

BRONX COMMUNITY COLLEGE
of the City University of New York

The College Senate: ✓

December 2, 1999

Present: Nasser Abdellatif, Kayan Bartley, Ruth Bass, Madelaine Bates, Kathleen Berger, Vincent Bonelli, Ray Canals, Marty Cohen, Mary Coleman, Marsha Cummins, Diane D'Alessio, Eli Fleurant, Barbara Florenzan, Howard Fuld, Arthur Galub, Marjorie Garrido, Paula Gilbert, Donna Goetz, Debra Gonsher, Marcia Keizs, Howard Lepzelter, Andrew McInerney, Rushel McKenzie, Virginia Mishkin, Mark Padnos, Rosemary Quinn, Phyllis Read, Liana Rodriguez, James Ryan, Malcolm Schryer, Brenda Scranton, Antonios Seas, Frank Sharpe, Henry Skinner, Jeff Spielberger, Michele Stern, Lynne Ticke, Victor Williams, Bernard Witlieb.

Guests: David Blot, Grace Cukras, Alice Fuller, Bernard Gantt, McThaddeus Holden, Andre Hurni, Howard Irby, Eileen Mentone, Jennifer Misick, Debra Paruolo, Marianne Pita, George Sanchez, Bert Trentin, Carol White

Excused: Marie-Louise Nickerson, Howard Wach,

Meeting called to order at 12:15 by Dr. Ruth Bass

I – The **agenda** was approved.

II– The **minutes** of November 11, 1999 were approved, with one additional person listed as present, Malcolm Schryer.

III- **Announcements and Reports**

The chair of **Faculty Council**, **Dr. Phyllis Read** distributed a report (attached) submitted to Faculty Council at their meeting on Tuesday, November 23. The Council voted to form an Ad Hoc committee to see how the college could assist the high schools to prepare students for college work. She will meet with VP Keizs and Dr. Gillespie on this. The next meeting will be on February 3, 2000 when CUNY Provost Dr. Steven Brier will discuss guidelines for faculty development proposals.

Dean Paruolo reported statistics on early registration for Spring 2000. The preliminary numbers are better than they were in Fall 1999 and about equal to Spring 1999. Specifically, 3361 students have registered to date. Telephone registration is available, although there have been problems with the T-1 line and pre and co-requisite stops. Dean Paruolo thanked the many faculty who have helped with this process.

Vice President Scranton is working with others to draft a policy that must be followed when a department wishes to waive a prerequisite or requirement for a particular student.

IV -- **Vice President Coleman** reported on College technology, as requested by the Faculty Council. All the buildings on campus are now connected, except Guggenheim, and internet accessibility should be available throughout Colston by the holidays. Sixty-three computers have been ordered, and should be here soon, all connected by the end of March. Each department will have at least two. From the survey in 93/94, she is aware that faculty need computers, training on utilization of equipment, support staff for labs, and standardization of software.

In response to a question, she said that instructors who want to use the labs should first contact their chairs, and then Allan Glasser and Peter Hoberman. The Instructional Technology Lab, part of Title V, will be in the lower level of Philosophy Hall.

In response to a question about the Child Development Center, Auxiliary Enterprises has now contributed \$150,000 for the architect's construction drawings. In March we anticipate bids. Ground-breaking should be on October 1, 2000. Dr. Read, chair of the board of the Child Development Center, said that she has been meeting about every two week with Andre Hurni and Cathy Gelber (director of the CDC) and progress is being made.

V – **Committee Reports and Action Items.**

The Curriculum Committee reported several items (see attached). A motion was made to delete item B (changing ESL 11 to ESL 03) for separate discussion. By secret ballot, this motion was defeated 20-19. The Senate then accepted the entire Curriculum Committee report.

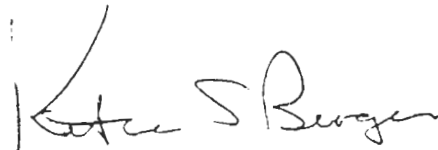
Space, Facilities, and Physical Plant has met to discuss ongoing projects. They presented a list of the status of 51 active projects.

Student Government Association announced that Diana Rodriguez has been elected as a Senator. They have a yearbook committee, as having a yearbook this year is very important to the students. They are planning a lobbying trip to Albany, and have obtained low cost health care for students at the Morris Heights Center. They are working to have student representation on the various college committees.

The University Faculty Senate is discussing many issues, including distance learning, non-elected chairs, and the graduation rate within CUNY.

The meeting was **adjourned** at 2:00

Respectfully Submitted

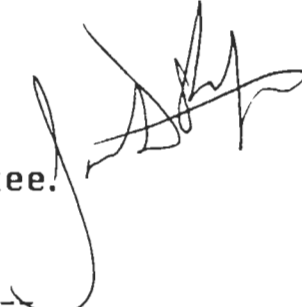


Kathleen S. Berger, Secretary

BRONX COMMUNITY COLLEGE
of the City University of New York
Curriculum Committee

December 2, 1999

To: Members of the College Senate
From: Professor James D. Ryan, Chair, Curriculum Committee.
Subject: Report of Actions by the Curriculum Committee,
through 11/16/99.



I. Actions reported to the Senate for the first time:

Changes in an existing curriculum - T.U. Technology A.A.S.
From: MTH 13 - Trigonometry & College Algebra
To: MTH 12 - Introduction to Mathematical Thought
(Department of Communication Arts & Science)
Approved 11/16/99 18-0-1

II. Actions previously reported to the Senate and actionable at this meeting:

A. Change in course title for BIO 21
From: Human Anatomy & Physiology
To: The Human Body
(Department of Biology)
Approved 10/19/99 *viva voce*

B. Change in name and credits for an existing course
from: ESL 11, English as a Second Language 6 rec., 3 cr.
To: ESL 03, English as a Second Language Advance 6 rec., 0 cr.
(Department of Education, Reading & ESL)
Approved 11/2/99 16-3-2

C. Changes in hours and catalogue description for an existing course ENU 11
From: 2 lect., 6 hrs. supervised field with 4 cr.
To: 1 rec., 2 lect, 3 lab, 4 cr.
(Department of Chemistry)
Approved 11/2/99 18-0-2

TO: BCC Faculty
FROM: Phyllis Read, Chair, BCC Faculty Council
DATE: Tuesday, November 23, 1999

Two developments yesterday:

1. The Board of Regents voted to approve the end of remediation at the senior colleges of CUNY. There are some minor amendments, and CCNY and Lehman were given an additional year to phase in the change. We should anticipate a major impact from this decision, especially after the one-year phase-in at City College and Lehman.
2. The Board of Trustees voted to approve the new articulation policy. The language says that "the Board of Trustees affirms its commitment to all established University transfer policies and further directs that, effective Fall 2000, students who have earned a City University Associate in Arts (AA) or an Associate in Science (AS) degree will be deemed to have automatically fulfilled the lower division liberal arts and science distribution requirements for a baccalaureate degree; however, students may be asked to complete a course in a discipline required by a college's baccalaureate distribution requirements that was not part of the student's Associate degree program . . ."

A new paragraph was added reaffirming the fact that the exit from remediation and the University Proficiency test are not affected by the policy on articulation.

--Source: Sandi Cooper, former chair, University Faculty Senate--

In view of the above *faits accompli*, and having to date received no faculty responses to the Schmidt report, I propose that we consider the following:

Most educators who have examined the problem of our public schools (viz., why we are doing such a poor job of giving K-12 students a basic education) agree that the problem is systemic and must be attacked that way—not with Band-Aid approaches such as denying remediation to students entering college or enforcing rigid college entrance requirements. The solution lies in reforming the system, not in applying piecemeal remedies.

With that thought in mind, I propose that we as faculty begin looking at ways that we can help the public schools of the Bronx do a better job. Perhaps we should form an ad hoc committee that will be charged to do a number of things. They might include:

1. Consulting with the Office of Academic Affairs to learn what ways such a committee might be helpful in continuing collaborative work already under way
2. Consulting with organizations such as the Bronx Educational Alliance to learn how BCC faculty might contribute more to what they are doing
3. Canvassing public school teachers to get a better understanding of the obstacles and challenges they face
4. Formulating an action plan

Perhaps there has been ample *reaction* to the various changes that are afoot. It is time for us to become *proactive*, and to see whether it is possible for us to influence outcomes in some positive way.