

Agenda
Academic Senate Meeting
Date: Tuesday November 10, 2015
Time: 3:10 p.m.
Location: Room M-136

I. Attendance

II. Consideration of the minutes from October 13, 2015 meeting (Attachment A)

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

IV. Communications from:

- President Diane B. Call (Attachment B)
- Senate Steering Committee Report (Attachment C)
- University Faculty Senate Minutes for Plenary of October 27, 2015 (Attachment D)

V. Monthly Reports of the Committees of the Academic Senate

- Committee on Committees – September 2015 report (Attachment E)
- Committee on Committees – October 2015 report (Attachment F)
- Committee on Curriculum – October 2015 report—RESOLUTION (Attachment G)

VI. Old Business

VII. New Business

- Report from Administrative Task Force on Assessment

Joel Kuszai, Secretary
Academic Senate Steering Committee

Queensborough Community College
The City University of New York

MINUTES
of the October 13, 2015
Academic Senate

President Diane Call called the second regularly scheduled meeting of the Academic Senate to order at 3:15 p.m.

I. Attendance:

59 votes were recorded at the time attendance was taken; 65 members of the Academic Senate cast votes during the meeting.

Absentees: Gilmar Visoni, Joan Dupre, Anthony Kolios, Richard Yuster, Simran Kaur, John Luby, Pedro Irigoyen, George Muchita, Jodi-Ann Grant, Shriromani Sukhwa, Issac Ayisi, SG President Pro Tempore, Emil Parrinello.

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

A motion was made, seconded, and adopted 57-0-1 to approve the September 8, 2015 minutes as presented (see *Attachment A of the October 13, 2015 Agenda*). Did not vote: Joe Bertorelli, Andrea Salis, Isabella Lizzul, Georgina Colalillo, Shele Bannon, Janette Urciuoli, Patrick Wallach.

III. Communications from President Call

President Call referred to her written report (*Attachment B of the September 8, 2015 Agenda*.) For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/October_2015/Attachment-B-PresidentsReport-10-13-2015.pdf

Vice President Steele discussed the work of the General Education Task Force, and encouraged members of the Academic Senate to attend a meeting of the Task Force or discuss its work with their departmental representative.

Dr. Birchfield provided an update on the B-TECH high school, including her perceptions of the incoming class, as well significant activities such as the screening of the movie *The Face of Big Data*.

IV. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (*Attachment C of the September 8, 2015 Agenda*). For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/October_2015/Attachment-C-SteeringCommitteeReport-10-13-2015%20copy.pdf

V. Monthly Reports of the Committees of the Academic Senate
Committee on Curriculum—RESOLUTION (Attachment G)

A motion was made, seconded, and adopted 64-0-0 to approve changes to BI-201 General Biology in the Department of Biology (*Attachment G of the October 13, 2015 Agenda*). Did not vote: Lana Zinger.

56 A **motion** was **made, seconded, and adopted 64-0-0 to approve** changes to HE-103 Nutrition
57 and Health (now Fundamentals of Human Health) in the Department of Health, Physical
58 Education and Dance (*Attachment G of the October 13, 2015 Agenda*). Did not vote: Bob Rogers.
59

60 A **motion** was **made, seconded, and adopted 65-0-0 to approve** changes to CIS-204 Web
61 Design, CIS-252 Application Development for Mobile Devices, and CIS-254 Data Security for
62 Business in the Department of Business (*Attachment G of the October 13, 2015 Agenda*).
63

64 A **motion** was **made, seconded, and adopted 64-0-1 to approve** ENGL 265 The Immigrant
65 Experience in Literature as a new course in the Department of English (*Attachment G of the*
66 *October 13, 2015 Agenda*). Abstention: Alexandra Tarasko.
67

68 A **motion** was **made, seconded, and adopted 65-0-0 to approve** changes to the Visual and
69 Performing Arts A.S. Program (*Attachment G of the October 13, 2015 Agenda*).
70

71 A **motion** was **made, seconded, and adopted 60-0-3 to approve** the deletion of the
72 Telecommunications Technology Program in the Department of Engineering Technology
73 (*Attachment G of the October 13, 2015 Agenda*). Abstentions: Ricky Panayoty, Mariya Karisa
74 Pacache, Maryam Hira. Did not vote: Regina Rochford and Mangala Tawde.
75
76

77 **VI. Old Business**

78 **NONE**

79

80 **VII. New Business**

81 President Call alerted the Academic Senate that the College is responding to a request from New
82 York State for a performance-based funding proposal with a goal of increased student success:
83 readiness, retention and graduation. The President indicated that the proposal developed by the
84 College would seek to strengthen key initiatives that are already part of the Strategic Plan.
85

86 The meeting was adjourned at 3:51PM

87

88 Respectfully Submitted,

89 Joel Kuszai

90 Secretary, Steering Committee of the Academic Senate



President's Report to the Academic Senate

November 10, 2015

ENROLLMENT UPDATE

Direct Admission of new students for Spring 2016 will begin on Monday, November 16th. In addition, our Admissions Office continues to receive phases of admitted students from the University. As part of our ongoing focus to expand recruitment of students from Nassau County, we have assigned a dedicated recruiter to deepen the connections between potential feeder schools and the College.

Academic Advisement and Registration: Continuing Student Academic Advisement for Winter/Spring 2016 is well underway. Registration is also underway for students with a 2.0 GPA and over. On Thursday, November 12th, students with a GPA less than 2.0 will be able to register for classes, provided they have met with their respective academic advisor.

The annual QCC Open House for prospective students and their families will be held on Saturday, November 14th. Coordinated by our Admissions Office, this event invites prospective students, their families and guests to visit our campus, tour our facilities and attend presentations on the Academies, workshops on *How to Pay for College* and more.

Faculty Honors and Achievements

The Chancellor's Fall Reception to honor 2014-15 CUNY Award and Grant Recipients will take place December 8, 2015 at the Cooper Hewitt Museum. The nominees from Queensborough include Dr. Azita Mayeli "International Conference on Harmonic Analysis and Applications" (NSF); Dr. Monica Trujillo "Pathways to Geoscience" (NSF), Dr. Marie Chantale Damas "S.O.L.A.R." (NASA) and Dr. Simran Kaur "Core Fulbright U.S. Scholar Program" (US Department of State Bureau of Educational and Cultural Affairs)

Several colleagues have been accepted to present at the Association of American Colleges and Universities' (AAC&U) 2016 Annual Meeting, "How Higher Education Can Lead—On Equity, Inclusive Excellence, and Democratic Renewal," January 20-23, 2016, in Washington, DC. Amy Traver (Social Sciences), Elizabeth DiGiorgio (Art & Design), Andrea Salis (OAA/HPED), Arthur Corradetti (SPAIE), Laura Bruno (Admission and Recruitment), Brian Kerr (Student Affairs) and Frantz Alcindor (Academy Advisement) will present on the Queensborough Academies including high impact practices. More than 360 proposals were received, and fewer than 25% were accepted. The proposals selected for this conference represent the work of faculty members, administrators, and higher education

leaders at colleges, community colleges, universities, and educational organizations across the country.

GRANT OPPORTUNITIES

PSC CUNY Research Award Cycle 47 Workshops took place on October 14, 2015. Richard Markgraf, Program Administrator for the PSC-CUNY awards from the Research Foundation, conducted this workshop, which was attended by 28 faculty members. A follow-up survey was conducted to obtain faculty feedback.

Meetings are being conducted with the Department Chairs to obtain input as to grants practices and procedures, particularly in the area of writing and submission timetables, on-going supervision, and compliance with funding source's regulations.

In FY 2016, the NSF will issue multi-directorate solicitations to support integrated research under the theme of Innovations at the Nexus of Food, Energy, and Water Systems (INFEWS.) The total amount allocated is \$74 million. In conjunction with that, the American Association of Community Colleges (AACC) and National Science Foundation (NSF) have partnered to offer the Community College Innovation Challenge. This will encourage teams composed of community college students, a faculty mentor, and a community or industry partner to compete to propose innovative STEM-based solutions for real-world problems they identify within the INFEWS theme. Final teams will be invited to attend a four-day Innovation Boot Camp. The application period is October 15, 2015 – February 15, 2016. For assistance, please contact Terence Diamond at the Office of Grants and Sponsored Programs at mdiamond@qcc.cuny.edu or stop by Humanities – 336.

New RFPs

Innovations at the Nexus of Food, Energy, and Water Systems (INFEWS) \$74,960,000
In FY 2016, NSF will issue a multi-directorate INFEWS solicitation to support integrated research towards creating a comprehensive food-energy-water socio-technical systems model; to advance knowledge/technologies that foster more efficient, safe, and secure use of resources within the food-energy-water nexus; and to support an integrated approach to build the next-generation INFEWS workforce. Deadline: TBD

Community College Innovation Challenge American Association of Community Colleges (AACC) and National Science Foundation (NSF) partnership.

Teams of community college students, a faculty mentor, and a community or industry partner to compete to propose innovative STEM-based solutions for real-world problems they identify within the theme: Innovations at the Nexus of Food, Energy and Water Systems. Final teams will be invited to attend a four-day Innovation Boot Camp in Arlington, VA - a professional development workshop on innovation, communication and entrepreneurship. Application period: October 15, 2015 – February 15, 2016

STUDENT OPPORTUNITIES AND SERVICES

The New York City Mayor's Office continues funding of the STEM Support Expansion Program. A major component of this initiative provides tuition waivers to students taking

STEM courses. The goal of these STEM Waivers is to promote credit accumulation in STEM courses while not jeopardizing TAP eligibility. QCC students in good academic standing, who are legal residents of New York City, and enrolled in a credit program, can receive a tuition waiver for one STEM course (including lab) during the winter 2016 intersession. Upon completion of the course, the tuition waiver will be applied.

To encourage timely degree completion, QCC students who began their degree program Spring 2015 and have completed between 26 and 29 credits towards their degree as of the end of this fall term are eligible to receive a 2016 Winter scholarship to take a credit course in their degree program at QCC during the January 2016 intersession. The scholarships are intended to support a student reaching the “thirty- credit milestone” of his/her Queensborough degree within one calendar year. All eligible candidates must submit a completed application to the Office of Academic Affairs by December 4.

BTECH UPDATE

The BTECH fall semester is well underway. The 2015 freshman class includes 110 ninth grade students, enrolled in high school courses in English Language Arts, Algebra 1, Physics, US History, Physical Education, Introduction to Business, and a College and Career Seminar. Most of the 10th grade students are enrolled in high school English Language Arts, Geometry, Biology, Global History, Art and an Introduction to Business Technology 1: Entrepreneurship (a Microsoft Office Software Certification program). In addition, for those students working at or below grade level in ELA and Mathematics, Academic Learning Labs are provided daily. Last month, meetings were held between high school teachers and college professors, including Dr. Sasan Karimi, QCC Chemistry Department Chairperson, to clearly define the *Indicators of Student Readiness* needed to be practiced by high school students for one year prior to each college course being offered in the fall of 2016. The next Curriculum Planning Committee (CPC) meeting will be held at QCC on November 18th at 2:30pm. As part of the BTECH recruitment process, QCC faculty Dr. Wendy Ford (Business) and Professor Robert Kueper (Engineering Technology) volunteered at the fall High School Open Houses to discuss QCC degree programs with both prospective BTECH students and their parents. BTECH mid-term assessments are being measured with parent-teacher conferences in progress. As a lesson in educational accountability, self-advocacy and presentation skills, students are preparing for and leading their own parent-teacher conferences. Professor Andrea Salis and Assistant Dean Laura Bruno have become active co-chairs of the *Transition, Intervention and Enrichment* (TIE) sub-committee planning to develop support programs to assist the high school students transition from high school to college, and later to the workforce. Academic Enrichment programs in the form of Service Learning projects are underway and programs that will support tutoring interventions are being structured. SAP, the corporate partner, presented QCC and BTECH with a Year Two Mentoring program to be inaugurated winter of 2016. In addition, discussions are underway with local SAP clients via the SAP User Group (ASUG) to become active participants on the BTECH Industry Advisory Committee.

STRATEGIC PLANNING AT QUEENSBOROUGH and at CUNY

The QCC strategic planning process is underway. Focus groups have been conducted—with faculty governance, academic chairs, HEOs, and students—to encourage sharing ideas about and providing input to the strategic plan for 2016-17, organized around the six college focus goals established last year. The six goals are 1) faculty and staff development, 2) curriculum, 3) Queensborough Academies, 4) college readiness, 5) use of technology, and 6) institution building. The next College Advisory Planning Committee (CAPC) meeting is scheduled for November 18, when a preliminary draft of the strategic plan will be reviewed and discussed. As in the past, open hearings for the campus community will take place in the spring.

In addition to Queensborough's strategic planning process, CUNY is undergoing its own. At this time, the University is soliciting feedback from the entire community to its "strategic planning framework." To access the website where feedback is solicited, visit the college's Strategic Planning webpage (<http://www.qcc.cuny.edu/assessment/index.html>), scroll down to "CUNY Strategic Planning Framework," and click on "read more."

FACILITIES UPDATE

As always, there is a lot of activity regarding our facilities. The first phase of the Science Building Courtyard project is estimated to wrap up by late winter. Planning is underway for several projects during the winter break, including renovation of several Chemistry labs funded by State Senator Toby Stavisky. And, plans and approvals are in process for the reconstruction of our athletic track over the winter/spring season, as well as re-paving the main parking lot # 1 next summer.

UPCOMING EVENTS

The Queensborough Alumni Association is sponsoring a QCC alumni networking reception on Friday, November 6 from 6:00 p.m. to 8:00 p.m. in the Oakland Dining Room. Invitations to this 'reunion' event have been sent out to alumni residing in the five boroughs and surrounding areas.

On Tuesday, November 10 at 6:30 p.m. in the Center, the Kupferberg Holocaust Resource Center and Archives will hold a commemoration of Kristallnacht to honor the memory of the violent anti-Jewish pogroms that took place in 1938 Germany. There will be a panel discussion by survivors of various genocides and historical traumas.

Mr. Edwin Gonzalez, Student Life Specialist in the Office of Military & Veterans' Services, will accompany several of our student veterans at the *Annual Veterans' Day Parade* on Wednesday, November 11th in Manhattan. The parade honors the service of our veterans and salutes those currently on active duty. This year's parade will commemorate the 70th Anniversary of the end of World War II and the 25th Anniversary of Desert Shield. The United States Navy is this year's featured military branch. The Army, Marines, Air Force and Coast Guard are also represented.

The Department of New Student Engagement will host a *Welcome Session* for prospective students and their families on Wednesday, November 11th at 3:00 p.m. in Oakland. The session is designed: to introduce QCC applicants to the placement test process, to inform those students with placement test result about placement options; to guide students and their families through the class enrollment process; to educate students and their families on college related financial responsibilities; and begin the orientation of new students and their families for a successful transition to college life.

Komediant, a documentary that looks back at the glory days of the Yiddish stage through the lives of a theatrical family will be screened at the KHRCA on Thursday, November 12th, at 12:10 pm.

Faculty are invited to *A Campus Conversation* sponsored by the Office of Academic Affairs will be held on Thursday, November 12th at 4:30 p.m. in the Kupferberg Holocaust Resource Center and Archives (KHRCA). The topic to be discussed is “*Open Educational Resources: Making a Difference through Collaboration and Open Access*”. The event will be facilitated by our Library Professors Sheila Beck, William Blick and Connie Williams, with guest speaker Megan Wacha of the CUNY Office of Library Services.

The series of events under the KHRCA/ NEH Colloquia continues with a lecture, *Multiple Girlhoods: Growing up in Bosnia Before and During the Civil War*, on Wednesday, November 18th at 12:10 p.m. in Medical Arts Building, Room 136. Ms. Jasmina Dervisevic-Cesic, an author and Bosnian genocide survivor and Dr. Amy Traver will discuss the catastrophic effects of war on young girls’ lives.

On Wednesday, December 2nd at 12:10 p.m. in the Center, the KHRCA will present special guest speakers to address Gendered Experiences in, and Memories of, the Nazi Holocaust. The panel includes Dr. Azadeh Aalai (QCC Department of Social Sciences), Dr. Rochelle Saidel (Remember the Women Institute) and Dr. Marianne Hirsch of Columbia University. This event is also a part of the KHRCA/NEH Colloquia.

Queensborough students who have successfully completed their KHRCA internship on Social Justice will deliver their presentations on Thursday, December 3 at 4:00 p.m. in the KHRCA.

The KHRCA will present a lecture entitled, *Understanding the International Tracing Service* on Sunday, December 6th, 2015 at 1 p.m. in the Center. Dr. Diane Afoumado, Chief of the International Tracing Service Research Branch at the United States Holocaust Memorial Museum (USHMM) will provide a background on what can be found within this archive and how it can be used for research. The archive was established by the Allied powers after World War II to help reunite families separated during the war and to trace missing family members.

The QPAC season continues with two upcoming musical events: *The Doo Wop Project* on Sunday November 15 at 3 p.m. features singers and songs of the great vocal groups of the 1950s. On Sunday, November 22, at 3:00 p.m., Gilbert and Sullivan chart a new course of

modern musical theatre in HMS Pinafore. For Ticket information, call the Box Office at 718.631.6311.

**Steering Committee Report
November 2014**

The Senate and all its committees are fully staffed.

The Senate Steering Committee continues to meet with the President and the Provost to discuss proposals for incorporating the High Impact Activities and the Honors Program under the auspices of the Academic Senate.

The Steering Committee Subcommittee on High Impact Activities held its first meeting and members are now actively involved in research in the interest of facilitating a campus conversation this coming Spring '16 semester on the subject of including HIP designations on student transcripts.

The Steering Committee has discussed the issue of hunger on campus with the President, Provost and many other members of the QCC community. In the near future we will be sponsoring a meeting for all members of the QCC community – faculty, students, staff, and administration – interested in pursuing and coordinating the distribution of granola bars (and other similar food items) at various locations around campus.

Report to QCC Academic Senate re UFS Plenary Meeting

DATE: 27 October 2015

TO: QCC Academic Senate

FROM: QCC Faculty Representative to CUNY UFS, Todd Holden

SUBJECT:

**The 389th Plenary Session
of The University Faculty Senate
of The City University Of New York
The Graduate Center, 365 Fifth Avenue
Room 9204/5/6
Tuesday, October 27, 2015, 6:30 p.m.**

UFS Chair Terrence Martell called the meeting to order at approximately 6:30 p.m.

I. Approval of the Agenda for September 29, 2015

The agenda was approved by voice vote.

II. Invited Guest: Executive Vice Chancellor for Academic Affairs and Provost Vita Rabinowitz

The main points of Provost Rabinowitz's presentation were:

- Remediation: 82% of CUNY Community College students require remediation. Of those, 60% never emerge from remediation. As chair of the remediation task force, she plans to be more conservative on placement into remediation, improve the path out of remediation, and use evidence-based assessment to improve remediation. In order to do this, she is looking to leverage our successful programs such as ASAP and CUNY Start.
- Degree Completion: 3- and 6-year graduation rates have shown some improvement in recent years, but there is still a ways to go. She is looking to review transfer and articulation agreements (including reverse transfer where a student can receive an associate degree upon completing enough units after transfer to a senior college). She is also looking to assess Pathways, especially in regards to its goal to ease transfer.
- Improving teacher education: She is looking to improve certification scores and better align with common core. (This fits in with our UFS fall conference topic of NYC K-16 Education on Friday, November 13 at John Jay College. Those interested in attending should email Vernice Blanchard at vernice.blanchard@cuny.edu).
- Workforce development: She wants to improve worker education programs and help adults returning to school. A Task force to coordinate with industry is being formed.
- The Office of Faculty Affairs: will aid faculty advancement and development. A new University Associate Dean for Faculty Affairs has been hired, Annemarie Nicols-Grinenko.
- Research Innovation and Development: She wants more support research, particularly interdisciplinary, collaborative, and 21st century urban research.
- Experiential Learning: CUNY is gathering information from the campuses to address this new mandate.
- Strategic Planning and Master Planning: There is a University-wide effort in this area, including a new Master Plan in Spring, 2016.
- Digital CUNY and Global CUNY: She is looking to leverage online learning to open up student options and speed degree completion. As a measure of how we are doing, the CUNY SPS online sociology course has been rated the best in the nation. We are

looking to leverage the many New York City cultural institutions to improve our global studies.

There were a number of questions following the presentation. Based on my notes, Kay Conway has summarized them well in her e-mail and added some important information, so I include here comments here:

There were a number of audience questions/statements on a variety of topics including:

How we measure learning outcomes; concerns about the switch to Accuplacer from Compass for entrance exams (the VC stated that how the process is managed will be up to the Remediation Council but that she recognized the importance of multiple measures); considering measuring graduation rates at the 8 yr. rather than 6 yr. point; expanding the Remediation council to include more Math faculty, particularly faculty from campuses where remediation is taught; reexamining CUNY Start success in the context of passing not the exit exam but rather performance in subsequent math classes; CUNY needs to take the lead on education standards back from billionaires and corporate America; keeping in mind the importance of Veterans as they attend our campuses; the importance of Master's programs particularly in light of VC Sapienza's earlier presentation on the relationship between Masters programs and revenue (VC Rabinowitz affirmed the value of Master's programs though she emphasized the connection between having masters students and the opportunities it presents for faculty to teach as opposed to a "cash cow" view; but she restated that given the numbers of masters students in relation to the student body as a whole, remediation and graduation would have to remain the top priorities); concern that with the focus on ASAP, other programs may suffer; and consideration of continuing the Leadership Academy started by Chancellor Kelly.

There was a request that 2014/2015 PMP results be made available. Those data are available on the CUNY website at: <http://www1.cuny.edu/sites/6/about/administration/chancellor/office/performance-management/>

There was a discussion about the COACHE results, which have been distributed on all but three campuses. VC Rabinowitz is reluctant to interfere with/undermine campus leaders and distribute the results centrally, as that does not set the right tone for having the necessary conversations. She is confident that all of the results will be shared and discussions will ensue. (One of the three campuses has already scheduled a presentation of the results, with distribution to occur simultaneously). Campuses are taking different approaches to disseminating the material with some posting it electronically, some sending it via email, others distributing through the chairs or the governance bodies. Electronic distribution is preferable since black and white copies prevent examination of the red and green dots used to indicate responses. Committees are being formed to examine the data, some led by the Provosts, others led by governance leaders. The question was raised about including adjuncts in future surveys and VC Rabinowitz noted that CUNY was the first to survey community college faculty and she is willing to pursue an adjunct survey in future. Centrally the VC plans to convene a group to discuss COACHE and other faculty issues.

III. Reports

A. Student Affairs Committee

Leroy Lawton from student affairs recommended that we reach out to students and find out their concerns.

B. Pension Advisory Committee

Minor changes to the OPR retirement system are coming to make it cheaper and more efficient.

C. Status of Faculty Committee

The dissemination of the COACHE results were briefly discussed. They also recommended that senior college and community college faculty get reassigned time to do research at the Graduate Center.

D. Chair

Chair Martell stated that he believes we Provost Rabinowitz is good advocate for issues important to the faculty and encouraged us to support her in her efforts.

The meeting was adjourned at 8:10 pm.

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

Report to the Academic Senate

September 22nd, 2015

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

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

Monthly Report of the Committee on Committees for September 2015

I. 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 were made aware of, voted on, and approved.

These changes occurred in May 2015, after the election in April 2015.

A. Academic Development/Academic Development/Elective Academic Programs

To fill a vacancy left by the resignation of Dr. Leslie Francis, the CoC named Dr. Yusuf Gurtas (Mathematics & Computer Science) to this committee.

B. Committee on Computer Resources

To fill a vacancy left by the resignation of Dr. Kathleen Wentrack, the CoC named Prof. Marlon Moreno (Chemistry) to this committee.

C. Committee on Curriculum

To fill a vacancy left by the resignation of Dr. Moni Chauhan, the CoC named Prof. Richard Yuster (Engineering Technology) to this committee.

D. Committee on Environment, Quality of Life, and Disability Issues

To fill a vacancy left by the resignation of Dr. Jung Joon Lee, the CoC named Dr. Julia Rothenberg (Social Science) to this committee.

II. Committee on Committees Liaisons

Each member of the CoC was assigned as a CoC Liaison to two standing committees. The liaisons were encouraged to contact the committee chairs and explain the role they play on the committee.

III. Committee webpages

Committee rosters were updated with current members, CoC Liaisons, Steering Committee Designees, and President's Liaisons.

IV. 2015-2016 Planning for the Election of Members-At-Large and Nominating Petitions for Committee Service

The Chair of the CoC has a meeting scheduled for October 20th with Jeffrey Schwartz, the Senate Technology Officer, to begin planning for the 2015-2016 elections for the Academic Senate and petitions to serve on the Academic Senate Committees.

Respectfully submitted,

David M. Sarno

David M. Sarno, PhD

Chairperson, Committee on Committees

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

Report to the Academic Senate

October 30th, 2015

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

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

Monthly Report of the Committee on Committees for October 2015

I. 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 were made aware of, voted on, and approved.

A. Committee on Admissions

To fill a vacancy left by the resignation of Dr. Kimberly Banks, the CoC named Dr. Sharon Ellerton (Biological Sciences and Geology) to this committee. Dr. Ellerton was the Steering Committee Designee, so a new Designee will have to be appointed.

B. Committee on eLearning

To fill a vacancy left by the resignation of Dr. Jodie Childers, the CoC named Dr. Sharon Reeves (Foreign Languages and Literatures) to this committee. Dr. Reeves was the Steering Committee Designee, so a new Designee will have to be appointed.

C. Committee on WID/WAC

This committee has been understaffed since the roster was increased from six to nine members. To fill the three vacancies, the CoC named Dr. Lakersha Smith (Social Sciences), Dr. Areti Tsimounis (Biological Sciences and Geology), and Dr. James Nichols (History) to this committee. Dr. Smith was the Steering Committee Designee, so a new Designee will have to be appointed.

II. New Faculty Member-at-Large in the Academic Senate

Dr. Jose Osorio (Foreign Languages and Literatures) was placed on the Academic Senate following the resignation of Aranzazu Borrachero.

III. Webpages

Senate and Committee rosters were updated to reflect current membership.

IV. 2015-2016 Planning for the Election of Members-At-Large and Nominating Petitions for Committee Service

On October 20th, the Chair of the CoC met with Jeffrey Schwartz (Senate Technology Officer), Karen Steele, and Chris Mooney to begin planning for the 2015-2016 elections for the Academic Senate (Faculty Members-at-Large and CLT Representative) and for placements on the Academic Senate Committees. Subsequently, a meeting was scheduled for November 17th with Raj Vaswani to discuss possible changes to the CoC database.

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: October 29, 2015
Subject: Monthly Report

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

4 Course revisions

1. Revised Courses

DEPARTMENT OF NURSING (changes title and in course description)

FROM:

NU 101 Safe and Effective Nursing Care of Client Level I

~~NU 101 provides the student with the theoretical basis and practical application of nursing concepts underlying the practice of safe and effective nursing care across the life cycle with a focus on the aging population. Primary emphasis is placed on meeting the client's basic self-care needs. Communication techniques (written and oral), legal/ethical parameters of healthcare, basic pharmacology, cultural considerations and teaching-learning principles are described and utilized with individuals and small groups. The nursing process, as a problem-solving tool, provides the basis of patient care. Students learn basic assessment skills for individual clients. Critical thinking techniques, necessary for diagnosing and treating human responses to actual or potential health problems are utilized. Clinical experiences in the college laboratories, hospitals, nursing homes and community settings provide the basis for the development of professional behaviors.~~

Note: Admission to evening clinical sequence (NU-101) will be in the Fall semester only.

Students may repeat only one nursing course (NU-101, NU-102, NU-201 or NU-202) in the Clinical Program. However, a repeat of NU-101 will require an approval from the Nursing Department Appeals Committee. This includes students who withdrew from a course after the first day, for any reason, and students who completed the course with a grade below passing.

TO:

NU 101 Safe and Effective Nursing Care Level I

NU 101 establishes the foundation for evidence-based practice by providing an introduction to the professional nursing role and responsibilities. The eight core competencies used as a framework that is congruent with the national health care goals are: professionalism, safety, assessment, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement and informatics. Students will be introduced to the nursing process which will guide them in the development of the knowledge, skills and attitudes necessary to perform the role of a professional nurse, with an emphasis on the aging population. Significant components of

the course include effective communication; basic physical assessment; basic pharmacology; nutrition; peri-operative care; principles of teaching/learning and infection control; and health promotion. A variety of teaching methodologies are used to facilitate the diverse learning needs of nursing students utilizing classroom and clinical experiences.

FROM:

NU 102 Safe and Effective Nursing Care of Client Level II

~~NU 102 provides the student with the theoretical basis and application of nursing concepts underlying the safe and effective practice of nursing as it relates to self care needs across the life cycle with a focus on the adult and pediatric client. Psychosocial, end of life, spiritual and cultural aspects of care are included. Teaching learning principles are utilized for clients across the life span. Relevant therapeutic nutrition, pharmacology and holistic healing modalities are presented. Students continue to develop communication and assessment skills as well as critical thinking strategies. Professional practice is further developed utilizing evidenced based research. Clinical experiences take place in the college laboratories, hospitals and community settings.~~

TO:

NU 102 Safe and Effective Nursing Care Level II

NU 102 is designed to augment the fundamental principles for developing and implementing plans of care that improve outcomes for adult patients. The patient history, assessment, socio-cultural factors and best practices will be incorporated into the treatment plan. Utilizing the nursing process, students will integrate foundational knowledge and skills into the clinical practice. Practicum experiences will expose students to electronic documentation, collaborative care, medication administration and a variety of disease processes in a diverse patient population. Significant components of the course include care of the patient with sepsis, alterations in fluids and electrolytes, as well as cardiac, endocrine, gastro-intestinal and respiratory systems. Pharmacological and nutritional interventions will be integrated into the coursework. Various methodologies will be used to support the development of the eight core competencies.

FROM:

NU 201 Safe and Effective Nursing Care of Client Level III

~~NU 201 provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to self care needs across the life cycle with a focus on assisting adults and families to achieve and maintain an optimal level of health and wellness. Related therapeutic nutrition and pharmacology continue as a focus of practice. Refinement of assessment, teaching learning, communication and critical thinking strategies continues. Development of professional accountability continues with emphasis on writing and evidenced- based research. Learning experiences are provided in the college laboratory, acute care, maternal child, and community health care settings.~~

TO:

NU 201 Safe and Effective Nursing Care Level III

NU 201 prepares students to provide comprehensive care to the child-bearing family with an emphasis on

men's, women's and children's health care needs. The student will utilize evidence-based knowledge and critical thinking skills to apply concepts of family dynamics, socioeconomic issues, health and wellness, and cultural implications of health care. Risk reduction and disease prevention will be incorporated into nursing care. Significant components of the course include complex cardiac, oncological, genitourinary and gynecological disorders. Assessment and intervention in child and partner abuse will be addressed. Development of professional accountability continues, with an emphasis on writing, evidence-based research and leadership skills. The role of the nurse as a patient advocate and collaborative member of the interdisciplinary team continues. Students will continue to enhance the application of the eight core competencies in a variety of clinical health care settings. This course fulfills a Writing Intensive requirement.

FROM:

NU 202 Safe and Effective Nursing Care of Client Level IV (change of title and course description)

~~NU 202 provides the student with the knowledge and skills needed to manage safe and effective care of clients across the life cycle with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of clients in acute care and community settings utilizing evidenced-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Interdisciplinary communication and collaboration are emphasized. Teaching and learning practices are implemented for the elderly client in community centers. Professional behaviors related to healthcare policy, finance and regulation, and policy formation are introduced. Clinical experiences are provided in college laboratories, hospitals and community settings with the inclusion of a mental health and community health experience.~~

TO:

NU 202 Safe and Effective Nursing Care Level IV

NU 202 provides the student with the knowledge and skills needed to manage patients with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of patients in acute care and community settings utilizing evidence-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Collaboration and interdisciplinary communication continue to be emphasized. Professional behaviors related to healthcare policy, financial regulations, and policy formation are discussed. Significant components of the course include multisystem failure, autoimmune and immune disorders, eating and childhood disorders, major psychiatric disorders, disaster preparedness, and population health. Advanced application of the eight core competencies are integrated into nursing practice.

The following rationale applies to all (4) course revisions above.

Rationale:

We are updating the language to reflect the current health care system. Course descriptions were made more specific. Content was shifted to allow the curriculum to progress more effectively and align with the health care needs of our population.

Departmental Approval date of revisions for all 4 courses: 10/7/2015