

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE April 20, 2023

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:40 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

Hearing no objection to the motion, the agenda was approved as distributed.

2. Approval of Minutes:

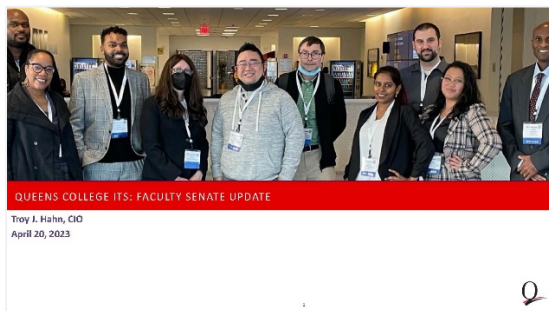
- i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated March 9, 2023”

Hearing no objection to the motion the minutes were approved as distributed.

3. Announcements, Administrative Reports and Memorials:

- a. Correction to the Nominating Committee Report dated February 9, 2023. Brais Outes-Leon changed from GSSC to USSC.
- b. JV Fuqua replaced by Jason Tougaw on the Provost Search Committee
- c. Chief information officer, Chair of the Student Technology Fee Committee, Troy J Hahn gave the following presentation:



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New additions to the ITS Team

- Divya Samaroo**
Client Services Director
- Kathy You**
Helpdesk IT Academic Support
- Roseann Warren**
Senior Sr. Data Migration & Technology
- Evelyn Alvarenga**
ITS Chief of Staff
- Stephen Khan**
Inventory, Central and Support
- Elijah Morgan**
Senior Operations Manager

4/19/2023 Faculty Senate April 2023

ITS Digital Transformation Journey 2020 - 2028

4/19/2023 Faculty Senate April 2023

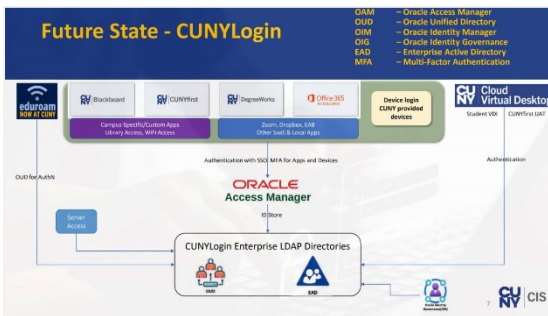
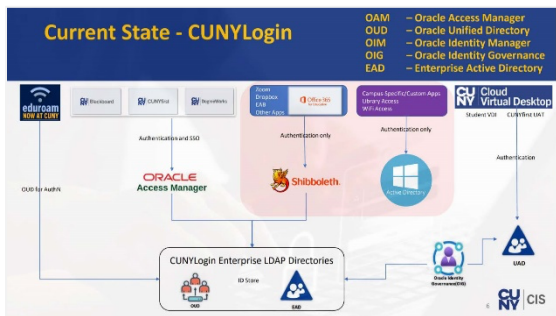
Digital Transformation

Digital Transformation refers to rethinking how technology, people, and process combine to create and deliver value to the College. **It transforms technology from a utility of the institution to an organizational partner to advance the mission.**

4/19/2023 Faculty Senate April 2023

Timeline 2023-2024

4/19/2023 Faculty Senate April 2023



Goals for Q1

IT Team Opportunities <ul style="list-style-type: none"> IT start of Fall 2023 Celebration Establishment of Friday Professional Development Day IT Internal Sem'inar series begins September 	QC Community priorities <ul style="list-style-type: none"> Brightspace training development Network & Data Center Upgrade Phase I Cybersecurity – Everyone's Job Campaign Classroom Technology Replacement
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4/19/2023 Faculty Senate April 2023

Goals for Q2

Community opportunities <ul style="list-style-type: none"> Increase Help Desk response rate by 15% during August/September CyberKnight Campaign Launches Survey of Faculty on IT Research Network 	Added priorities <ul style="list-style-type: none"> Q2 is setup for schedule adjustments due to College need 	IT Team Activities <ul style="list-style-type: none"> Begin Inter-office Mario Kart Competition Challenge Facilities/Bi-G to Volleyball Game
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4/19/2023 Faculty Senate April 2023

Snapshot 2022

We're delivering 385 New Computers have been deployed 50 New computers in Classrooms	Our Projects Have Impact IT Projects have saved \$2,500,000 -
Our team is growing ITS welcomed 6 new team members	We're getting our work done The Summit Residence Halls Technology Renovations are done Website OCR Compliance 50 Cybersecurity Threats Mitigated Integrated QC Hub into the IT CRM
We're leaders QC Technology Solutions are being relied on by Central and other CUNY Colleges.	

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4. **Special Motions:** (none)

5. **Committee Reports:**

5a. Undergraduate Curriculum Committee

i. MOTION: Duly made by Ken Lord, Chair of the UCC:

“To accept the UCC minutes dated March 9, 2023 as distributed”

Hearing no objection to the motion, the Chair moved unanimous consent.

Undergraduate Curriculum Committee

Minutes of 3/9/2023

A. General Education

1. General Education Matters

- a. RUSS 281. Tolstoy. (COPT-LIT)
- b. RUSS 175. Russian Fairy Tales (COPT-LIT)

2. Mathematics and Quantitative Reasoning Advisory Committee.

3. Writing Intensive Advisory Committee.

- a. FNES 250W. Research Methods in Human Development and Family Sciences

4. STEM variant courses.

1.

Proposal to the Academic Senate for Guidelines for College Writing 2

Submitted by:

Amy Wan, Special Assistant to the Provost on Writing (Amy.Wan@qc.cuny.edu)

Nora Carr, Interim Director of Writing at Queens (ncarr@qc.cuny.edu)

Justification: While a document with guidelines for CW2 courses at Queens College exists, it dates from 2012 and was never formally adopted by the Senate. This new document formalizes the guidelines and expectations for such courses.

GUIDELINES *for* COLLEGE WRITING 2 [2023]

The Pathways general education program requires six credits in English Composition (EC). At Queens College, the first semester course is English 110, also known as *College Writing 1* (CW1), and the second course is called *College Writing 2* (CW2). (Because the second semester of this sequence is housed in departments across the curriculum, Queens College designates both composition courses as “College Writing” as opposed to “English Composition.”). CW2 courses are developed by departments or divisions under the guidelines that follow. Since these courses are intended to build on English 110, instructors should familiarize themselves with the material and methods taught in English 110. Goals for English 110, as well as the Pathways Learning Outcomes for EC courses, are included in this document.

LEARNING GOALS *for* CW2

Students will:

- Learn the central rhetorical genres and conventions within the course’s discipline and/or division
- Build on writing practices introduced in English 110 such as pre-writing, drafting, revision, and research
- Build on critical reading practices introduced in English 110 such as summary, synthesis, and analysis
- Learn the research and attribution skills appropriate to the discipline that will help strengthen their writing and thinking.
- Take ownership of their writing and gain an understanding of their voice and style in relation to disciplinary expectations

CUNY PATHWAYS LEARNING OUTCOMES

All EC courses must satisfy the following learning outcomes:

EC 1: Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
EC 2: Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
EC 3: Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
EC 4: Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
EC 5: Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

SYLLABI CHECKLIST

The proposed course:

1. Is offered at an introductory level. The only required prerequisite is English 110/CW1.
2. Includes the following statement: This course satisfies an English Composition (EC) requirement of the Pathways General Education Required Core. In this category, English 110 satisfies the EC1 (College Writing 1) requirement, and all other courses satisfy the EC2 (College Writing 2) requirement.
3. Dedicates at least half of overall class meeting time explicitly to writing instruction.
4. Requires at least 15 pages of formal, graded writing, or the equivalent amount of significant writing that is appropriate to the discipline. Proposed changes to the page count requirement must be accompanied by a discipline-specific justification for the change in your course proposal.
5. Includes regular informal writing assignments and opportunities in class to think and talk about writing in the discipline.
6. Incorporates clear scaffolding on all formal writing assignments: Scheduled pre-draft writing, drafts, and revisions.
7. Incorporates revision: At least one formal writing assignment should be revised based on instructor feedback, and at least one formal writing assignment should be revised based on peer review.
8. Includes at least one formal research essay or project that introduces students to the process of disciplinary research. Sources might include both physical and online materials, appropriate research databases and other library resources. Courses using

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published research are strongly encouraged to set up at least one class meeting with the disciplinary librarian assigned to their department.

ADDITIONAL INFORMATION

CW2 courses will have a class size capped at 25 students.

CW2 courses will have titles starting with the word “writing,” followed by an appropriate preposition. E.g., HIST 1XX: Writing about History; PHIL 1XX: Writing in Philosophy; ENGL 1XX: Writing about Literature.

The above criteria, like CW1, are based on the Queens College Guidelines for Student Writing, Learning Goals for ENGL110 (see below), and the CUNY Pathways Learning Outcomes (see above), and will be submitted as part of the General Education Course Submission Process. Proposed CW2 courses will be submitted to WaQ and the UCC for recommendation to the Academic Senate.

Innovative departures from these guidelines will be considered on a case-by-case basis.

LEARNING GOALS *for* ENGL110

Students will:

1. Produce writing that **responds** appropriately to a **variety of rhetorical situations** with a particular focus on academic argumentation.
2. Learn reading strategies to **summarize, synthesize, analyze, and critique other people’s arguments and ideas fairly**.
3. Learn **research practices** that will help strengthen their writing and thinking.
4. **Produce writing that shows how writers may navigate the diverse processes of composing** including revision and collaboration.
5. Produce writing that strategically employs **appropriate language conventions** in different writing situations.
6. **Take ownership of their work** and gain an understanding of their own voice, style, and strengths.

2. Anthropology/Linguistics and Communication Disorders

- a. New course.

Anthropology 281./LCD 281. Analyzing Language in Action. 3 hr.; 3 cr. Prerequisite: LCD 101 or ANTH 104. This course introduces the theories, approaches, and methods of discourse analysis, the study of human discourse or socially situated language use. We examine how people express themselves, do things, become who they are, and make things happen using language, and how discourse(s) on social beliefs and behaviors influence (and are used in) the construction and production of meaning.

3. Hispanic Languages and Literatures

Changes to Existing Courses (number, title, hours, credits, prerequisites, description)

- a. Change in description:

To read:

SPAN 111. Elementary Spanish I. 4 hr.; 4 cr. Intended for students with no previous training in Spanish. Designed to develop basic communicative competence both orally and in writing. All language skills (listening, speaking, reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries will be promoted. Not open to Spanish heritage students, native speakers of Spanish, or to students who have received credit for SPAN 114. (LANG)

To Read:

SPAN 112. Elementary Spanish II. 4 hr.; 4 cr. Prereq.: SPAN 111 or permission of the Department. This course is a continuation of SPAN 111. Designed to further develop basic communicative competence both orally and in writing. All language skills (listening, speaking, reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries are strengthened. Not open to students who have received credit for SPAN 115. (LANG)

- c. Change in Description:

To Read:

SPAN 203. Intermediate Spanish I. (formerly SPAN 113) 3 hr.; 3 cr. Prereq.: SPAN 112, or three years of high school Spanish, or permission of the Department. This course is a continuation of SPAN 112. Designed to develop communicative competence both orally and in writing at an intermediate level. All language skills (listening, speaking reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries are strengthened. Not open to students who have received credit for SPAN 201. (WCGI, LANG)

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d. Change in Description:

To Read:

SPAN 204. Intermediate Spanish II. 3 hr.; 3 cr.

Prereq.: SPAN 201 or 203, or four years of high school Spanish, or permission of the Department. This course is a continuation of SPAN 203. This course offers an intense review of Spanish grammar and vocabulary in order to further develop communicative competence both orally and in writing at an intermediate level. All language skills (listening, speaking reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries are strengthened. (WCGI, LANG).

e. Change in description.

To Read:

SPAN 215. Spanish Conversation. 3 hr.; 3 cr.

Prereq.: SPAN 201 or SPAN 204, or permission of the Department. Intensive practice in spoken Spanish providing practical use of the language with emphasis on oral-aural techniques, leading toward fluency in speaking and listening. The goal of this course is to enhance the development of communicative competence in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are also an important part of the course. (LANG)

4. Anthropology

a. New course.

ANTH 247. Archaeology of Africa. 3 hr.; 3 cr. Prereq.: sophomore standing or permission of instructor. This course examines social developments in Africa through its material culture from the early Pleistocene era until the historical period. Topics covered include human evolution, the emergence and spread of agriculture, the development of complex societies and urbanism, the role of trade and exchange networks in shaping African societies, and the impact of colonialism and post-colonialism on African archaeology. Additionally, the course explores Africa's contributions to other world civilizations through the Indian and transatlantic ocean trade, and critiques earlier archaeological studies that contributed to stereotypes of precolonial Africa as undeveloped and isolated.

5. European Languages and Literatures

I. Change to a major: French and Francophone Studies

To read:

REQUIREMENTS FOR THE MAJOR IN FRENCH (MAJOR CODE FREN-BA)

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Required: 36 credits in French and Francophone Studies, including successful completion of FREN 205, 206, 224, 228, two 300-level courses, and one course from the “Eurocourse” category. Students are advised to complete FREN 206 or 228 before enrolling in advanced (FREN 300-level) literature courses. Students should choose courses for the remaining credits in consultation with the undergraduate advisor. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of French culture may count toward the major.

II. Change to a minor: French and Francophone Studies

To read:

Requirements for the Minor in French (Minor Code FREN-MIN):

The minor consists of 18 credits in French and Francophone Studies, chosen in consultation with a departmental advisor. Students may take two classes taught in English on relevant aspects of French culture.

III. Change to a major: German

To read:

REQUIREMENTS FOR THE MAJOR IN GERMAN (MAJOR CODE GERM-BA)
36 credits are required for the major. Students must take at least 24 credits from among the language courses (GERM 111–236) and literature courses in the 300 series (GERM 321-360). The remaining 12 credits may be taken from among any other courses relating to German language, literature and culture, including those taught in English (GERM 41, 45, 250, 310–315) and “Eurocourses”. Interested students are urged to consult with the undergraduate advisor for German as early as possible in order to plan their programs.

IV. Change to a minor: German

To read:

REQUIREMENTS FOR THE MINOR IN GERMAN (MINOR CODE GERM-MIN)
The German minor consists of 18 credits relating to German language, literature, and culture. Up to 6 credits may be taken in English translation (for example, GERM 41, 45, 250, 310-315). Students should consult with the undergraduate advisor for German as early as possible in order to plan their programs.

V. Change to a minor: Modern Greek

To read:

Requirements for the Minor in Modern Greek (GRKMD – MIN)

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The minor consists of 18 credits in Modern Greek language and literature courses. A combination of language and literature courses may be taken in consultation with the program adviser.

VI. Change to a major: Italian

To read:

REQUIREMENTS FOR THE MAJOR IN ITALIAN (MAJOR CODE ITAL-BA)

Required: 36 credits in Italian; successful completion of at least three Italian 200 level courses; two 300-level courses; and one course in the “Eurocourse” category. Students are advised to take at least two 200-level courses before enrolling in Italian 300 courses. Prospective majors should consult the undergraduate advisor as soon as possible to plan their program of study. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of Italian culture may count toward the major.

VII. Change to a minor: Italian

To read:

REQUIREMENTS FOR THE MINOR IN ITALIAN (MINOR CODE ITAL-MIN)

18 credits in literature and language courses. Students may start with any course. Prospective minors should consult with the undergraduate advisor in order to plan their program of study. Students may take two classes taught in English on relevant aspects of Italian culture.

VIII. Change to a major: Russian

To read:

REQUIREMENTS FOR THE MAJOR IN RUSSIAN (MAJOR CODE RUSS-BA)

36 credits are required for the major. Students must take at least 24 credits from among the language courses (RUSS 111-327), and literature and culture courses in English (RUSS 150-285, SLAV 250). The remaining 12 credits could be selected from other literature courses in Russian (for example RUSS 331, 350, 351, 361, 391, 392) or from courses in related fields, including “Eurocourses,” CMLIT 218, 331, 333–337; HIST 109, 110; PHIL 106; and PSCI 235, 261. Interested students are urged to consult with the undergraduate advisor for Russian as early as possible in order to plan their programs.

IX. Change to a minor: Russian

To read:

Minimum of 18 credits. May be started with any Russian literature and culture course or Russian language course. Up to 9 credits in English translation (for example RUSS 150, 155, 175, 233-235, 243, 244, 245, 275, 276, 280-282, 285) or in Russian (in the 300 series) may be

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taken. Students should consult with the undergraduate advisor for Russian as early as possible in order to plan their program.

X. Change to existing course: German

To read:

GERM 45, 45W. German Cultures and Thought. 3 hr.; 3 cr. Prereq.: ENGL 110. Introductory course in contemporary German-speaking cultures and institutions. Particular attention to arts, history, politics, economics, and social issues of the German-speaking world. All readings and discussions are in English. (WCGI).

6. Media Studies

The Media Studies Department requests ownership of the Journalism Minor, which is currently unstaffed and deactivated. Journalism is currently housed in Urban Studies, although the minor is not available to students. Prof. Tarry Hum, Chair of Urban Studies, has granted permission for the transfer of Journalism to Media Studies.

7. Math

a. Change to course description: Math 301

TO:

MATH 301. Abstract Algebra I.
4 hr.; 4 cr. Prereq.: C- or above in MATH 231 or the equivalent.
Theory of groups, including cyclic and permutation groups, homomorphisms, normal subgroups and quotient groups. Theory of rings, including integral domains and polynomial rings. Additional topics may be discussed. Not open to students who are taking or who have received credit for MATH 333, 601 or 702.

b. Change to prerequisites: All 100- and 200-level math courses with math prerequisites.

TO:

MATH 120. Discrete Mathematics for Computer Science.
3 hr.; 3 cr. Prereq.: C- or above in MATH 122 or the equivalent, or MATH 122M.

TO:

MATH 131. Calculus with Applications to the Social Sciences I.
3 hr.; 3 cr. Prereq.: C- or above in MATH 122 or equivalent, or grade of A- or above in MATH 115 (no MATH122 attempts lower than C-), or MATH 122M or placement by dept exam, or permission of the dept.

TO:

MATH 132. Calculus with Applications to the Social Sciences II.

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3 hr.; 3 cr. Prereq.: C- or above in MATH 131.

TO:

MATH 142. Calculus/Integration.

3 hr.; 3 cr. Prereq.: C- or above in MATH 141 or equivalent, or permission of the department.

TO:

MATH 143. Calculus/Infinite Series.

3 hr.; 3 cr. Prereq.: C- or above in MATH 142 or MATH 132, or permission of the department.

TO:

MATH 152. Calculus/ Integration & Infinite Series.

4 hr.; 4 cr. Prereq.: C- or above in MATH 151.

TO:

MATH 201. Multivariable Calculus.

4 hr.; 4 cr. Prereq.: C- or above in MATH 143 or 152.

TO:

MATH 202. Advanced Calculus.

4 hr.; 4 cr. Prereq.: C- or above in MATH 201 and C- or above in MATH 231 or 237, or permission of the chair.

TO:

MATH 209. Elementary Set Theory.

3 hr.; 3 cr. Prereq.: C- or above in MATH 122 or the equivalent, or MATH 122M.

TO:

MATH 223. Differential Equations with Numerical Methods I

3 hr.; 3 cr. Prereq.: C- or above in MATH 201 AND 231.

TO:

MATH 224. Differential Equations with Numerical Methods II

3 hr.; 3 cr. Prereq.: C- or above in MATH 223 and C- or above in MATH 231 or 237.

TO:

MATH 231. Linear Algebra I

4 hr.; 4 cr. Prereq.: C- or above in MATH 141 or 151.

TO:

MATH 232. Linear Algebra II

3 hr.; 3 cr. Prereq.: C- or above in MATH 231.

TO:

MATH 241. Introduction to Probability and Mathematical Statistics

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3 hr.; 3 cr. Prereq./Coreq.: C-or above in MATH 143 or 152.

TO:

MATH 242. Methods of Mathematical Statistics
3 hr.; 3 cr. Prereq.: C- or above in MATH 241.

TO:

MATH 247. Linear Programming and Game Theory
3 hr.; 3 cr. Prereq.: C- or above in MATH 231 or 237.

TO:

MATH 248. Nonlinear Programming
3 hr.; 3 cr. Prereq.: C- or above in MATH 201 and C- or above in MATH 231 or 237.

TO:

MATH 250. Mathematical Computing
3 hr.; 3 cr. Prereq.: C- or above in MATH 201 or MATH 231.

TO:

MATH 255. Introduction to Game Theory
3 hr.; 3 cr. Prereq.: C- or above in one of the following: MATH 120, 142, 152, 209, 220, or 509.

8. Accounting

1. Change to a Major: ACCT-BBA - Business Accounting Change in major courses

To Read:

Required Courses with Descriptions

Lower Sophomore

Economics, Business, & Computer Science

ECON 249. Statistics as Applied to Economics and Business. 3 lec., 1 lab. hr.; 3 cr.
Prereq.: ECON 101 or 103 and MATH 122 or 131 or 141 or 151 or 157. The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for MATH 241, which will be accepted in lieu of ECON 249.) Fall, Spring

2. Change to a Major: ACCT-BBA - Advanced Accounting Change in major courses

To Read:

Required ACCT courses: 101, 102, 201, 261, 305, 202, 311, 362 (362W), 306, 372, 341, 321, 322, 367

Required Elective: One course from:

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ACCT 343, 350, 363, 385, 393W, 398
ACCT 331, 355, 369, 373, 382, 391, 392

3. Change to Existing Courses: Change in class standing

To Read:

ACCT 367. Federal and New York State Taxes on Income. ACCT 367: 4 hr.; 4 cr.
Prereq.: ACCT 102 and junior standing. Fall, Spring

9. Media Studies

a. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 240. Styles of Cinema.
3 hr.; 3 cr. Prereq.: MEDST 143 or 144 or 146 or 200.

b. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 245. Screenwriting.
3 hr.; 3 cr. Prereq.: None.

c. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 250. Introduction to Media Law.
3 hr.; 3 cr. Prereq.: None.

d. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 255. Social Media.
3 hr.; 3 cr. Prereq.: None.

e. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 262. Political Economy of Media.
3 hr.; 3 cr. Prereq.: MEDST 101.

f. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 266. Podcasting.
3 hr.; 3 cr. Prereq.: MEDST 100 or 101.

5. SEES

- a. Change in prerequisites.

To Read:

GEOL 210. Water Resources and Conservation. 3 lec. hr.; 3 cr. Prereq.: GEOL 1001 and ~~101 or ENSTD 200 or~~ ENSCI ~~111~~ 100 and ENGL 110; ~~or 112~~; ~~prereq. or coreq.: GEOL 102~~ or permission of the instructor. Water use, problems of water supply, water resource management, water quality (present and potential pollution problems and solutions), and water conflicts around the world. Topics will be explored through a study of the historical context, the physical process, environmental risks, and future issues.

- b. Change in number and prerequisite.

To Read:

ENSCI 203-303. Environmental Microbiology. 3 lec. hr.; 3 cr. Prereq. BIOL 105, GEOL 101, ENSCI 100, and 200 or permission of instructor. CHEM 113.4 and CHEM 113.1 (lecture and lab) highly recommended. A basic understanding and appreciation of microbial processes that may be applicable to students interested in geology, ecology, and environmental science. It covers the fundamental aspects of microbial biology and ecology with a particular emphasis on the roles of microorganisms in sustaining the web of life and earth systems. Specific areas of focus include microbial energetics and yield, enzymes and growth, cell structure and physiology, metabolic and genetic regulation, microbial/environmental interactions, and biogeochemical cycles. The study of microbial diversity and activity will be tightly coupled to the concept of Earth as a dynamic system. Not open to students who have taken ENSCI 203.

- b. **Editorial change in requirements.**

To Read:

Environmental Sciences

The interdisciplinary BA in Environmental Science requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry):

1. ENSCI 100, 200, and the capstone ENSCI 373W; and completion of the following introductory science courses that are prerequisite for one or more of the Core Courses or Advanced Courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105, MATH 151 (or equivalent), and PHYS 121.4 and 121.1.
2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, BIOL 201, or URBSTD 230).
3. Two of the following 300-level Advanced Courses: GEOL 318, 328, 342, 347, 349, 363, 370, 383; ENSCI ~~203~~ 303, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

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For the BS in Environmental Science the student must satisfy the requirements for the BA and complete

1. MATH 114 or MATH 241 or BIOL 230;
2. 12 credits from introductory Mathematics and Science courses including GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1 or GEOL 200;
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Ping Li, Chair of the GCC:

“To accept the GCC minutes dated March 8, 2023 as distributed”

Hearing no objection to the motion, the Chair moved unanimous consent.

GCC Minutes Dated March 8, 2023

A. ITEMS FOR UNIVERSITY REPORT

1. SPAN

a. Request for New Course

Please state the course as follows:

Course number and title: **SPAN 779 – Advanced Translation in Spanish**

Hours and credits: 2 hr. plus conference; 3 credits

Prerequisites or corequisites: None

Description (as it should read in the Graduate Bulletin):

The course will deal with translation in theory and in practice and will also include linguistics and stylistics. Translations will be from English to Spanish and from Spanish to English.

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

SPAN 779 could be paired with SPAN 341 Introduction to Translation as we teach combined graduate and undergraduate courses. Adding this course will increase the language offerings in our graduate program to attract more students. It will also allow our students to continue developing their translation skills.

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Projected Enrollment: 15

Projected Frequency: Bi-annually

Online Instruction (If any or all class instruction is to be held online, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how the instructor and students will interact online.) *N/A*

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hours/3 credits, please give a detailed rationale explaining why this format is appropriate.

This course is proposed as 2 hour plus conference to be in line with all other HLL graduate courses.

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale.

Not Applicable

c. Request for New Course

Please state the course as follows:

Course number and title: **SPAN 781 – Advanced Phonetics**

Hours and credits: 2 hr. plus conference; 3 credits

Prerequisites or corequisites: None

Description (as it should read in the Graduate Bulletin):

This course covers advanced topics in Spanish phonetics, including contrastive Spanish/English analysis.

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

SPAN 781 could be paired with SPAN 338 Advanced Grammar and Phonology as we teach combined graduate and undergraduate courses. Adding this course will increase the language offerings in our graduate program to attract more students. It will also allow our students to continue developing their translation skills.

Projected Enrollment: 15

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Projected Frequency: Bi-annually

Online Instruction (If any or all class instruction is to be held online, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how the instructor and students will interact online.) *N/A*

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hours/3 credits, please give a detailed rationale explaining why this format is appropriate.

This course is proposed as 2 hour plus conference to be in line with all other HLL graduate courses.

5c. Nominating Committee

i. MOTION: Duly made by Stephen Grover, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated April 20, 2023”

Hearing no objection to the motion, the Chair moved unanimous consent.

1) International Student Affairs Committee

The following faculty was elected by unanimous consent:

Sungeon Choi	Math & Natural Sciences	December 2024
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2) Committee on Honors and Awards

The following faculty member was elected by unanimous consent:

Susan Rotenberg	Math and Natural Sciences	December 2025
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3) Committee on Undergraduate Admissions & Re-entry Standards

The following Faculty member was elected by unanimous consent:

Steven Leventhal	Social Sciences	December 2024
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4) Undergraduate Curriculum Committee

The following student member was elected by unanimous consent:

Arianna Arce	Arts and Humanities	December 2023
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6. Old Business:

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a. Nominations to the Nominating Committee:

Student – Math and Natural Sciences May 2023 (There were no nominees).

At-Large May 2023 (There were no nominees).

b. Nominations to the Executive Committee:

Faculty Member (There were no nominees)

c. Special Committee on Governance Proposal: Lectures with CCE can serve on P&B

i. MOTION: Duly made by Dave Fields, Chair of the Special Committee on Governance:

“To accept the proposal”

Hearing no objection to the motion, the Chair moved unanimous consent.

Report of the Special Committee on Governance

Proposed Amendment to the

Queens College Academic Senate Charter

Allow Lecturers with a Certificate of Continuous Employment (CCE) to Serve on Departmental Personnel and Budgets Committees subject to the limits that apply to untenured Assistant Professors.

Be it Resolved;

The Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to allow Lecturers who hold a Certificate of Continuous Employment to serve on Department Personnel and Budget Committees by adding the underlined language below to part A of Section XI of the Academic Senate Charter as follows:

Section XI – Voting Rights of Lecturers, Promotion to Full Professor

- A. In addition to those faculty members authorized by the Bylaws of the City University of New York to vote in departmental elections for chair and for members of the departmental Personnel and Budget Committee, those lecturers who hold Certificates of Continuous Employment shall be entitled to vote. **Lecturers who hold a Certificate of Continuous Employment shall also be entitled to stand for election to departmental Personnel and Budget Committees and serve on them subject to the same limits that apply to non-tenured Assistant Professors.**

Justification

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Lecturers who hold a Certificate of Continuous Employment (C.C.E.) have demonstrated an extended professional commitment to Queens College and have been evaluated and determined to be expert teachers. Allowing such Lecturers to serve on departmental Personnel and Budget Committees serves two functions, both of which are consistent with the mission of the College:

- (i) It creates a more inclusive governance structure that recognizes the important contributions of Lecturers to the operation and mission of a department and to the College at large;*
- (ii) Given the role of Lecturers as expert teachers, it gives increased weight to the role of teaching in departmental decision making.*

Dean of Faculty | School of Arts and Humanities

April 17, 2023

To: The Membership of the Queens College Academic Senate

From: William McClure, Dean of Arts and Humanities (on behalf of the faculty Deans and the College Personnel & Budget Committee)

Re: Proposed revision to the Charter of the Queens College Academic Senate:
Lecturer Service on Departmental Personnel and Budget Committees

A proposal to allow Lecturer Service on Departmental Personnel and Budget Committees was brought to a vote at the February 9, 2023 meeting of the Academic Senate. Such a proposal requires a revision to the Charter of the Queens College Academic Senate. After questions from Senators and in response to requests for more discussion, the proposal was withdrawn.

I write to address the concerns that were raised at that time and to offer further explanation. The language proposed is copied here:

Lecturer Service on Departmental Personnel and Budget Committees

In addition to those faculty members authorized by the Bylaws of the City University of New York to serve on the departmental Personnel and Budget Committee (IX.9.1 of the CUNY By-Laws¹ and V.1.2 of the CUNY Manual of General Policy²), those lecturers who hold a Certificate

of Continuous Employment shall be entitled to serve. Consistent with V.1.2 of the Manual of General Policy, no more than one non-tenured faculty member shall serve on departmental personnel and budget committees. As neither untenured faculty nor lecturers with C.C.E. have

1 BY-LAWS OF THE CITY UNIVERSITY OF NEW YORK (IX.9.1.a)
ARTICLE IX ORGANIZATION AND DUTIES OF FACULTY DEPARTMENTS
SECTION 9.1. DEPARTMENT ORGANIZATION.

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a. Each department, subject to the approval of the faculty or faculty council, where existent, and subject to the provisions of other sections of these bylaws, shall have control of the educational policies of the department through the vote of all of its members who have faculty rank or faculty status; and if it may also choose to permit a vote on departmental matters by persons in visiting professorial titles and other members who have been appointed on an annual salary basis for a first or second year of full-time service. The right to vote for the election of department chairpersons and the departmental committee on personnel and budget, referred to in some colleges as the departmental committee on appointments, shall be reserved to those with faculty rank. [NB: Lecturers hold faculty status; they do not hold faculty rank. A separate amendment to the Charter of the QC Academic Senate allows lecturers with C.C.E. to vote in department elections.]

2 MANUAL OF GENERAL POLICY OF THE CITY UNIVERSITY OF NEW YORK (V.1.2) ARTICLE V FACULTY, STAFF AND ADMINISTRATION

1.2 Personnel and Budget Committee Composition

No faculty member who does not hold senior rank—associate professor or professor—shall vote on any promotion to full professor. It is the intent of the Board of Trustees that faculty decisions concerning tenure shall be rendered by committees composed predominantly of tenured members. Accordingly, no more than one non-tenured faculty member shall serve on departmental personnel and budget committees. This provision shall not apply to new colleges or newly organized departments that have fewer than five tenured faculty members. (BTM,1975,09-22,005,_) [NB: C.C.E. is a form of permanent employment that is formally distinct from tenure.]

tenure, a P&B may therefore include no more than one such member. In addition, the limits on voting that apply to untenured faculty on the P&B apply to lecturers with C.C.E. as well.

Justification

Lecturers who hold a Certificate of Continuous Employment (C.C.E.) have demonstrated an extended professional commitment to Queens College and have been evaluated and determined to be expert teachers. Allowing such Lecturers to serve on departmental Personnel and Budget Committees serves two functions, both of which are consistent with the mission of the College:

- (i) It creates a more inclusive governance structure that recognizes the important contributions of Lecturers to the operation and mission of a department and to the College at large;*
- (ii) Given the role of Lecturers as expert teachers, it gives increased weight to the role of*

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teaching in departmental decision making.

There were three objections raised by members of the Senate. I address each below.

1. Objection:

This proposal allows faculty without PhDs to vote on cases of tenure and promotion to Associate Professor.

Response:

It is already the case that faculty without PhDs vote on cases of tenure and promotion. There are a number of academic fields where the terminal degree is a master's degree and not a doctorate, so there are a significant number of professorial faculty at Queens College who do not hold a PhD. Moreover, since we have faculty in a wide variety of academic fields, not all faculty are even judged on the basis of traditional scholarship, i.e., published papers and books. Faculty productivity may be reflected in creative work, practitioner scholarship, librarianship, etc.

Additionally, across the College, there are many lecturers who do in fact have a PhD. They may be Lecturers by choice (they prefer teaching over research) or circumstance (a job as a Lecturer is better than no job at all). The upshot is that the alignment of degree and academic title is very much less than perfect.

Finally, under the current rules, untenured Assistant Professors may serve on department P&Bs but may not vote on promotions to Professor. Nothing requires that an untenured Assistant Professor be asked to serve in such a capacity. Under this proposal, the same restrictions would apply to Lecturers with CCE. A department may therefore choose never to elect an untenured Assistant Professor or a Lecturer with CCE to serve on the P&B. Importantly, under this proposal the combined total number of untenured Assistant Professors and Lecturers with CCE serving on a P&B at any one time is limited to one.

2. Objection:

Lecturers without CCE should be included in this proposal.

Response:

The CUNY By-Laws give lecturers no role in faculty governance. They may not serve on a department P&B; they may not even vote in department elections.

As was described by Dave Fields at the February 9 meeting, Queens College is the only CUNY college that has chosen to allow Lecturers with CCE to vote in elections for Chair and P&B membership. This proposal is a next logical step to extend the right to vote to the right to serve for Lecturers with CCE.

I believe many at the College are in support of the idea that Lecturers without CCE should also have a role in department governance. Given that this sort of change is always incremental and that following precedent is often the preferred way to bring about change, I also believe the first step should be to give Lecturers without CCE the right to vote in department elections, and I would support an effort to make that happen.

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3. Objection:

There was no (or not enough) discussion of this matter at the department level.

Response:

This proposal has been discussed extensively at the College P&B (all the department chairs, the provost, and the president) before the February 9 meeting and after. The chairs agreed to discuss with their P&B membership and faculty, but I can't speak to how much consultation actually happened. This memo is also meant to stimulate discussion.

There is one additional practical consideration.

A department P&B is a five-member committee required by the CUNY By-Laws to manage the business of a department. It consists of the chair (who must be tenured) and four other faculty members, three of whom must hold tenure. As noted already, under the current rules, a department P&B may include one untenured Assistant Professor, although this person may not vote on promotions to Professor. In practice, it is relatively unusual for an untenured Assistant Professor to be asked to serve in this capacity, and it usually happens only because the number of tenured professorial faculty is limited – a relatively common situation in smaller departments (where fellowship leaves, other service or professional commitments, the absolute number of faculty, etc. may also limit the number of faculty eligible and willing to serve). In addition to recognizing the important contributions that long-serving Lecturers make to their departments, allowing Lecturers with CCE to serve on a department P&B has the practical effect of giving smaller departments much-needed flexibility in finding faculty willing and able to serve on this mandatory governance committee.

7. New Business:

a. Calendar of senate and executive committee meetings 2023-2024

i. MOTION: Duly made by Chair Ferguson:

“To approve the Calendar of senate and Committee meeting dates”

Hearing no objection to the motion, the calendar was approved as distributed.

Academic Senate Meetings

Thursdays at 3:35 pm

Fall 2023

September 14, 2023
October 12, 2023
November 9, 2023
December 14, 2023

Spring 2024

February 8, 2024
March 14, 2024
April 11, 2024
May 9, 2024 (Last)
*May 9, 2024 - Limited Meeting New Senate

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Executive Committee Meetings

Thursdays at 3 pm

Fall 2023

August 31, 2023
September 28, 2023
October 26, 2023
November 30, 2023

Spring 2024

January 25, 2024
February 22, 2024
March 28, 2024
April 18, 2024

- i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:29 p.m. The next Academic Senate meeting will be on Thursday, May 11, 2023.