FACULTY EXECUTIVE COMMITTEE
QUEENSBOROUGH COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
Remote Meeting of December 20, 2022
Minutes

Treasurer's Report
QCC Faculty Association Account

To: Faculty Executive Committee
From: Julia Rothenberg
Date: **January 31, 2023**

Respectfully submitted,
Julia Rothenberg
Treasurer

Faculty Executive Committee Meeting
January 31, 2023

Elections Officer report

2022-2023 Elections

Submitted by Beth Counihan, Elections Officer

Election report: governance plan vote started 11 Nov and ends 23 Nov

FIRST DRAFT of **QCC College Policy on Fully Online Classes**

Whereas, more course sections at the College are being taught fully online and with the asynchronous modality than before 2019, and

Whereas, the percentage of the total enrollment represented by fully online class sections may continue to increase past 2023, and

Whereas, support for students in fully online course sections has different elements and costs associated with that modality, and

Whereas, it is important to provide for effective support and interaction with the instructor of such course sections, and

Whereas , retention of students is extremely important, and

Whereas, the failure rate and withdrawal rate in fully online sections is significantly above those in other instructional modalities, and

Whereas , successful online programs, such as at CUNY SPS, enroll students who already have college experience and have earned college credits, and

Whereas, in consideration that there will be an increasing number of degree programs offered by Queensborough Community College that will be entirely online, and

Whereas, the College may determine for itself the College Policy that best serves its needs by action of the governing body, the Academic Senate, and

Whereas, at Queensborough Community College there are no College or Department policies determined by faculty with regard to the prerequisites for the fully asynchronous online modality for course sections, and

Whereas, at Queensborough Community College there are no College or Department policies determined by faculty based on concern for effective pedagogy achieving learning outcomes with regard to the upper limit for seats in the fully asynchronous online modality for course sections, and

Therefore, be it resolved that it is the policy of Queensborough Community College that there must be prerequisites for course sections offered in the fully asynchronous online modality and that they are set by the policies of the academic departments offering such, and

Therefore, be it further resolved that there must be upper limit for seats in the fully asynchronous online modality for course sections that they are set by the policies of the academic departments offering such, and

Be it further resolved that, there be exceptions permitted to the seat limits and prerequisites with the approval of the instructor and the department chairperson, and

Be it finally resolved that, this Queensborough Community College Policy would go into effect with the Fall 2024 semester and going forward.

FIRST DRAFT of **QCC College Policy on Modality Distribution of Faculty Teaching Loads**

Whereas, more course sections at the College are being taught online in part or fully online, and

Whereas, faculty are required to have teaching schedules according to the collective bargaining agreement, and

Whereas, there are advantages to having faculty teaching students on campus, and

Whereas, there are advantages for faculty and the College when faculty are available on campus for numerous activities, and Whereas, in consideration that there will be an increasing number of degree programs offered by the College that will be entirely online, and

Whereas, the College may determine for itself the College Policy that best serves its needs by action of the governing body, the Academic Senate, and

Whereas, there are no College or Department policies determined by faculty with regard to the distribution of class instructional modalities in faculty teaching schedules,

Therefore, be it resolved that no more than 60 to 75% of Faculty Teaching Loads are to be composed of fully online classes with exceptions for faculty teaching in CUNY and QCC fully online degree programs, and

Be it further resolved that, there be further exceptions permitted with the approval of both the department chairperson and provost, and

Be it further resolved that, exceptions are to be permitted for those who receive an accommodation due to their particular circumstances, and

Be it finally resolved that, this policy would go into effect with the Fall 2024 semester forward

PROCEDURAL GUIDE TO AN APPEAL BEFORE
THE ACADEMIC REVIEW COMMITTEE

INTRODUCTION This guide shall govern the procedure of appeals to the Queensborough Community College ("QCC") Academic Review Committee ("ARC"). Such appeals shall be conducted in a manner consistent with the provisions of this guide and with the provisions of the QCC Governance Plan ("the Governance Plan") and the QCC Faculty Bylaws ("the Faculty Bylaws"). In the event of any inconsistency between any provision of this guide and the Governance Plan and the Faculty Bylaws, the Governance Plan and/or the Faculty Bylaws shall control.

SECTION 1: **INITIATION OF APPEAL** - An appeal to the ARC shall be initiated by the affected individual ("the appellant") or by the President of QCC by the filing of a written statement requesting such appeal with the QCC Office of Academic Affairs ("QCC OAA") within thirty (30) days of the receipt by the affected individual or by the Office of the President of QCC of the written determination of the departmental or College personnel and budget committee from which the appeal is sought. Such statement shall set forth the name and where applicable the faculty rank of the affected individual, a brief description of the determination of the personnel and budget committee that is sought to be appealed and the date such affected individual or the Office of the President received notice of such determination.

SECTION 2: SCHEDULING OF APPEAL - The ARC shall schedule a hearing of the ARC to be commenced within sixty (60) days of the receipt of the request for appeal by the QCC OAA.

SECTION 3: NOTICE - The appellant shall receive a minimum of fourteen (14) days notice of the date, time and location of the hearing on the appeal. Such notice shall be sent to the appellant by the QCC OAA by email and by first class mail.

SECTION 4: REPRESENTATION - The appellant may be accompanied at the hearing on his or her appeal by a colleague. If the appellant is a faculty member, the appellant may be accompanied by another QCC faculty member chosen by the appellant. If the appellant is not a faculty member, the appellant may be accompanied by either a QCC faculty member or an individual employed at QCC in the same position as the appellant chosen by the appellant. Such representative may assist the appellant at the hearing on the appeal and shall be permitted to speak during such hearing.

SECTION 5: DOCUMENTS TO BE REVIEWED BY THE MEMBERS OF THE ARC – All of the members of the ARC shall have access to, and shall review, all documents or materials that had been available to the members of the departmental or College personnel and budget committee in connection with the determination that is the subject of the appeal. In addition, the members of the ARC shall accept and review all written statement(s) submitted to the ARC by the appellant or by any other individual(s) in support of, or in opposition to, the position of the appellant on the appeal. All members of the ARC shall have access to all such written statements submitted to the ARC. The appellant and his or her department chairperson shall have the right to access all documents or materials available to the members of the ARC at

least ten (10) days prior to the appellant's appearance at the hearing on the appeal before the ARC, or prior to discussion of such appeal by the ARC.

SECTION 6: CONDUCT OF THE HEARING ON THE APPEAL –

(a) Date, Time and Place - The hearing on the appeal shall take place at the scheduled place and on the date and time scheduled. A majority of the voting members of the ARC must be present throughout the hearing on the appeal and throughout any adjourned session thereof.

(b) Presiding Officer – The Chairperson of the ARC shall preside at the hearing on the appeal. In the absence of such Chairperson, the other members of the ARC shall elect another member of the ARC to preside at the hearing on the appeal and/or any adjourned session thereof.

(c) Introductory Statement by Chairperson or Other Presiding Member of the ARC - The Chairperson of the ARC or other presiding member of the ARC shall commence the hearing on the appeal by identifying the appellant and describing the determination that is the subject of the appeal. The Chairperson or other presiding member of the ARC shall identify all documents and material that were before the personnel and budget committee in connection with the determination which is appealed and all documents and material that were submitted to the ARC in connection with the appeal. The Chairperson or other presiding member of the ARC shall inquire of the appellant if he or she has had the opportunity to review all such documents and material. In the event, the appellant has not had the opportunity to review all such documents and material, upon request by the appellant, the ARC shall adjourn the hearing on the appeal to provide the appellant with a reasonable opportunity to review all such documents and materials.

(d**) Oral Statement by the Appellant -** Following the introductory statement by the Chairperson or other presiding member of the ARC, the appellant or his or her representative shall be permitted to address the ARC in support of his or her appeal. The appellant or his or her representative shall be permitted thirty (30) minutes to present such statement. The ARC in its discretion may extend such time period. Following such oral statement by the appellant or his or her representative, the members of the ARC shall be permitted to ask the appellant and/or his or representative questions relating to the appeal.

(e) Oral Statement by the Chairperson of the Appellant's Department – Following the statement by the appellant, the chairperson of the appellant's department shall be permitted to make an oral statement to the ARC in support of, or in opposition to, the appellant's appeal. In the event the appellant is the chairperson of his or her department, a senior member of the P&B Committee of the appellant's department may make an oral statement to the ARC in support of, or in opposition to, the appellant's appeal, in place of the chairperson of that department. The department chairperson or a senior member of the P& B Committee of the appellant's department appearing in place of the department chairperson shall be permitted thirty (30) minutes to present such statement. The ARC in its discretion may extend such time period. Following such oral statement by the department chairperson or a senior member of the P& B Committee of the appellant's department appearing in place of the department chairperson, the members of the ARC shall be permitted to ask the department chairperson or

a senior member of the P& B Committee of the appellant's department appearing in place of the department chairperson questions relating to his or her oral statement or to appellant's appeal. The appellant or his or her representative shall also be permitted a reasonable opportunity to ask questions to the department chairperson or a senior member of the P& B Committee of the appellant's department appearing in place of the department chairperson relating to his or her oral statement or to the appeal. The appellant and his or her representative shall have the right to be present during the entire time the department chairperson or a senior member of the P& B Committee of the appellant's department appearing in place of the department chairperson is making his or her oral statement and during any subsequent questioning of the department chairperson or a senior member of the P& B Committee of the appellant's department appearing in place of the department chairperson.

(f) Objections - During the appeal, the appellant or his or her representative may make objections to the ARC's consideration of any documents or material or to portions of any oral statement or response to any question. Any such objection shall be determined by the Chairperson of the ARC or other member of the ARC who is presiding at the hearing on the appeal.

(g) Closing Statement - The appellant or his or her representative shall be permitted to make a closing statement after the oral statement by, and any questioning of, the department chairperson or a senior member of the P& B Committee of the appellant's department appearing in place of the department chairperson. The appellant or his or her representative shall be permitted fifteen (15) minutes to present such statement. The ARC in its discretion may extend such time period.

(h) Civility, Fairness and Due Process - The hearing on the appeal shall be conducted in an atmosphere of civility and in such manner that provides fairness and due process to the appellant.

(i) Deliberation - After the conclusion of the closing statement by the appellant or his or her representative, or after the time for such closing statement if the appellant chooses not to present a closing statement, the voting members of the ARC shall deliberate. Only the voting members of the ARC may be present for, and participate in, such deliberations. The members of the ARC shall elect a member of the ARC to preside during the deliberation session, if such a presiding member had not previously been elected during the course of the hearing on the appeal.

(j) Voting - The members of the ARC shall vote on the appeal by secret written ballot.

(k) Decision - The ARC shall issue a written decision which shall be based on a majority vote of the voting members of the ARC. The ARC shall forward such decision to the QCC OAA which shall send a copy of such decision to the appellant within ten (10) days of the date such decision was issued.

SECTION 7: REQUEST FOR PRESIDENTIAL REVIEW – The appellant may request that the President review the determination of the ARC by written request submitted to the QCC OAA within thirty (30) days of the date that appellant received a copy of the decision of the ARC.

SECTION 8: CONFIDENTIALITY - All proceedings of the ARC shall be conducted in confidence and all participants in such proceedings shall maintain the confidentiality of the same.

SECTION 9: AMENDMENT **-** The proceedings of the ARC as set forth in this guide may be amended by a majority vote of the voting members of the ARC and any such amendment(s) must be approved by a majority vote of the QCC faculty, or in the alternative, the QCC Faculty Executive Committee on behalf of the faculty.

QCC FACULTY GOVERNANCE LEADERS EVENTS: CALENDAR 2022-2023

FEC Meetings	Academic Senate	PSC Meetings EC 3-4pm GEN 12-2 Oakland	QCC General Faculty Meeting	Department Chairs Meet alone	Department Chairs with Provost	CAPC Meetings A-502D 3pm	Other Univ Level Meetings
Last Tuesdays 3-5pm S316	Second Tuesdays 3:10 -5pm M-136	EC and Chapter General Mtgs	Wednesday 12-2pm. M-136	Second Tuesdays 2-3pm	First Tuesdays 3-5pm		
August 30							
September 27w/Pres Mangino	September 13	Sept 21 EC Sept 28Cptr GEN Mtg		September 13	Sept 6	Sept 21	FAAB Sept 10 ITSt Sept 14 FGL Sept 16 UFS Sept 20
Oct 25	Oct 11	Oct 19 EC	Oct 19	Oct 11	Oct 4	Oct 5	ITSt Oct 19 UFS Oct 25
Nov 22	Nov 8	Nov 16 EC Nov 23 Cptr GEN MTG		Nov 8	Nov 1	Nov 16	FAAB Nov 8 ITSt 16 FGL Nov 18
Dec 20	Dec 13	Dec 21 EC		Dec 13	Dec 6		UFS Dec 13 ITSt Dec 14
Jan 31							ITSt Jan 18
Feb 28 w/Pres Mangino	Feb 14	Feb 15 EC Feb 22 Cptr GEN MTG		Feb 8	Feb 7	Feb 22	ITSt Feb 15 FAAB Feb 18 FGL Feb 17 UFS Feb 21
Mar 28	Mar 14	Mar 22 EC	Mar 29	Mar 8	Mar 7	Mar 22	ITSt Mar 15 UFS Mar 28
Apr 25	Apr 18	Apr 19 EC Apr 26 Cptr GEN MTG		Apr 12	Apr 4	Apr 19	ITSt Apr 19 FAAB Feb 18 FGL Apr 14
May 30	May 9	May 17 EC		May 10	May 2	May 24	UFS May 9 ITSt May 17
							ITSt June 14

FEC FALL 2022 SURVEY 12-20-22

Questions Responses 147

FALL 2022 FACULTY SURVEY re RETENTION and QCC FUND INC

147 Responses 10:30 Average time to complete

1. Do you think that there should be a prerequisite to the <u>fully online asynchronous classes</u> offered by QCC, such as, for example, 12 or more college credits with some minimum GPA ?

(0 point)

Yes 79

No 36

Maybe 30

2.Should students take Math at the same time as English in their first semester at QCC? _
(0 point)

Yes 64

No 20

 Maybe 60

3.Should students with "deep needs" in basic competencies take more than 6 or 9 credits in their first semester at QCC?
(0 point)

Yes 14

No 101

 Maybe 27

4.Should such students have advisors who would counsel them into part time TAP if needed?
(0 point)

Yes 122

No 7

 Maybe 14

5.Should faculty have a specific advisor to whom they might refer those of their students they have identified early in the semester as being in danger of failure or stopping out?
(0 point)

Yes 137

 No 6

6.Should faculty be able to identify students in danger of withdrawal or failure due to not meeting class requirements including attendance and required work by the fifth week of the semester and send notice to special advisors that would reach out to them and if they are taking more classes than they can handle they would be encouraged to reduce their class load and use part time TAP if needed?
(0 point)

Yes 133

 No 8

7.Please enter an idea that you may have concerning improving on retention
(0 point)
102

Responses
Latest Responses
"Structure classes so they meet for a shorter duration - such as two 3-hour sessions per week. If we used back-to-back consecutive, 6-week intensive c"
"none"
"Replace most of the current advisors and end remote work. I had a very hard time contacting advisors, and some never replied."
73 respondents (**78%**) answered **students** for this question.
Word cloud visualization of responses for this question, navigate with right or left arrow key. Press enter/space to get Thumbs up tooltip and then navigate using shift-tab key to access it.
8.Please enter an idea that you may have concerning improving on marketing and attracting new students?
(0 point)
93
Responses
Latest Responses
"We must replace the stigma of "the local school down the street" by promoting genuine QCCs Success Stories in the media."
"none"
"We need to wait. Our attempts to bring more students are attracting students that are not (and never were) interested in higher education. There's a m"
36 respondents (**42%**) answered **students** for this question.
Word cloud visualization of responses for this question, navigate with right or left arrow key. Press enter/space to get Thumbs up tooltip and then navigate using shift-tab key to access it.
9.Are you aware of the Starfish program?
(0 point)

Yes 141

No 3
10.How often have you used the Starfish program?
(0 point)

Daily 0

Weekly 6

Monthly 36

More than twice a semester 65

Never 22

Option 6 13
11.Are you satisfied with the Starfish Program?
(0 point)

Yes 25

No 60

Somewhat 54
12.Do you plan to use STARFISH in the FUTURE?
(0 point)

Yes 75

No 29

Maybe 39

13. Do you want to reach students by text messaging without exposing your own personal phone number?
(0 point)

Yes 69

No 44

Maybe 31

14. Do you think there must be better ways to reach out to students needing help?
(0 point)

Yes 113

No 26

15. If you think there is a better way than using STARFISH, please enter the name of the service or technology you would use
(0 point)
63
Responses
Latest Responses
"none"
25 respondents (**42**%) answered **students** for this question.
Word cloud visualization of responses for this question, navigate with right or left arrow key. Press enter/space to get Thumbs up tooltip and then navigate using shift-tab key to access it.

16. Are you aware that there is **The Queensborough Community College Fund, Inc.** as an independent not-for-profit corporation, established about 50 years ago to raise funds to support our college?
(0 point)

Yes 92

No 51

17. If Yes, please respond the questions below
Are you aware that the Fund allocates approximately $1,000,000 annually from its resources to support cultural centers on campus, faculty and staff development, student scholarships and awards, and programmatic projects, all of which are aimed at academic excellence and student support?
(0 point)

Yes 43

No 70

18. Are you aware that the QCC FUND supports faculty travel to make presentations?
(0 point)

Yes 49

No 84

19. Are you aware that the QCC FUND supports student scholarships and awards?
(0 point)

Yes 75

No 58

20. Are you aware that the QCC FUND supports students in need of emergency support, including funding for the on campus food bank, metro-cards, emergency financial assistance and Covid related issues??
(0 point)

Yes 69

No 63

21.Are you aware that the QCC FUND supports "Edge for Success" program?
(0 point)

Yes 21

No 112

22.Are you aware that the QCC FUND supports the QCC Art Gallery ?
(0 point)

Yes 54

No 78

23.Are you aware that the QCC FUND supports the QCC KHC ?
(0 point)

Yes 46

No 87

24.Are you aware that the QCC FUND was a recipient of a $500,000 NEH grant that provides $50,000 each
year for support of faculty projects associated with the KHC?
(0 point)

Yes 43

No 89

25.Are you aware that the QCC FUND Board of Directors are unpaid volunteers, who raise funds for the
support of all the activities mentioned above?
(0 point)

Yes 35

No 95

26.Are you aware that you can make a one time or continuing contribution to the QCC FUND via the QCC
website? https://www.qcc.cuny.edu/fund/
(0 point)

Yes 61

No 72

27.Please share any comments regarding the FUND that you would care to make
(0 point)
32
Responses
Latest Responses
"none"
19 respondents (**61**%) answered **FUND** for this question.
Word cloud visualization of responses for this question, navigate with right or left arrow key. Press enter/space
to get Thumbs up tooltip and then navigate using shift-tab key to access it.

Queensborough Community College
Faculty Executive Committee

FROM: Faculty Executive Committee, Philip Pecorino, Chair
TO: Queensborough Fund Board of Directors
SUBJECT: Request for Funding
DATE: December 22, 2022

The Faculty Executive Committee (FEC) expresses genuine appreciation for the assistance the QCC FUND BOARD has given to the faculty over many years.   Many faculty have been supported in their travel to make scholarly and artistic presentations thanks to that assistance.

The FEC wishes to inform you of the results of a recent survey of QCC Faculty. The details are in the attached WORD file and EXEL spreadsheet. The invitation to participate was sent to 320 full time faculty, 303 adjuncts and 42 clt's. The more active members are those more likely to have participated in the anonymous survey. We obtained 147 participants and they are likely to have been the more knowledgeable and engaged of our colleagues.

We find the results indicate that the QCC FUND is not as well known amongst faculty as we, and we believe you, would like. In particular, most faculty do not know that the QCC FUND supports faculty travel, among other programs of our College. We would like to change that.

We are proposing that the QCC FUND now provide funding for what we suggest would be called "QCC FUND AWARDS" that would go to faculty and in return each recipient would supply the QCC FUND with a very short description of what the funds supported. These descriptions might be used by the QCC FUND in part as record and in part to motivate contributions to the QCC FUND from a segment of our College Community who can afford to make such contributions. The description in whole or part or simply the titles might be listed on the QCC FUND website and even chronicled year to year as a record of what the QCC FUND in part has done.

Whereas in the past the funds supplied to faculty have been provided through the College Office of Academic Affairs (OAA) we are proposing that the OAA continue to manage the program but that faculty will be so informed as to the source of the funds as a QCC FUND AWARD and as part of the applications for such, or after use of such, supply a very short description of what the funds supported.

Our proposal both serves the interests of faculty and thus the College and the interest of the QCC FUND as it enhances the dissemination of knowledge of QCC FUND activities and motivates potential donors.

We propose that the funding for the QCC FUND AWARDS start in time for the 2023-2024 academic year and in an amount that would restore the total amount for such purpose as existed prior to the pandemic shutdown. We are therefore requesting @$90,000.   The amount needed to bring the total funding support for faculty travel is likely to vary in particular due to the PSC funding having been increased from an average of $27,000/year to $76,000 in 2022-2023 year to make up for the very low amount used during the shutdown period.   As the PSC amount will probably decrease going forward and the College amount not likely to be available as the College deals with the severe budget challenge it faces, we are asking the QCC FUND to provide each year an amount that combined with the College OAA and PSC amounts would total $170,000/year. We do not believe that the QCC FUND has ever allocated more than $30,000/year (not actually expended) so this is a large departure from past action, however, now there will be a return on the investment that the QCC FUND BOARD would be making in terms of educating the community and of learning how the funds are being used and for motivating potential donors.

While remaining grateful for past assistance we do hope most sincerely that the QCC FUND BOARD entertains our request and we are available to discuss this request with the QCC FUND BOARD.

Faculty Travel Budget & Expenditures	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23 YTD	
PSC Total Allocation	**28,274.58**	**27,582,74**	**27,424.29**	**27,749.78**	**56,041.10**	**76,281.72**	*Note 1*
PSC Total Expenditure	34,265.91	29,032.54	7,225.85	1,028.00	16,514.66	1,844.00	
PSC Funding Charged (Over)/Under	(5,991.33)	(1,449.80)	20,198.44	26,717.78	39,526.44	74,437.72	*Note 2*
Other Faculty Travel Support							
OAA Support for Faculty Travel	**124,108.20**	**113,078.07**	**64,218.17**	**140.00**	**1,000.00**	**6,780.74**	Note 3
QCC Fund Support Faculty Presentation	**20,000.00**	**20,000.00**	**20,734.00**	**8,895.00**	**8,353.00**	**0.00**	Note 4
Grand Total Expenditure	$178,374.11	$162,110.61	$92,178.02	$10,063.00	$25,867.66	$8,624.74	
TOTAL ALLOCATION From all 3 sources	**172,382.78**	**160,660.81**	**112,376.46**	**36,784.78**	**65,394.10**	**83,062.46**	

Notes:
1: PSC Budget distributed proportional based on departmental headcount.
2: FY23 has one-time additional allocation of $34,423 (for all departments)
3: OAA support granted to faculty presentations at conferences
4: Confirming FY 18 & 19 actual expenditures

QCC-CUNY FEC Faculty/HEO Focus Groups on Strategies to Improve Enrollment/Retention DRAFT of 31 December 2022

In an effort to gather suggestions for improving enrollment and retention, and in the spirit of shared governance, FEC member Beth Counihan facilitated 4 Faculty and HEO Focus Groups in late November/early December 2022, 3 over Zoom and 1 hyflex, ~~to gather suggestions about improving enrollment and retention~~, 3 over Zoom and 1 hyflex, and also Prof. Counihan also received suggestions via email from faculty and staff who were unable to attend.

The One action that has come out of these discussions is the need for regular opportunities for contact communication and collaboration between between faculty and HEOs became clear during these discussions. T–therefore, the FEC is now working to helping to establish an ad-hoc Faculty/HEO Committee, which will meet regularly to and coordinate faculty and staff efforts to support students. (in progress!)

The current challenges present an opportunity for the entire College community to advocate for changes that will benefit our students immensely: free Metro Cards and a free on-campus meal for all students, a campus Wellness Center, and for Math to be required for all 4 years of a NYC public high school education.

Many fIn response to retention and enrollment challenges, faculty have been both continuing and further developing their commitment to student centered pedagogy. For example, in recent semesters, more faculty have been getting trained in Mindset GPS, culturally responsive pedagogy, and most recently trauma informed pedagogy- etc while remaining dedicated to the and using e High Impact Practices, integrating study skills and encouraging students to use the College supports. In response to the isolation many students experienced during the pandemic, faculty have created events and programming encouraging students to and get more involved in the College community through: student clubs, student government, and other ways of creating the culture of belonging crucial to student retention. Alongside these efforts, faculty have been working on developing new online courses and improving our online pedagogy since the pandemic started, work which often requires creating new course content, learning new software, and rethinking our approaches to student learning and engagement for an online environment. etc. Likewise, HEOs have been working tirelessly, often behind the scenes, recruiting, admitting, and advising students and running the crucial programs and services that support student success.

Given the work and commitment of faculty and staff to the success of our students and the general well-being of the college, we hope that the administration will support our efforts by carefully considering, responding to, and whenever possible acting on the suggestions

below. We also hope that we will receive answers to our questions below, and that there will be increased communication and transparency of the rationale and reasons for administrative decisions regarding priorities for the college generally, but specifically those made around retention and enrollment.

We all see the need for the College administration to take some direct action by considering our recommendations (badly worded-help)

In addition to our main recommendations, we have additional suggestions and lingering questions:

OUR MAIN RECOMMENDATIONS:

A Coordinated First Year Experience: We suggest blocked 4 course/12 credit schedules–for part-time as well as full-timet students. Such a schedule would give students as well– with time to be on campus for the tutoring, counseling, socializing, advisement critical to their success. , aetc, We would like to see an introductory English and Math course English 101 and ENGL101 and Math course paired with ST100, embedded tutors in classes, as well as coordinated participation in thethe Welcome Read, the Welcome Fair and other programs/events (grant for pilot program for Fall 23 in progress?)

Consistent use of student QCC email and setting up push notifications on QCC app: There is a need for better communication and publicizing of student events and services.

Expand CUNY Start —move first semester students failing their courses by end of first third of semester to CUNY Start to develop skills and then re-register for the following semester.

More tutoring/counseling support for SSD students: There is need of a–more of a coordinated program for SSD students: Project REACH for ASD students, CLSP for dyslexia, and other targeted programs that can assist SSD students in succeeding.ADD etc students

Expanded faculty/student mentoring program: Under the using the ASAP Faculty Mentoring program as a model, faculty mentor struggling students, identified by end of first third of semester. This type of early intervention would provide at risk students with personalized, directed support·

Community engagement events on weekends: The college should work to increase its presence as a social and cultural destination for members of the local and greater Queens community. One way to do this would be hosting weekend events by offering space for

business and cultural get-togethers, cosplay conventions, car meet ups, music and dance festivals, all with food trucks. In addition, –as well as weekend Open House admissions events and a Parents Weekend would be times for: invite parents and family members to see our campus and serve as a showcase for all that QCC has to offer students.

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More tutoring/counseling support for SSD students: There is need of a–more of a coordinated program for SSD students: Project REACH for ASD students, CLSP for dyslexia, and other targeted programs that can assist SSD students in succeeding. ADD etc students

Expanded faculty/student mentoring program: Under the using the ASAP Faculty Mentoring program as a model, faculty mentor struggling students, identified by end of first third of semester. This type of early intervention would provide at risk students with personalized, directed support·

Community engagement events on weekends: The college should work to increase its presence as a social and cultural destination for members of the local and greater Queens community. One way to do this would be hosting weekend events by offering space for business and cultural get-togethers, cosplay conventions, car meet ups, music and dance festivals, all with food trucks. In addition, –as well as weekend Open House admissions events and a Parents Weekend would be times for: invite parents and family members to see our campus and serve as a showcase for all that QCC has to offer students.

A cCoordinated social media presence: The college needs to work to coordinate its presence in the online spaces where students spend the most time, especially on Tik Tok, which is currently most popular with students.Related suggestions include e Establishing a student Social Media Booster Club, and designatinge one faculty member/HEO per department/program to be Social Media Coordinator

Increasing international student enrollment: Tthrough targeted marketing on Tik Tok and other social media could increase the enrollment of international students, who bring an important diversity of ideas and culture to our campus.

Lively and engaging campus spaces: More evidence of life on campus: Students, faculty, and staff should be encouraged to use campus spaces to engage others. : Ttabling on the Quad etc by campus support services, more bulletin boards in central locations, to post posters for student events are just some of the ways that we might leverage campus spaces to create a more vibrant college community., etc

WHAT STUDENT AFFAIRS CAN DO

E-Sports: Create a committee to explore the creation of e-sports on campus and host e-sports This mi –help formalize esports as a CUNY-supported sport? Host esports tournaments.,

Clubs: Make it easier for faculty/staff to advise a club

Co-curricular transcripts: I–include student activities on student transcripts

Roadmap: Create a user-friendly student semester road map with important dates and processes for faculty and students to keep track of what to do when
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WHAT DEPARTMENT CHAIRS CAN DO

More Interdepartmental ccommunication, coordination, cooperation: Charis should work to coordinate departmental efforts across all departments between departments–iFor example, itf Music is starting an Honors program, or if Business is starting to integrate study/life skills into classes, chairs should work together to implement these changes as needed. –coordinate efforts across all departments

Attendance: In consultation with department members, chairs should establish departmental attendance policies
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WHAT THE ADMINISTRATION CAN DO

Classrooms: Keep classroom doors unlocked so students can use empty classrooms to hang out and study

Community garden: Create a space- on campus for a garden-tended by staff, faculty, students, which can be used for student learning and engagement. (A committee chaired by Prof. Jennifer Maloy is already advocating for this.it)

Dean's list event: Hold an event in the Spring for Dean's List students

Build Queensborough's on relationships with high schools: The college should host special events and programs for feederthose high schools many of our students attend. For example,–invite Cardozo, and Bayside High School, and Francis Lewis, and othersetc invite students and parents for a day to observe classes ands, learn about the college etc (grant in works on this-Pullin?)
  .

  .

WHAT WE ALL CAN DO:

Free meals and transportation: Advocate for free meals and free transportation for all students who get full financial aid-CUNY k-16 office since these are factors in attendance and success

Wellness Center: Advocate for establishing a Wellness Center in a nice, prominent space on campus

Increased coursework in high school math: Advocate for NYC public high schools to require Math and courses all four years, so students in senior year of high school are taking a math course and better prepared for college coursework.
  .

WHAT CUNY CAN DO

Restore placement exams: A Rreturn to CUNY placement tests in Math, Reading and English for all students for course level placement would ensure students are getting the instruction and support they need to meet them where they are.

Hire a **CUNY-Wide Transfer Coordinator:** A position should be created whose responsibility is to make for better ease of ttransfer from QCC to senior colleges easier. – Pathways did not do it!

Offer **College Bridge Program:** The university should offer ccollege prep courses in January and during the summer to help prospective students develop their study skills
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QUESTIONS FOR ADMIN:

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What are the college's plans for is going on with the former Bayside Jewish community CcCenter building on Cloverdale?
What is going on with the Tech building?

As one of the oldest buildings on campus the What about repairs in the Humanities building is in need of repairs. There are –buckets full of fetid water in the stairwells to catch leaks, missing tiles from ceilings, and various other problems. What plans are there for repairs?fetc.

How can we ensure there are Need regular updates on all campus B and G-broken elevator situations?
What plans are there for a campus about the child care center?
In the past we have been told that Life Experience credits were being looked into by the administration. What is the status on progress has been made on this front? for establishing the Lifeestablishing Life Experience credits process for adult students?

Last Spring, President Mangino committed to offering texting to faculty as a way to communicate with students. What is the status of this?–we would like the status on that

Finally, in almost every meaning faculty and staff indicated that they are concerned that a substantial budget shortfall is likely in the near future. It was also clear that uncertainty over this situation has greatly contributed to low morale around the college. When will we be made aware of what
contingency plans have been made by the college in the not unlikely event of such a crisis?

QCC FACULTY GOVERNANCE LEADERS EVENTS: CALENDAR 2022-2023

FEC Meetings	Academic Senate	PSC Meetings EC 3-4pm GEN 12-2 Oakland	QCC General Faculty Meeting	Department Chairs Meet alone	Department Chairs with Provost	CAPC Meetings A-502D 3pm	Other Univ Level Meetings
Last Tuesdays 3-5pm S316	Second Tuesdays 3:10 - 5pm M-136	EC and Chapter General Mtgs	Wednesday 12-2pm. M-136	Second Tuesdays 2-3pm	First Tuesdays 3-5pm		
August 30							
September 27w/Pres Mangino	September 13	Sept 21 EC Sept 28 Cptr GEN Mtg		September 13	Sept 6	Sept 21	FAAB Sept 10 ITSt Sept 14 FGL Sept 16 UFS Sept 20
Oct 25	Oct 11	Oct 19 EC	Oct 19	Oct 11	Oct 4	Oct 5	ITSt Oct 19 UFS Oct 25
Nov 22	Nov 8	Nov 16 EC Nov 23 Cptr GEN MTG		Nov 8	Nov 1	Nov 16	FAAB Nov 8 ITSt 16 FGL Nov 18
Dec 20	Dec 13	Dec 21 EC		Dec 13	Dec 6		UFS Dec 13 ITSt Dec 14
Jan 31							ITSt Jan 18
Feb 28 w/Pres Mangino	Feb 14	Feb 15 EC Feb 22 Cptr GEN MTG		Feb 8	Feb 7	Feb 22	ITSt Feb 15 FAAB Feb 18 FGL Feb 17 UFS Feb 21
Mar 28	Mar 14	Mar 22 EC	Mar 29	Mar 8	Mar 7	Mar 22	ITSt Mar 15 UFS Mar 28
Apr 25	Apr 18	Apr 19 EC Apr 26 Cptr GEN MTG		Apr 12	Apr 4	Apr 19	ITSt Apr 19 FAAB Feb 18 FGL Apr 14
May 30	May 9	May 17 EC		May 10	May 2	May 24	UFS May 9 ITSt May 17
							ITSt June 14