a possibility that she and Professor Masroor discussed with a student.

II. Partnership between City University of New York and Food Bank of New York

Some of the complications of liability for possible difficulties regarding food distribution, insurance costs, and other requirements (such as being a non-profit) have potentially been resolved at the City University of New York by a Memorandum of Understanding (MOU) that was finalized between CUNY and the Food Bank of New York last November, 2015, as reported by Frank Sanchez, CUNY’s Vice-Chancellor of Student Affairs, in a meeting of the CUNY

Board of Trustees Committee on Student Affairs in January, 2016, as well as a subsequent meeting with the University Faculty Senate Committee on Student Affairs in February, 2016.

The memorandum of understanding grew from the role that Kingsborough Community College's Food Pantry, under the direction of Ms. Heidi Lopez, played in the distribution of food to New Yorkers in the Rockaway area during and after Hurricane Sandy. This development promoted the idea that Food Bank of New York could collaborate with the City University of New York without making campus food pantries subject to the requirements to which most Food Bank partners are held.

Ordinarily, Food Bank of New York specifies that any Food Pantry seeking a partnership with Food Bank needs to:

- Be a Non-Profit 501C3 (This is to insure that the Food Pantry **is not using any tax-levy funds for food purchase, which is illegal.**)
- Show three or more months of autonomous operation;
- Conform to Health and Safety regulations (food stays off the floor; pest control; sanitary conditions for non-perishables; food safety certification and proper refrigeration specifications if perishable foods, like milk or meat, are being distributed, or if cooked food is being distributed).

Once an organization meets these specifications, Food Bank of New York establishes a Memorandum of Understanding with the food pantry, and thereafter allows the pantry to purchase food at wholesale and bulk rates from Food Bank's catalogue website to supplement whatever local collection mechanisms they've been relying on. In addition, Food Bank of New York supports Pantry staff in offering training in Food safety for coordinators; access to counselling in Nutrition/Health and Household Management

Food Bank's arrangements with CUNY are customized to CUNY needs, waiving requirements that any food distribution facility be accessible 24/7 to compliance inspectors, as well as the usual requirements that food be distributed as widely as possible, given that most campuses limit distribution to students, or, at most, the campus community. The three-month independent operation requirement has also been waived. Such counseling as is usually provided by Food Bank Staff is, meanwhile, handled by on-campus agencies, such as Single Stop. The point person for this collaborative arrangement at CUNY Central is Patty Lamberson, who is also the Coordinator for the Healthy CUNY initiative: plambers@hunter.cuny.edu

This Member Agreement has allowed CUNY's Office of Student Affairs, under the leadership of Vice-Chancellor Frank Sanchez, to offer support to any ten CUNY campuses that will start food pantries: Each participating campus receives approximately

\$1,000.00 for shelving and supplies. Finding non-tax-levy funds for the purpose of stocking the food pantry, which can draw upon Food Bank of New York's wholesale supplies, is nevertheless each campus's responsibility, and at the discretion of campus administration.

At various CUNY campuses that have established Food pantries Funds of between \$5,000-\$10K have been allocated as spend down allowances for the year. Food Bank has a spread sheet that helps coordinators estimate how far their money will go. Sources for the money have varied. Some campuses are using their Petrie Foundation allocation; Single Stop will receive an allocation of an additional \$40 million, which, as Single Stop is funded by the Robin Hood Foundation, might also be eligible money to draw upon. Charitable donations from corporate donations can also become a source for needed funds. At La Guardia Community College, for example, an agreement was reached with the campus's food distribution company, which carries their own insurance, as well as the Single Stop office.

With this general information in mind, members of the Sub-Committee met with the administrators of food pantries that had been established on several CUNY campuses, although the full complement of ten campuses has not yet been realized, as of this writing:

A. Brooklyn College

Maribel Cordero-Garcia, Student Life Coordinator at Brooklyn College's Department of Civic Engagement & Responsibility, administers Brooklyn College's Food Pantry, which opened shortly after CUNY's memorandum of understanding with the Food Bank of New York was finalized, on November 24th 2015. Professor Cordero-Garcia was kind enough to speak at great length with Dr. Susan Jacobowitz. Collection for the Food Pantry was inaugurated with a food drive on campus. Student clubs, the circulation desk at the library, together with campus sororities and fraternities all participated. There was a list of preferred items, and people gave what was on the list. Once the memorandum was signed, the Pantry was allocated a budget of \$9,000 for the year to order wholesale from Food Bank of New York using funds from the Petrie Foundation.

At Brooklyn College, the food pantry built on a tradition the Office of Student Affairs had established of giving out food vouchers that could be used at the Target across the street and vouchers that could be used in the cafeteria, with cooperation from Metropolitan Food Services, where conditions of Food Insecurity had been established for the student. The pantry is located in a room at the Student Center that was always committed to Community Service. It was transformed into the food pantry. Ms. Cordero-Garcia has two college assistants part-time; she's the only full-time person. The food pantry operates Tuesdays and Thursdays, 1-3, and on

Wednesday nights for students who are doing internships and projects off campus and are only on campus Wednesday nights.

Students make appointments, to respect confidentiality. They are scheduled every 15 minutes, and apparently prefer recourse to the pantry to other local soup kitchens and distribution points.

Anyone with a valid student ID can access the food. If they get more funding, they would like to make it available to faculty and staff as well. As it is, students sometimes bring in their children or their parents. Students can access the food pantry twice a month.

So far, they have helped over 27 individuals and families. They do not have refrigerators, so the focus is on dry food. You can either use a client list (the client checks off items and the bag is packed) or prepare a bag with all items. Maribel uses the client list, which was recommended by the woman who is running the food bank at LaGuardia.

A bag can contain 11 items, representing all of the food groups. There are canned fruits and vegetables. There is a large offering of kosher items since there is a large community of people who keep kosher at Brooklyn. Ms. Cordero-Garcia has been keeping in touch with other Single-Stop directors to see how the effort is proceeding on other campuses. Apparently CUNY Law is using donations from food drives, and has established a pantry at the Student Center.

B. Hostos Community College

Hostos's Food Pantry is administered by Madelaine Cruz, who is in charge of Hostos's Single Stop Office. As at Brooklyn College and LaGuardia Community College, the establishment of a Food Pantry followed from the Memorandum of Understanding between CUNY and the Food Bank of New York.

This collaboration enabled Professor Cruz to receive training in food safety and food pantry administration from Food Bank, which she indicated was fairly straightforward. The food comes from Food Bank of New York, as well as Food Drives across campus.

At Hostos, the Single Stop office utilizes a "closet" for a pantry. It is not a room. All foods are wrapped non-perishables. Twice a month a student may take food. They fill out a form and are given a dark bag to carry the food away. The convenience of organizing the pantry out of Single Stop is that in this way, food distribution can be combined with counseling regarding other services the student may need. The Single Stop administrators, faculty and student volunteers, and work-study students (who are expected to devote some proportion of their time to community service) stock the pantry, maintain it, and bring students to take from the pantry, which is open. It is open 5 days a week from 9-5.

Liability issues, as shown above, are shouldered by CUNY Central, protecting individual campuses from these concerns.

C. Kingsborough Community College

Dr. Leah Anderst wrote to Ms. Hattie Elmore, who is the current administrator of the Food Pantry at Kingsborough Community College.

Kingsborough Community College had already established “donation boxes,” which were distributed across the campus to receive food donations from faculty and staff for students. After Hurricane Sandy, Food Bank of New York donated a massive amount to Kingsborough Community College (which was also designated as a Red Cross Distribution site). There was also a financial need among the students who attended Kingsborough, which became greater after Sandy occurred, and these needs were always prioritized.

Funding for the Food Pantry has been sustained through private donations, which enable Kingsborough to take full advantage of CUNY’s partnership with Food Bank. Ms. Elmore indicated that she does a certain amount of fund-raising: “I have to apply for grants,” Ms. Elmore wrote in an email to Dr. Anderst, “and at times sell private donors on the need of the campus and what Single Stop does to make up for the hunger need on campus. There are tons of grants out there. However, you may come across grants you’re not eligible for or the campus can not apply for for legal reasons.”

Liability Concerns To address the possibility of food allergies, and the liabilities they might impose, Kingsborough’s Food Pantry has a "customer choice," system. Students take what they want off the shelves and they would not take anything they may be allergic to. Only non-perishable items are accepted for the pantry. All items have to be stamped with the date they arrived. “We normally shut down for the day to make sure items are stamped, shelved appropriately and accounted for,” Ms. Elmore indicated in her email. “We do not advertise to the outside public. However, Food Bank requires that we offer our services to the public so we are on their pantry website. Out of the 3 years I have been here I had about 2 seniors calling about the pantry who are not associated with Kingsborough Community College.”

Oversight Kingsborough’s Single Stop office is administered by Ms. Elmore, who is also responsible for the data reporting to Food Bank, ordering the food, making sure the Food Pantry is in compliance with all regulations and that all staff are trained in food safety. The pantry is located in the COPE area. They staff the pantry with Work Study students, College Assistants, and Student Aides as needed. They are responsible for maintaining the inventory, signing students in, covering the pantry during business hours (Monday - Friday 9am - 5pm)

The Single Stop Office at Kingsborough also offers *Cookshop*, a course which promotes healthy living on a low budget, Kingsborough offers a six week cooking course for students and a family member (adult or child). The course offers lessons in preparing six different meals (1 each week). Students leave with the ingredients to be able to prepare the meal at home. The

meals normally take 10 - 20 minutes to cook, no stove top is needed and children can make these meals as well. Keyfood supplies us with all the items and fresh produce is provided from Kingsborough's Urban Farm on campus. The classes are conducted by one of the culinary students or Kingsborough alumni.

Conclusion: Recommendations:

Based upon our review of these circumstances, the Sub-Committee on Food Insecurity would like to make the following recommendations:

Based upon our review of these circumstances, the Sub-Committee on Food Insecurity would like to make the following recommendations:

- Partnerships between the Newman Center and various campus student groups should continue to be promoted that can (a) raise awareness concerning the availability of a dry food distribution point proximate to campus and (b) help to augment the supplies of the Newman Center Pantry through can and food drives, as needed. Here, it is possible that Queensborough could leverage its own recently-established partnership with Food Bank of New York's "Students Against Hunger" initiative to scale up collections.
- Members of the Sub-Committee also recommend that Queensborough's administration explore the fiscal feasibility of taking advantage of CUNY's Memorandum of Understanding with Food Bank of New York to establish an on-campus food distribution point along the lines of the Food Pantry at Hostos or Brooklyn Community College--- that is, a limited space facility (no more than a closet or a small room, located, possibly, in the Single Stop Office), holding food that could be available to members of the student community (and, perhaps, eventually, to all members of the campus community), on a monthly, or bi-monthly basis, with, perhaps, additional limitations.
- It is also recommended that the Queensborough Auxillary Enterprise Association, Incorporated, when it negotiates contracts with food vendors should, if possible, include a provision that would require such vendors to include some relatively inexpensive food items with nutritional value on their list of offerings.
- As per the correlation that Nassau Community College suggested might exist between food distribution services and student retention, it is finally recommended that, should food distribution at Queensborough continue at the Newman Center and/or be established at our campus, the college explore the possibility of collecting data that might test this hypothesis. If it could be shown that food distribution had a statistically significant impact upon retention, this data might be used to seek external, non tax-levy funding to sustain any food distribution effort at Queensborough.

Appendix I:

Studies of food insecurity in CUNY and Queens

Amos Orlofsky, Dept. of Biology

1. “Food Insecurity at CUNY” (CUNY School of Public Health, 2011)(Slide 1)

The major arm of the study was an internet/phone survey of a weighted representative sample of 1086 CUNY students (across all campuses). The four questions asked (Slide 2; boxed #'s = positive responses) were a simplified version of the USDA questionnaire (Slide 3; boxed questions resemble the CUNY questions). The USDA survey generates two levels of insecurity: “low” (3 affirmative responses) and “very low” (6 affirmative). “Very low” essentially focuses on disruption of eating (hunger)(slide 4 elaborates the differences) and used to be called “insecurity with hunger” until a review determined there was insufficiently established linkage to hunger. The CUNY study does not address this distinction, but their threshold (two affirmative responses) seems closer to the broader “low” level. The study found 39% insecurity, and this was validated by the second arm, which was a face-to-face survey (1114 students) focusing primarily on the six CC campuses (“CC-targeted sample”: 45% insecure). The study also has data on food pantry and SNAP use (slide 5).

2. Food insecurity in Queens.

a) This is relevant because ~90% of QCC students are from Queens, [as of 2013](#).

b) Queens public school students: [71% economically disadvantaged](#).

c) Poverty rate in Queens = 15.4% (Slide 6)

c) While food insecurity was not directly surveyed at the county level (at least in the USDA public database), Feeding America (Slide 7) has produced estimates, by using USDA state-level insecurity data (Slides 8, 9) to generate coefficients for effects of poverty rate and unemployment (and other lesser factors), then applying these coefficients to the economic data available for counties. The Queens estimate is 13.3% insecure (Slide 10; other NYC counties also shown). The study also used the USDA budget-question data to estimate the average per capita food budget shortfall for the food insecure (Slide 11).

(d) The Food Research and Action Center used Gallup responses to determine a food hardship rate of 19% for the NYC metro area (vs. 17.2% nationally; Slide 13).

(e) The NYC Coalition Against Hunger used USDA data to generate food insecure data for NYC counties (Slide 14). The study also found that nearly half of NYC food pantries/soup kitchens (37% in Queens) reduced services in 2012-2014 due to insufficient resources (Slide 15).

(f) Free/reduced-price school lunch usage in NYC is more than double the rate in the rest of the state, and Queens usage rate is comparable to that of the rest of the city (Slide 16). A similar relationship of NYC to the rest of the state is seen for SNAP benefits (Slide 17).

Appendix II:

References and Links:

Sarah Cunningham and Dana M. Johnson, *So You Want to Start a Campus Food Pantry? A How-To Manual* (Oregon State University, 2011), available at:

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKEwjvv9inwILLAhUL2xoKHQ2GA1wQFggoMAI&url=http%3A%2F%2Fwww.oregonfoodbank.org%2FOur-Work%2FPartner-With-Us%2FNew-Agency-Kit%2F~%2Fmedia%2FFiles%2FSo%2520You%2520Want%2520to%2520Start%2520a%2520Campus%2520Food%2520Pantry.pdf&usg=AFQjCNFamWEHZd-8KEq5dYZAieN3PmCGDw&bvm=bv.114733917,d.dmo>

Paul Fain, “Single Stop Before Graduation,” *Inside Higher Ed*, June 11, 2013, at <https://www.insidehighered.com/news/2013/06/11/nonprofit-group-single-stop-helps-low-income-students-avoid-financial-barriers>

Candice Ferrette, “Food Pantry for Needy Students Opens at Nassau Community College,” *Newsday*, November 7, 2015, at <http://www.newsday.com/long-island/food-pantry-for-needy-students-opens-at-nassau-community-college-1.11070535>

Kingsborough Community College, Grants Newsletter, June, 2010:

<http://www.kingsborough.edu/sub-administration/collAdvancement/ApplyingforGrants/Documents/Grantsnewsletters/June2010GrantsNewsletter.pdf>

(description of Ms. Lopez’s grantsmanship around the Single Stop Pantry at Kingsborough)

Nicholas Freudenberg, Luis Manzo, et al. “Food Insecurity at CUNY: Results from a Survey of CUNY Undergraduates,” (2011), available at http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Centers/Center%20for%20Human%20Environments/cunyfoodinsecurity.pdf

Joe Maniscalco, “Kingsborough Community College Opens Food Pantry to Help Feed Cash-Strapped Students,” *Courier Life’s Brooklyn Daily*, June 24, 2009, at http://www.brooklyndaily.com/stories/2009/26/bay_news_newsxjgybwa06242009.html

Queensborough Fact Book (2014-2015)

<http://www.qcc.cuny.edu/oira/factbook.html>

Tina Rosenberg, “For Striving Students, a Connection to Money,” *New York Times*, March 26, 2014, at http://opinionator.blogs.nytimes.com/2014/03/26/the-system-when-it-works/?_r=2

Emily Tai, “Students in Need: Reducing Food Insecurity at CUNY,” *UFS Blog*, December 2, 2015, at <https://sites.google.com/site/universityfacultysenatecuny/UFS-blog/studentsinneedreducingfoodinsecurityatcuny>

Melanie Grayce West, “Food Pantries Grow on New York Campuses,” *Wall Street Journal*, October 9, 2014, at <http://www.wsj.com/articles/food-pantries-grow-on-new-york-campuses-1412878544>

Eligibility for Pell Grants:

<http://pellgranteligibility.org/>

Website of Island Harvest Food Bank:

<http://www.islandharvest.org/>

The College and University Food Bank Alliance:

<http://www.cufba.org/>

Links concerning Nassau Community College’s Food Pantry:

<http://www.ediblelongisland.com/2015/11/30/nest-food-pantry-nurtures-nassau-community-college/>

<https://www.youtube.com/watch?v=ieSbddpULVA>

<http://www.fox5ny.com/news/56276076-story>

Food Bank of New York “Starter Kit:”

http://www.nyccah.org/files/Starter_Kit.pdf

Website for Hostos Community College Food Pantry:

<http://www.hostos.cuny.edu/Programs/Single-Stop-USA-Resource-Center/Hostos-Supplemental-Resources>

CUNY Central Link describing Brooklyn College’s Food Pantry:

<http://www1.cuny.edu/mu/forum/2015/12/07/brooklyn-college-student-support-programs-now-include-a-food-pantry/>

Article on Brooklyn College Food Pantry (December 3, 2015)

http://www.brooklyn.cuny.edu/web/news/bcnews/bcnews_151203.php

Kingsborough Community College Single Stop website:

<http://www.kbcc.cuny.edu/singlestop/Pages/default.aspx>

Modules used for conducting surveys regarding food insecurity by the USDA:

<http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/survey-tools.aspx#six>

Website of Wisconsin HOPE Lab:

<http://www.wihopelab.com/>

Links regarding Single Stop:

<http://www.cuny.edu/about/administration/offices/sa/specialprograms/SingleStopCCI.html>

<http://singlestopusa.org/new-study-shines-light-on-student-hunger-homelessness/>

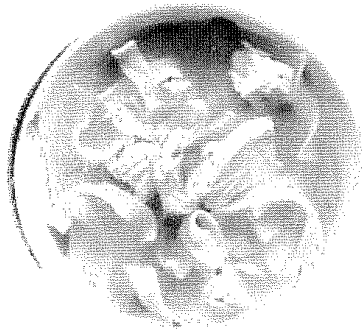
<http://www.singlestopusa.org/wp-content/uploads/2015/10/Single-Stop-Testimony-to-the-National-Commission-on-Hunger.pdf>

QUEENSBOROUGH COMMUNITY COLLEGE

City University of New York

THE NEWMAN CLUB & THE LAMBDA SIGMA CHAPTER OF PHI
THETA KAPPA

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FOR
SOUP & STUDY!**



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COMPILE SERVICE FLYERS!
TAKE SOME FOOD HOME FROM THE NEWMAN CENTER'S FOOD
PANTRY!**

**NEWMAN CENTER, CLUB HOURS (NOON-2 PM)
WEDNESDAY, FEBRUARY 24, 2016**

**CO-SPONSORED BY THE ASAP CLUB, THE CHEMISTRY CLUB,
THE QUEENSBOROUGH AFFILIATES OF THE AMERICAN
CHEMICAL SOCIETY, NYPIRG, THE ENVIRONMENTAL
SUSTAINABILITY CLUB, THE ASIAN SOCIETY & THE STUDENT
HEALTH CLUB.**

Queensborough Community College
Office of Student Activities
Date 2/11/16

NS

**The NEST at NCC
Food Pantry Waiver**

Please read and sign below so that we may provide you with food.

I understand that food distributed by the Food Pantry **THE NEST at NCC** (Nassau Community College) is provided through food drives, donations, and local food banks.

I voluntarily accept the food "as is." By my signature below, I release the Food Pantry **THE NEST at NCC**, and all donors from any liability for harm (including injury or death) or losses in connection with the food or supplies I have received. I assume any risks and agree not to sue the released parties with respect to such harm or losses.

Signature: _____ Date: _____

The NEST at NCC
Food Pantry Waiver

Por favor, lea y firme este document para que le podamos proveer de alimentos.

Entiendo que los alimentos distribuidos por la despensa de alimentos The NEST at NCC (Nassau Community College) son suministrados mediante campañas de alimentos, donaciones, y suministradores locales de alimentos.

Libre y voluntariamente acepto los alimentos tal y como están. Al firmar abajo, libero a la despensa de alimentos The NEST at NCC, y a todos los donantes, de cualquier responsabilidad por daños (incluyendo heridas o muerte) o pérdidas relacionados a los alimentos u otros suministros que yo haya recibido. Acepto cualesquier riesgos y me comprometo a no hacer ninguna demanda judicial contra las partes en relación con dichos daños o pérdidas.

Firma: _____ Fecha: _____

Food Insecurity at CUNY: Results from a Survey of CUNY Undergraduate Students



April 2011

A Report from:
The Campaign for a Healthy CUNY

by

Nicholas Freudenberg¹, Luis Manzo², Hollie Jones³, Amy Kwan¹, Emma Tsui¹ and Monica Gagnon¹

¹ City University of New York School of Public Health at Hunter College, ² CUNY Mental Health and Wellness Services, ³ Medgar Evers College

Defining Food Insecurity

Food insecurity is defined by the United States Department of Agriculture (USDA) as having “limited or uncertain access to nutritious, safe foods necessary to lead a healthy lifestyle.” The USDA notes that “households that experience food insecurity have reduced quality or variety of meals and may have irregular food intake.” To assess food insecurity, we asked four questions about food experiences in the past 12 months. These were:

1. How often did you worry that you would not have enough money for food? **45.1%**
2. How often did you cut or skip a meal because you didn't have enough money to buy food?
3. How often were you unable to eat balanced or nutritious meals because of a lack of money?
4. How often did you go hungry because of a lack of money? **22.7%**

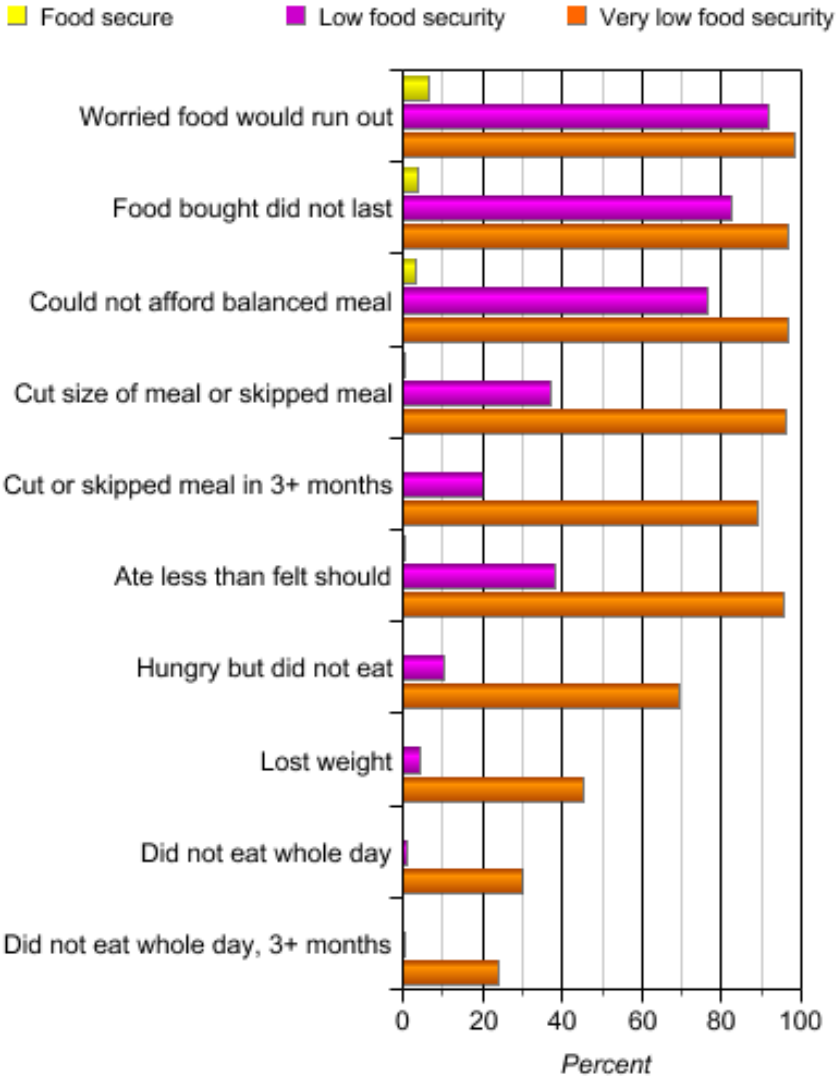
We defined a student as “food insecure” if they answered “often” or “sometimes” to **two or more** of these four questions.

- **39.2%** of students reported food insecurity. (**45.4%** in CC-targeted sample).
- Students with household income < \$20K (26% of students) more than twice as likely to report food insecurity as those with income >\$50K.

Table 1: Food Insecurity Questions in the Core Food Security Module (administered in the Current Population Survey)

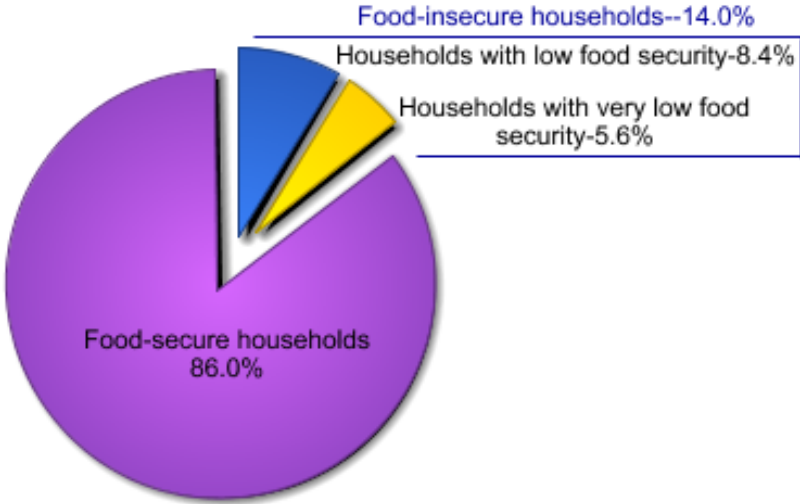
1. “We worried whether our food would run out before we got money to buy more.” Was that often, sometimes, or never true for you in the last 12 months?
2. “The food that we bought just didn’t last and we didn’t have money to get more.” Was that often, sometimes, or never true for you in the last 12 months?
3. “We couldn’t afford to eat balanced meals.” Was that often, sometimes, or never true for you in the last 12 months?
4. In the last 12 months, did you or other adults in the household ever cut the size of your meals or skip meals because there wasn’t enough money for food? (Yes/No)
5. In the last 12 months, did you ever eat less than you felt you should because there wasn’t enough money for food? (Yes/No)
6. (If yes to Question 4) How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?
7. In the last 12 months, were you ever hungry, but didn’t eat, because you couldn’t afford enough food? (Yes/No)
8. In the last 12 months, did you lose weight because you didn’t have enough money for food? (Yes/No)
9. In the last 12 months did you or other adults in your household ever not eat for a whole day because there wasn’t enough money for food? (Yes/No)
10. (If yes to Question 9) How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

Percentage of households reporting indicators of adult food insecurity, by food security status, 2014



Source: Calculated by ERS using data from the December 2014 Current Population Survey Food Security Supplement.

U.S. households by food security status, 2014

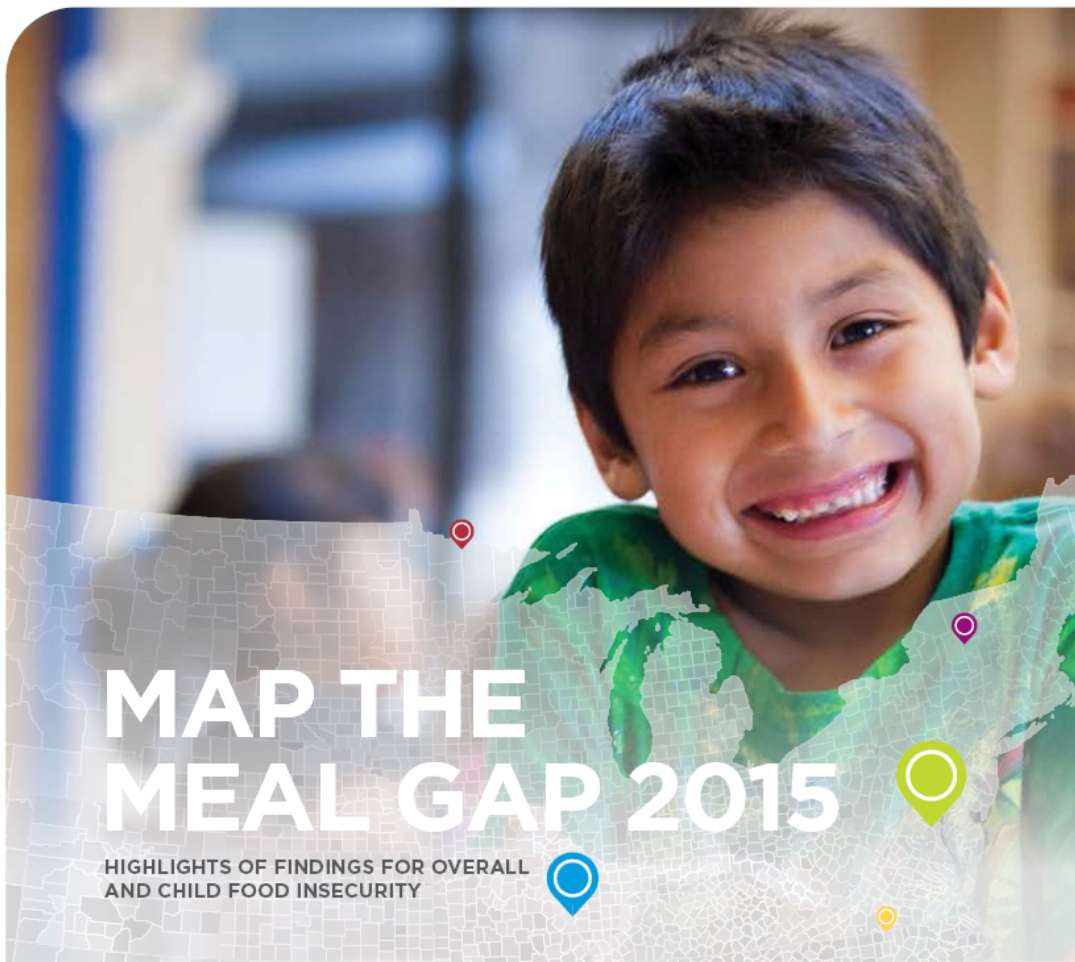


Source: Calculated by ERS using data from the December 2014 Current Population Survey Food Security Supplement.

- Only 7.2% of students reported using the services of a food pantry or other food assistance program in the last 12 months.
- Only 6.4% of students reported currently receiving food stamps (i.e., SNAP benefits) even though 18% thought they were eligible and 16.6% had previously applied for this benefit.
- Among students currently receiving food stamps, 63% reported food insecurity, suggesting that for almost two-thirds of the recipients, food stamps were not sufficient to provide food security.

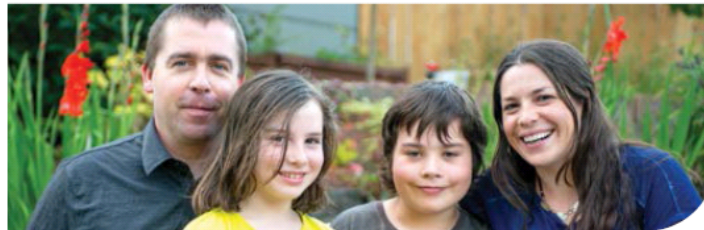
Year	Region	Poverty Universe	Number in Poverty	Percent in Poverty
2014	United States	310,899,910	48,208,387	15.5
2014	New York	19,228,484	3,082,613	16.0
2014	Queens County	2,295,508	352,481	15.4

Small Area Income and Poverty Estimates (U.S. Census Bureau)



MAP THE MEAL GAP 2015

HIGHLIGHTS OF FINDINGS FOR OVERALL AND CHILD FOOD INSECURITY



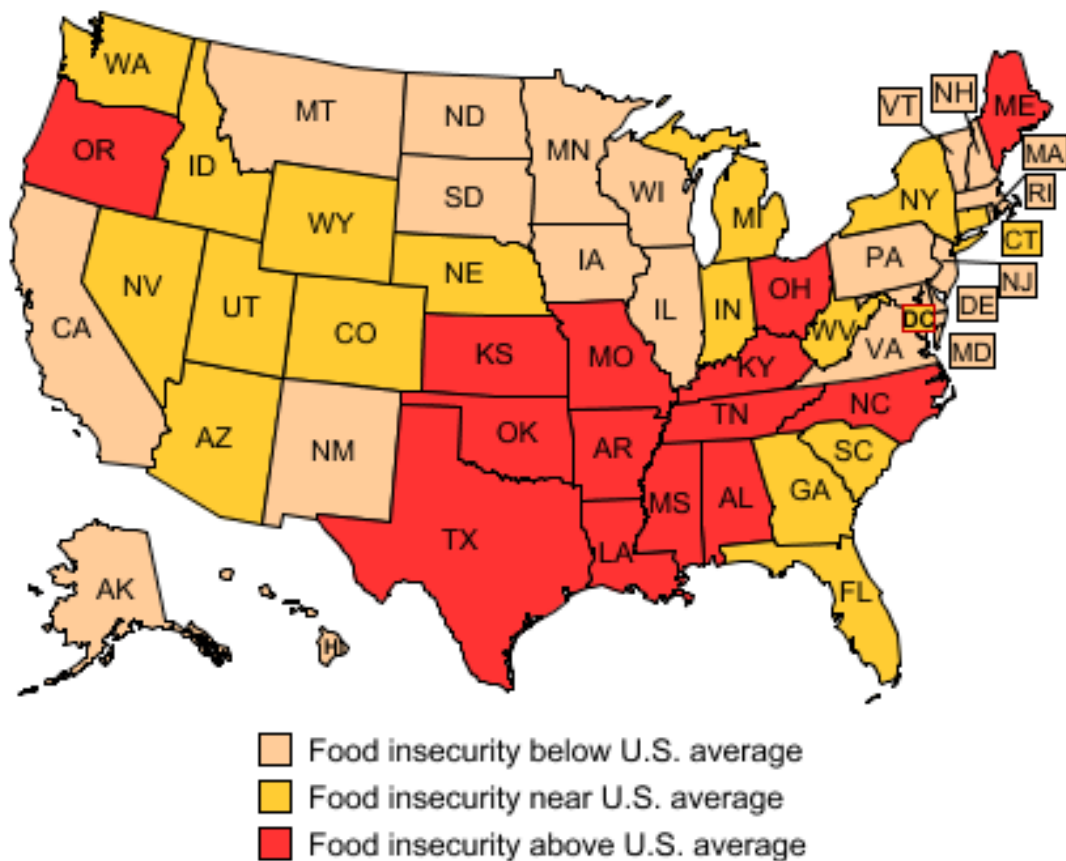
A Report on County and Congressional District Level Food Insecurity and County Food Cost in the United States in 2013



Made possible by the generous support of The Howard G. Buffett Foundation, Founding Sponsor of the *Map the Meal Gap* research series.



Prevalence of food insecurity, average 2012-14



Source: Calculated by ERS based on Current Population Survey Food Security Supplement data.

Prevalence of household-level food insecurity and very low food security, average 2012-14

State	Number of households		Food insecurity (low or very low food security)		Very low food security	
	Average 2012-2014 ¹	Interviewed	Prevalence (%)	Margin of error ²	Prevalence (%)	Margin of error ²
U.S.	122,723,000	128,957	14.3	0.20	5.6	0.14
NY	7,669,000	5,002	14.4	0.94	4.9*	0.53

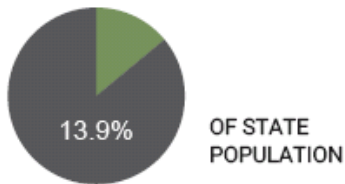
New York



2013 FOOD INSECURITY & FOOD COST IN THE US

STATE FOOD INSECURITY RATE

FOOD INSECURE PEOPLE: 2,739,920



15.8%

NATIONAL FOOD INSECURITY RATE

ESTIMATED PROGRAM ELIGIBILITY AMONG FOOD INSECURE PEOPLE



27%

Above SNAP, Other Nutrition Programs threshold of 200% poverty

73%

Below SNAP, Other Nutrition Programs threshold 200% poverty

Average cost of a meal

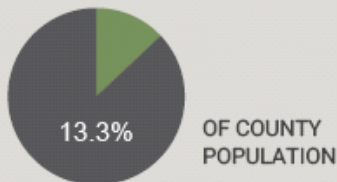
State
\$2.86

National
\$2.79

Queens County, New York

COUNTY FOOD INSECURITY RATE

FOOD INSECURE PEOPLE: 300,190



Brooklyn: 19.8%
Bronx: 18.8%
Manhattan: 15.3%
Staten Is.: 10.6%

ESTIMATED PROGRAM ELIGIBILITY AMONG FOOD INSECURE PEOPLE



22%

Above SNAP, Other Nutrition Programs threshold of 200% poverty

78%

Below SNAP, Other Nutrition Programs threshold 200% poverty

Average cost of a meal

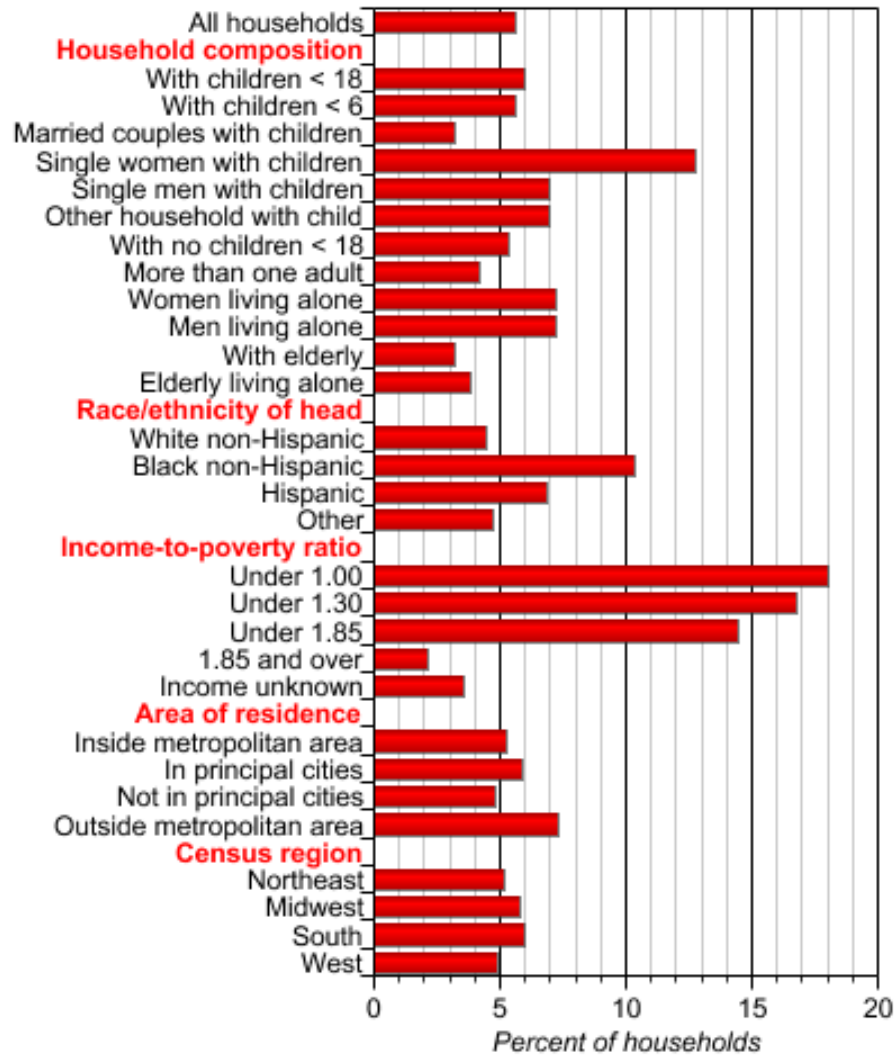
County
\$3.06

National
\$2.79

About how much MORE would you need to spend each week to buy just enough food to meet the needs of your household?

\$16.28 per person per week

Prevalence of very low food security, 2014



Source: Calculated by ERS using data from the December 2014 Current Population Survey Food Security Supplement.

FRAC How Hungry is America?

Food Research and Action Center

FRAC's National, State and Local Index of Food Hardship

April 2015

“Have there been times in the past 12 months when you did not have enough money to buy food that you or your family needed?”

In the nation as a whole in 2014, 17.2 percent of respondents reported food hardship.

Food Hardship in 2013-2014 by Metropolitan Statistical Area (MSA), by Rank

MSA	Food Hardship Rate	Rank
Phoenix-Mesa-Scottsdale, AZ	19.2	42
New Haven-Milford, CT	19.0	45
New York-North New Jersey-Long Island, NY-NJ-PA	19.0	45
Jacksonville, FL	18.9	47



New York City Hunger Report, 2015

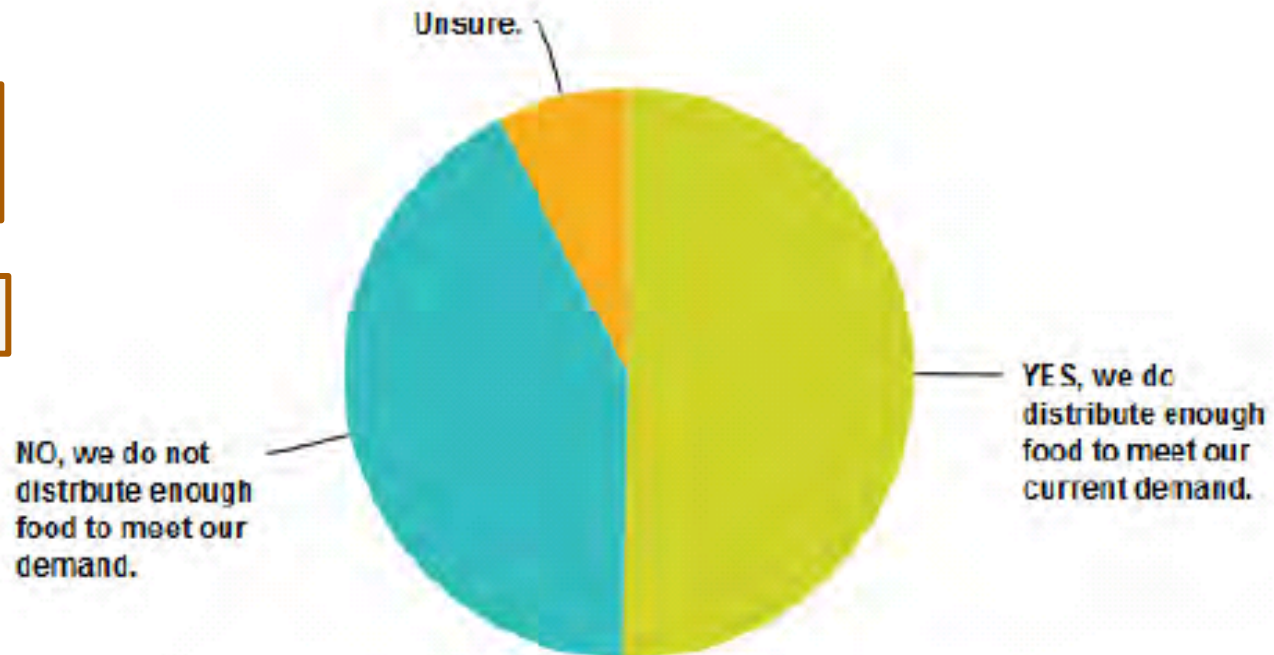
Borough*	Percent Food Insecure (2012-2014)
Bronx	29.07%
Brooklyn	19.25%
Manhattan	13.24%
Queens	8.62%

Citywide Results of the Coalition's Food Pantry and Soup Kitchen Survey

- Only half of the agencies reported that they currently distribute enough food to meet demand.
- 46 percent of respondents reported that they were not as equipped to meet demand due to the SNAP cuts. 19 percent reported having to turn away significantly more people, reduce the amount of food distributed per person greatly, and/or significantly limited hours of operation
- While 27 percent of respondents reported having to turn away slightly more people, reduce the amount of food distributed per person somewhat, and/or slightly limit hours of operation.

46% reduced services in NYC

37% in Queens



Children Receiving Free or Reduced-price School Lunch - Public Schools
number and percent children in grades K-6 (2011)

Region	Number	Percent
New York State	734,413	52.4
New York City	422,601	77.9
Bronx County	103,729	86.8
Kings County	135,516	80.9
New York County	50,499	68.8
Queens County	113,945	76.2
Richmond County	18,912	57.7
Rest Of State	311,812	36.3

Source: KWIC: (Kids' Well-being Indicators Clearinghouse)

Children and Youth Receiving Supplemental Nutrition Assistance Program Benefits
number and percent children/youth ages birth-17 years (2014)

Region	Number	Percent
<u>New York State</u>	1,133,082	26.8
<u>New York City</u>	628,618	35.0
<u>Rest Of State</u>	504,464	20.7

Source: KWIC: (Kids' Well-being Indicators Clearinghouse)