

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE November 8, 2018

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:42 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Brody:

“To approve the Agenda”

Hearing no objection, the Chair moved unanimous consent.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Brody

“To approve the Minutes dated October 11, 2018”

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

3. Announcements, Administrative Reports and Memorials:

1. Senator Edisa Weeks, Drama Theatre and Dance, announced The Fall Dance Concert, “Dimensions”. It will be from November 29, 2018 through December 2, 2018 in the Goldstein Theatre.
2. Senator Stephen Grover, Philosophy, announced the conference “Understanding Diverse and Inclusive Communities”. It will be on Monday, November 12, 2018 and Tuesday, November 13, 2018 in the Student Union Ballroom, 4th Floor.
3. Senator Karla Manning, Elementary and Early Childhood Education and Director of The Big Buddy Program, announced the recruitment session for Queens College students who aspire to be Big Buddy mentors will be on November 14, 2018 in Powdermaker Hall room 016 from 12-1 pm. Dr. Manning explained the service learning program’s mission is to mentor, educate and inspire children who are experiencing urban homelessness. She also acknowledges and gives thanks to Manuel Sanudo, the Queens College faculty, staff and students for their support and help in the recent State Park trip.
4. Chair Roberta Brody reminds senators that the next meeting is Thursday December 6, 2018.

4. Special Motions (None)

5. Committee Reports

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes of October 11, 2018 as distributed”

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

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee
No report.
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
No report.
4. STEM variant courses.
None.

B. Curriculum Changes

2. Art

LETTER OF INTENT

**Queens College
City University of New York
Division of Arts & Humanities, Art Department
Bachelor of Fine Arts Degree in Photography & Imaging**

FALL 2018

COLLEGE

Queens College, CUNY

Academic Senate Minutes – November 8, 2018

(5a. UCC continued)

DIVISION	Arts and Humanities
DEPARTMENT	Art
PROGRAM TITLE	BFA in Photography & Imaging
DEGREE	Bachelor of Fine Arts
PROPOSED DATE OF IMPLEMENTATION	Fall 2019

DATES OF COLLEGE GOVERNANCE BODY APPROVAL:

Art Department	Spring 2018
Academic Senate	Fall 2018

CONTACT PERSON COLLEGE REPRESENTATIVE	Tony Gonzalez, Professor (718) 997-4800 antonio.gonzalez@qc.cuny.edu
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Provost's Signature: _____ **Date:** _____

PURPOSE AND GOALS

A. Background. Professor Gonzalez has been the only Full-time faculty teaching photography since his arrival to Queens College in 2002. During this time, there has been a paradigm shift in photography from film to digital. Two companies that had been the benchmark of the analog world filed for bankruptcy: Polaroid in 2001 (although it remained in existence until 2006 under a different name), and Kodak in 2012. Meanwhile, software companies such as Adobe, and hardware companies like Epson continued to grow exponentially. With the advent of faster internet connections and more powerful compressions, content on websites began to voraciously consume photo-based images. Then about a decade ago Apple introduced the first iPhone, and since then “smartphones” and social media turned photography into a truly democratic medium and changed the way we make pictures and how we consume photographs every day.

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- B. Educational goals and career objectives.** The purpose of offering a BFA Degree in *Photography & Imaging* is to prepare students in their pursuit of careers or advanced degrees in fine art, applied photography and digital imaging. This will be achieved through a variety of courses in the practice of photography (including “how to” classes in traditional/analog and alternative processes, digital, and 2D and 3D scanning and printing), theory, history and critical thinking. Students will graduate with a portfolio that can be used for job searches or applying to graduate school.
- C. National or local educational trends.** Because of this sea change in the way we produce and consume images, employment opportunities in photography have exponentially grown in the past 15 years, albeit with a broader scope that includes the kinds of digital imaging aforementioned. Job opportunities include photo editors and researchers, photojournalism, studio photography (portrait, product, etc.), architecture, fine art photography, commercial and industrial photography, scientific photography, travel and lifestyle, retoucher, scanning technician, 3D imaging, and digital archivist. The curriculum will give students the skills needed to be eligible for these jobs and more. Finally, today many photographers work as freelancers from home or remotely, appealing to the entrepreneurial spirit of the current generation of students.

The proposed *Photography & Imaging* curriculum is in keeping with current recognized photography programs such as those at California College of the Arts, Lesley University, Rhode Island School of Design, School of Visual Art and School of the Art Institute of Chicago) which offer similar beginning classes that teach basic practical skills and strategies of conceptual thinking as well as intermediate classes offering more in-depth studies of specific conceptual issues and/or techniques, and advanced classes that provide seminars and allow students to focus on self-directed projects.

- D. Relationship of the program to the mission of the college.** The *Photography & Imaging* major would support the first goal of the College’s Strategic Plan 2015-2020 by helping “facilitate student success” in the first initiative to “support transfer student transition to QC.” Currently the Art Department has Articulation Agreements with two CUNY Junior Colleges: Borough of Manhattan Community College (BMCC) and Queensborough Community College (QCC). These Articulation Agreements serve as “feeders” to the Art Department as students with degrees from these schools can seamlessly enroll at Queens College as a Junior. The plan is to pursue Articulation Agreements with other CUNY schools including Kingsborough Community College and LaGuardia Community College.

The *Photography & Imaging* major would also support the third goal of the Strategic Plan “to weave campus, community, and global connections” by helping in the eighth initiative to “broaden local community connections and service.” In spring of 2017 Professor Gonzalez was asked to serve on the Advisory Board for *En Foco, Inc.* “a non-profit organization that nurtures and supports contemporary, fine art and documentary photographers of color and of diverse cultures; preserves and promotes its Permanent Collection; and is dedicated to creating and implementing public programs for underserved communities and the general public.” Founded in the Bronx, En Foco’s current Director Bill Aguado has expressed interest in expanding the organization’s reach and impact to Queens because of the diversity of the borough via a partnership with Queens College. There has already been some discussion regarding the possibility of depositing En Foco’s permanent collection at Queens

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College to serve as a resource for over forty years of photographs by photographers of color in New York. Finally, a partnership with En Foco would enhance the potential for public programming in the form of lectures, panels, exhibits etc. This partnership would help to extend the experience for our students beyond the QC campus.

In Fall 2017, Professor Gonzalez gave a workshop at the Penumbra Foundation, a non-profit organization located in Manhattan that brings together the Art and Science of Photography through education, research, outreach, public and residency programs. Their emphasis is on traditional darkroom, alternative and historical photographic processes. The Director of Penumbra, Geoffrey Berliner, has expressed interest in a partnership with Queens College. Such a partnership would benefit both Penumbra and the QC students, and could provide opportunities to satisfy the ninth Outcome in the Strategic Plan of “increased experiential offerings, service learning, and internships.”

One of the major missions of Queens College is to serve the community, whether our immediate geographic community or the community one of our alum find themselves in. Photography and digital imaging’s connection to social media is robust and it is a media that has great potential to effect communities positively. The *Photography & Imaging* major would provide the technical and intellectual skill set to prepare our students to engage their communities and fulfill the mission of Queens College.

E. Extent to which the proposed program complements existing programs at the college.

The *Photography & Imaging* major would immediately complement and not compete with the three other existing programs within the Art Department (Studio, Design and Art History) as there would be a number of shared classes in common including, The History of Photography, a Pathways course. There would be a further connection with the MFA Program in Studio Art and the Certificate in Social Practice.

The new Makerspace that is being developed in the Rosenthal Library would be a constant collaborator with The *Photography & Imaging* major given the technological aspects of the media and inventiveness and entrepreneurial spirit encouraged therein. Finally, there is the potential of complementing programs in other Departments as well including Media Studies, Computer Science, Math, Drama, Theater & Dance, English, Journalism and Urban Studies. A recent example of such a collaboration is in 2015 when MFA student Anthony Hamboussi had a two person show in the Student Art Gallery at Queens College with Brian Rosa who is the Co-Director of the City Lab at the Department of Urban Studies at Queens College.

NEED AND JUSTIFICATION

A. Employment opportunities and include specific job titles with salary ranges

According to Zip Recruiter, the average pay for a Photographer job in the US is \$43,000 a year. Here are just a few employment opportunities in the New York area as posted on the SimplyHired website, one of the many job posting sites:

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Staff Photographer

DEPT OF INFO TECH & TELECOMM - Manhattan, NY

Serve as a staff photographer for the Mayor and City Hall, managing the shooting, production, editing, and archiving responsibilities of high-quality photography for multiple platforms.

\$50,000 - \$78,000 a year

Social Media Manager/Director

Bratskeir & Company - New York, NY

Develop social media content - oversee influencers, photographers, light content creation, etc. The social media manager or director will oversee all aspects of the social media communications process for a diverse and interesting roster of clients in the beauty and active lifestyle space.

Estimated: \$55,000 - \$77,000 a year

Full-Time Studio Photographer

SOCIALFLY - New York, NY

Socialfly Studio Photographer. Socialfly Studios, our in-house creative and production arm of Socialfly, is seeking a full-time photographer.

Estimated: \$53,000 - \$70,000 a year

Photography Instructor

Roads to Success - Brooklyn, NY

Roads to Success (RTS) aims to promote the academic, social, emotional, and professional development of youth by delivering enriching academic and recreational programming, as well as a college access and career development curriculum.

\$19 an hour

Photography Specialist

Sports and Arts In Schools Foundation - Queens, NY3.5

All Visual Arts Activity Specialists facilitate learning, organize arts based field trips, and may partner with the community on service based projects.

Estimated: \$28,000 - \$42,000 a year

Content Producer

Asia Society - New York, NY

Prestigious, global non-profit with an exciting portfolio of programs in the areas of public policy, arts and culture, and education, is seeking a market-minded Content Producer for their NYC location to generate engaging and shareable digital content intended to promote Asia Society's New York events.

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Estimated: \$46,000 - \$63,000 a year

B. Any relevant local demand for individuals possessing the knowledge, skills, and credentials conferred by the program may also be referenced. As future employment is a goal of most of our students, inclusion of similar information is encouraged for liberal arts programs. Inclusion of this information will be considered as strengthening the proposal. In the absence of such information for liberal arts programs, information indicating student demand for the curriculum should be included, along with letters of support from graduate or professional programs for which the proposed curriculum would prepare students. *The more specific the information that documents the need and employment prospects for graduates of the proposed program, the more credible the proposal will be.* Brief excerpts from articles and letters may be cited. Letters of support from prospective employers or experts may be included in an appendix.

The Art Department often receives requests for photographers. It is the single largest request that comes in from the community. It shows not only that there is a local demand for trained photographers but also that Queens College is thought of as a place to find talent, particularly artistic talent. With a formal degree major in photography, we can institute a formal job placement system that can respond to these requests.

With our proximity to Manhattan where many of the world's leading publishers of imagery based content are located (e.g. The New York Times, The New York Post, The Wall Street Journal, HaperCollins and Conde' Nast) there is a demand for the skills the *Photography & Imaging* major would provide.

On Mar 27, 2018, at 3:53 PM, bill aguado <baguado@enfoco.org> wrote:

Dear Mr Gonzalez,

I am delighted to send this letter endorsing your efforts to create a Photography and Imaging Degree at Queens College. Having collaborated with New York University's Department of Photography and Imaging, I can attest to the value and need for such a degree at Queens College.

The creative and workforce applications are too many to itemize. Yet it is an emerging industry with implications for future generations of Queens College students in the workplace and as a creative endeavor. It can no longer be the sole province of schools, not representative of New York City and Queens College' demographics.

Digital Imaging goes hand in hand as the new paintbrush and canvas for today's tech-inclined generation. With photography, the options and resources for providing a comprehensive analog and digitally-based Imaging education is a timely one.

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Respectfully submitted,

Bill Aguado, Director

En Foco, Inc.

Office Address: 1125 Grand Concourse Bronx, NY 10452

Mailing Address: P.O.Box 1757 Bronx, NY 10451

www.enfoco.org

En Foco is a non-profit organization that nurtures and supports contemporary fine art and documentary photographers of diverse cultures, primarily U.S. residents of Latino, African and Asian heritage, and Native Peoples of the Americas and the Pacific.

On Apr 12, 2018, at 11:35 PM, Geoffrey Berliner <geoffrey@penumbrafoundation.org> wrote:

Hi Tony,

I was surprised to learn that CUNY has no stand-alone major in photography. This is unfortunate for the student body of this great public institution. Every major college and university offers a major in photography because this provides an important story telling medium to its students. Photography, especially in this moment, is perhaps the most important way to convey stories. I feel it is important, especially for inner city students, to have the opportunity to find their voice through the various photographic disciplines, photojournalism, documentary and art photography and tell their own stories. This will bring them on a par with those students of greater means who are attending private and state schools that are offering this major. I hope CUNY will offer this major in the near future.

Geoffrey Berliner

Executive Director

Penumbra Foundation and

The Center for Alternative Photography

36 East 30th Street

New York City, NY 10016

On Feb 11, 2018, at 11:03 AM, Tommy Mintz <tommymintz@gmail.com> wrote:

Hi Tony-

The Art Department at CUNY Kingsborough Community College believes in providing a rigorous entry-level art education to students regardless of economic status or past experience. At Kingsborough, 85% of Student receives Pell Grants. After completing their Associate's Degree at Kingsborough, financial considerations are often paramount in their choice of whether to pursue a Bachelors and if so, where. Students look locally, and the private local colleges and universities offering photography degrees are prohibitively expensive.

If Queens College were to have a Photography & Imaging program, it could provide an

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affordable path for students from Kingsborough to complete their studies in photography.

Tommy Mintz
Assistant Professor of Photography
CUNY Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, NY 11235-2398



April 23, 2018

Tony Gonzalez, Professor
Queens College, CUNY
Flushing, NY 11367

Dear Prof. Gonzalez,

As a professional studio photographer for over four decades photographing for some of the world's leading ad agencies (Y&R, J Walter Thompson, BBD&O, Ogilvy and others) I'd like to comment on the value of a solid BFA program in photography. Over the years, I have had the good fortune to work with and hire many photo assistants whose skill and talents earned them great successes down the road. Commercial photography is a highly competitive field, and numerous aspiring photographers proceed under the misconception that technical knowledge of photography is the prime metric by which they will be judged. Photographic technical skills are relatively easy to acquire. What separates the truly successful photographers is their aesthetic eye, or how they interpret the subjects before them to produce exceptional images for their clients.

My career has permitted me to create photographs for major advertising agencies with prominent national and international clients, and shoot editorial assignments for many of the top magazines (Vogue, Vanity Fair, Architectural Digest). I know those clients choose their photographers based on the artistic talent exhibited in their portfolios. Likewise, as I interview prospective assistants I look at their portfolios with an eye to judge their commitment to photography. That they can set up a camera and a lighting system is important just up to a point. Their artistic vision speaks volumes as to their talent and abilities to craft outstanding imagery.

The point I'm trying to make is simple: though I'm not an educator, I can see the value that a BFA program in photography would be to a student embarking on a career as a photographer. And likewise, how that program would be an asset to Queens College as more students seek a career path in this exceedingly competitive field. Thank you for allowing me to add my voice to this discussion and I wish you all the best in your endeavor to implement a BFA in Photography into the Art Department at Queens College.

Sincerely,
John Manno

John Manno Photography, Inc. 103 Sterling Pl Brooklyn NY 11217 212-243-7353 john@johnmanno.com

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Aaron Cormier
Web Design

April 22, 2018

Tony Gonzalez, Professor
Queens College, CUNY
65-30 Kissena Blvd.
Flushing, NY 11367

Dear Professor Gonzalez,

The argument might be made by some that students today don't need a BFA degree in photography, as they already have a smartphone camera with powerful software. What could be better than having such an object of convenience at your fingertips; the complete panacea for taking all the photos you will ever need as a visual artist? Some professionals might herald the end of true photography, but it is just as likely the perfect time to offer a BFA degree program in photography.

I cannot imagine my life without having taken part in a visual arts program. A BFA is merely a document, evidence of the experience that I took with me after 4 years of hard work; a testimonial to the time I spent developing my skills in the studio and classroom. I like to think that the remaining balance of my education in art school consisted of nurturing an awareness of a greater world around me. My ability to pay attention to and be cognizant of the constantly changing composition of form, light, focus and point of view that I walk through every day, can be attributed squarely to some of the outstanding teachers that I had in art school.

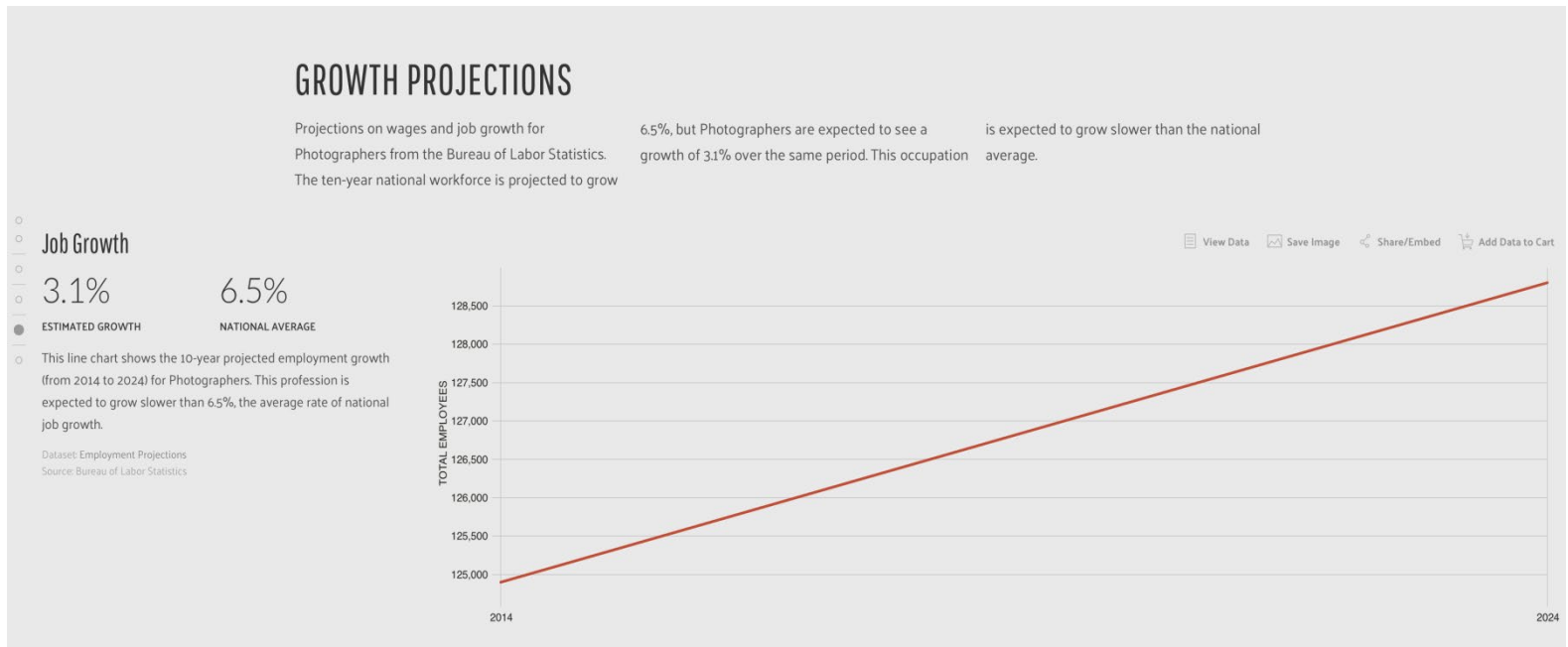
I cannot under-value the importance of a strong foundation in drawing, art history, color theory, and composition. Add a valuable selection of electives and an involved faculty to that, and you should have an outstanding graduating art student that can enter what has become a complex world in the visual arts professions. But more than any other visual discipline, a good curriculum in photography can offer a student the best of both digital and analog worlds. To have at their disposal an opportunity to perfect the skills of using a professional camera and the fundamental craft of working in a darkroom, can only enhance the images they will be creating with digital tools.

We live in a world saturated with images. I would like to think that a student with a degree in photography is that much more prepared to rise above the fray and offer us a worthy alternative to everyday snaps from a smartphone. I took my BFA and prospered. It accompanied me on an odd path of ever-changing technologies and occupations, for which I am always thankful.

Aaron Cormier
Web Design and Development
SUNY Downstate Medical Center
450 Clarkson Avenue
Brooklyn, NY 11203

STUDENT INTEREST/ENROLLMENT

A. Present and projected student demand.



Although the 10-year (2014 - 2024) projected Job Growth for Photographers is expected to grow slower than the average rate of national job growth, it does not anticipate the rise in current demands for new jobs and emerging trends such as Social Media Managers and Creative Content Managers nor the jobs that simply have not yet been imagined. New technologies including 3D scanning/printing, drone photography and smart phone Apps make new ways of creating images possible, and this will create a demand for more people skilled in these technologies.

As Chair of the Art Department, Professor Gonzalez, along with colleagues from the Art Department and Art History, attended several Major/Minor Fairs held at Queens College for students looking to attend the school. Among those students coming to the Art Department table, he saw an increase in student requests in only two particular areas: Design and Photography. The Assistant to the Chair would receive inquiries from students calling the Art Department on a weekly basis asking if there was a photography major or minor.

Queens College was recognized in 2011 by the Education Trust as one of only five colleges in the U.S. that “do a good job serving low-income students” based on graduation rate and cost. The Washington Monthly ranked Queens College second among 1,540 U.S. colleges as “best bang for the buck” in 2013 and again in 2014. These accolades reflect a core mission of the College – access to a quality education. More recently, the Equality of Opportunity Project

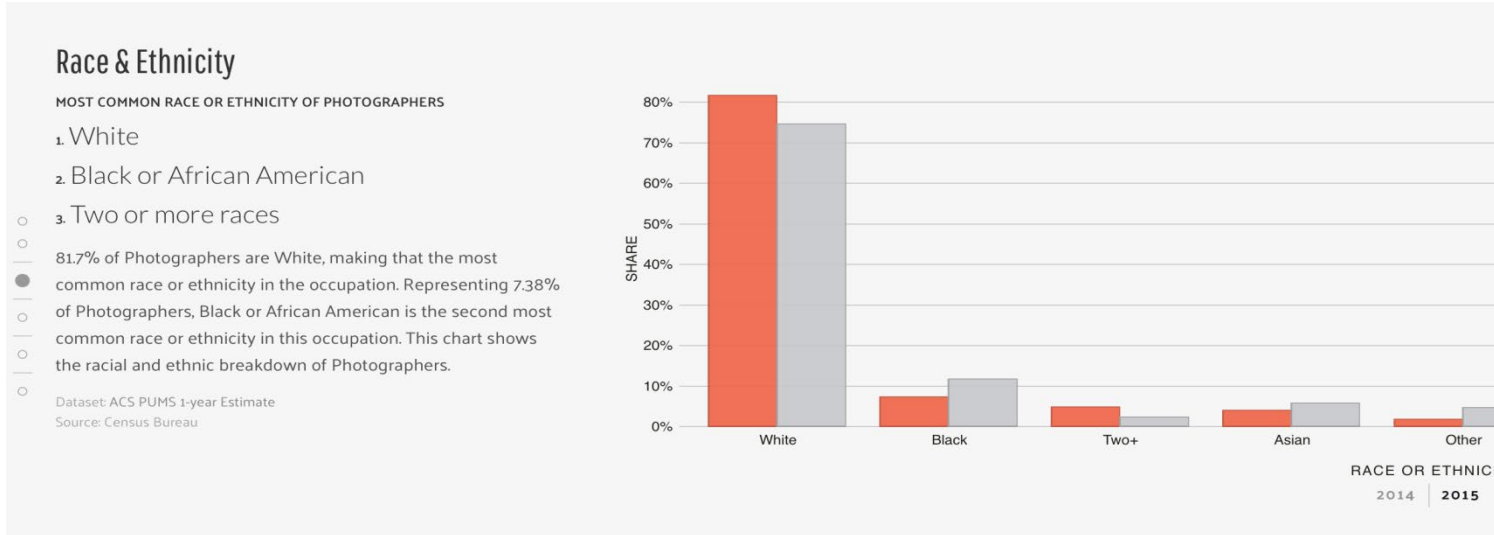
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published mobility report cards that ranked Queens College in the top 1 percent of U.S. institutions that move students from the bottom economic quintile to the top.

Launched in 2014 by Deloitte, Datawheel and Cesar Hildago, Professor of the MIT Media Lab, Data USA is a comprehensive website and visualization engine of public US Government data that shows the critical issues facing the United States in areas like jobs, skills and education across industry and geography. According Data USA, the most common race or ethnicity of photographers is Caucasian at 81.7 percent with African American the second most common at 7.38 percent.

This alarming data demonstrates the lack of diversity within the photography field. As stated in the decennial Self Study report submitted to Middle States Commission on Higher Education in 2017, “The College is located in the borough of Queens, widely considered to be the most diverse county in the United States. This diversity is reflected in the student body, where over 140 nationalities and more than 85 languages are represented.” In keeping with the College’s mission of an affordable yet quality education, the *Photography & Imaging* major at Queens College with its diverse student body will help to bring change to an otherwise homogeneous field. Given how much photo based images are ubiquitous in the content that appears in all media, having diverse perspectives contributing to the visual world by being the first *Photography & Imaging* major within CUNY will be a significant game changer for the field.



B. Numerical table projecting enrollments for the first five years.

Photography & Imaging Major Student Enrollment Projections Table

	Year 1	Year 2	Year 3	Year 4	Year 5
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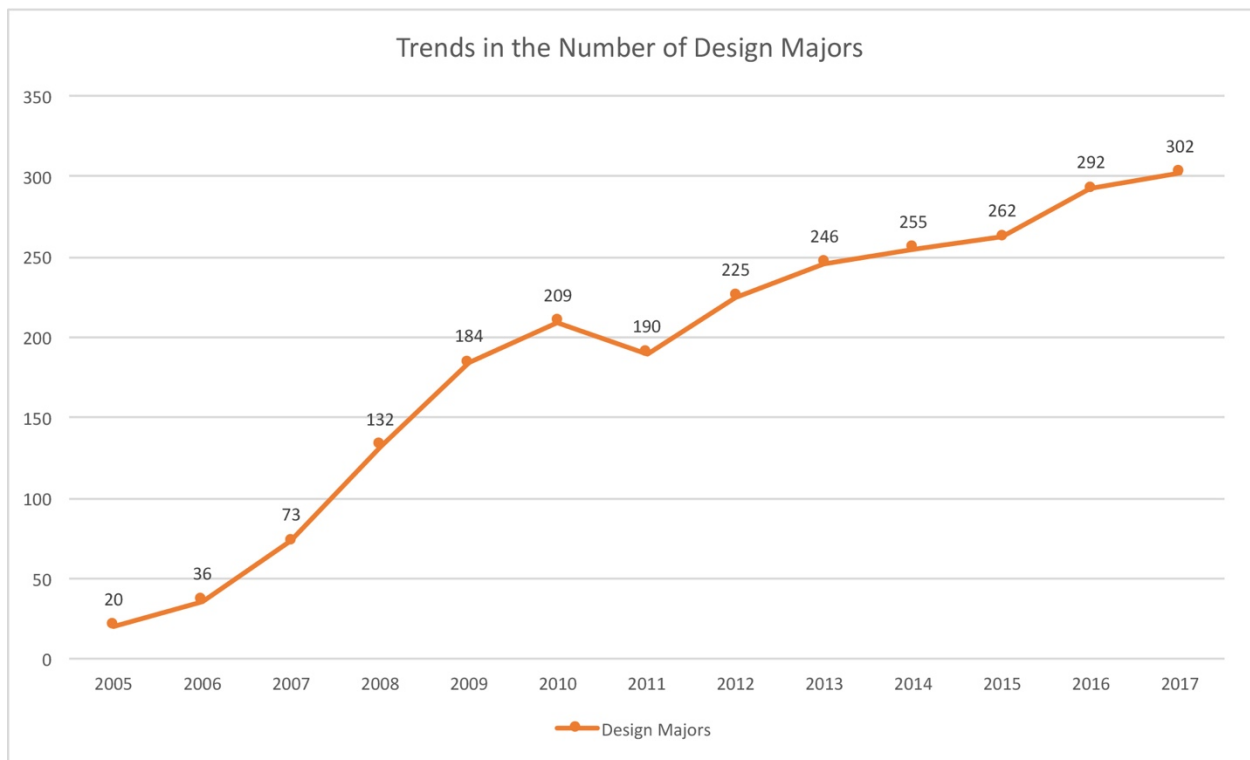
	New	Continuing	New	Continuing	New	Continuing	New	Continuing	New	Continuing
Students	30	0	30	27	45	51	60	69	75	99
Sub Totals	30	0	30	27	45	51	60	69	75	99
TOTAL	30		57		96		129		174	

C. Sources of potential students that led to these projections.

- The projections of potential students for the *Photography & Imaging* major is based on the first five year trends in the number of declared Design majors within the Art Department since the program started in 2005 given that the *Photography & Imaging* major would attract students from a similar pool of individuals at the College interested in visual and applied arts.

**QUEENS COLLEGE ART DEPARTMENT
 Number of Declared Design Majors Since 2005**

<u>Design Majors - trends</u>	
Fall Term	Design Majors
2005	20
2006	36
2007	73
2008	132
2009	184
2010	209
2011	190
2012	225
2013	246
2014	255
2015	262
2016	292
2017	302



D. Anticipated rate of attrition and state the underlying assumptions for this conclusion (Sources for projected students should be described in specific terms, with special attention to programs on the campus and at nearby units of CUNY that might send students to the program).

Based on the data from the trend in Design enrollments, it is expected 10% who started in the

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program in year one will not return in year two because they either left the college or changed their major. Again, in year two it is assumed that 10% of the students will not return in year three. From year three to four, the assumption is that 80% of the year one students will graduate at the end of year three. (a few will have left the program and a few will take longer to graduate). In year four to five, roughly 80% will graduate and 5% will have left the program.

E. Standards required of students seeking admission.

All students entering the *Photography & Imaging* program, including those transferring from another university, will simply declare their major after meeting with a faculty advisor.

F. Selection process for admitting students. Initially, the *Photography & Imaging* program will follow the same admissions requirement as set forth by the College. Students will be able to declare their major in the *Photography & Imaging* program without needing to provide a portfolio. Later on, as the program is established and attracts more students, a portfolio requirement may be needed to become competitive.

G. Arrangements for advising and counseling students. The majority of the advising and counseling will be done by the current Full-Time faculty in Photography, Professor Gonzalez. Those Adjuncts teaching two classes have additional office hours and will be expected to schedule time to advise students. As the program grows and more faculty lines are given in Photography, the advising duties will be shared among the Full-Time faculties and Adjuncts.

CURRICULUM

A. Overview of the curriculum. Photography, only around for about 175 years, is relatively new among the art making practices. Yet it is dense with a rich history of photographers, photographs, technological advances, movements, and theory. It is also rapidly changing. The *Photography & Imaging* curriculum takes a broad approach to photography and combines ideas and practices both past and present. The *Photography & Imaging* curriculum will consist primarily of existing courses within the Art Department's program offerings in Studio Art, Design and Art History. The program's core curriculum of 9 courses (**27 credits**) will focus on the introduction, intermediate and advanced level courses in analog and digital photography. The goal is to introduce students to the vocabulary and language of the medium as well as teach the necessary skills and techniques with an understanding and use of various hardware and software equipment.

There will be 3 courses in Art History (**9 credits**) required: Arth 102, History of Photography (a Pathways course) plus one Art History elective. This will provide a foundation of works by artists, photographers and movements within Art History. In addition, there will be 7 courses of electives (**21 credits**) that will be chosen from the current offerings in Studio Art and Design. The electives will allow students to explore areas of interest related to photography pursuits. The final two courses (**6 credits**) taken in the senior year will both be new classes (Senior Portfolio & Senior Seminar) that will

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prepare students for graduation and employment in their area of interest. Each course is three credits with 63 credits for the major and a total of 120 credits for the degree.

B. Complete course descriptions for all courses required in the major:

ARTH 102. History of Western Art II. (3 hours/week; 3 credits) A chronological survey of the major periods, styles, artists, and monuments of Western visual arts, primarily painting, sculpture, and architecture, beginning with the Renaissance period, continuing through the Baroque and 18th century to the modern era. (Note: Not open to students who are enrolled in or have received credit for both ARTH 1 and 101. (CE)

ARTH 258. History of Photography. (3 hours/week; 3 credits). A survey of photography's history as an art form as well as of its social history, with attention to how those histories intersect. Organized thematically by photographic genres: portraiture, landscape, documentary, and others. (Pathways: Creative Expression)

ARTS 176. Photography I (4 hours/week; 3 credits) Introduction to photography as a creative medium covering basic camera techniques, film development, and black-and-white darkroom work.

ARTS 276. VT: Photography II. (4 hours/week; 3 credits) In addition to the refinement of technical skills the class includes illustrated lectures on historical and contemporary photography, gallery and museum visits, and group critiques. The topic and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.

ARTS 355. VT: Photography III. (4 hours/week; 3 credits) Prereq.: ARTS 276. The topic (traditional or digital photography) and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.

ARTS 195. Photoshop Basics. (4 hours/week; 3 credits) Introduction to Adobe Photoshop.

ARTS 165. Digital Imagemaking. (4 hours/week; 3 credits) Introduction to Digital Imagemaking. Emphasis is on the creative aspects of using a digital still camera such as subject matter, point of view, natural and artificial light, etc., using a DSLR or other digital equipment and basic image processing software.

ARTS 225. Digital Imagemaking II. (4 hours/week; 3 credits) Prereq.: ARTS 165. In addition to the prerequisite, additional experience with digital tonal- and color-correction techniques (ARTS 205 or equivalent) is recommended. Required equipment will be announced before pre-registration.

ARTS 235. Digital Imagemaking III. (4 hours/week; 3 credits) Prereq.: ARTS 225. Required equipment will be announced before pre-registration.

ARTS 387. VT: Technical Workshops. (4 hours/week; 3 credits) Prereq.: Permission of the instructor. Advanced work with software where a student has already demonstrated a high level of skill and where a suitable instructor is available. The student will, in general, meet with the instructor during a regularly scheduled section of an appropriate imaging course. May be taken up to three times for credit if the subject is different.

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ARTS 375. Photography Special Projects. (4 hours/week; 3 credits) Prereq.: Completion of Level 1 and 2 requirements and ARTH 101 and 102, and permission of the instructor and deputy chair of Studio Art. Any title may be repeated for a maximum of six credits with permission of the department. Special Projects courses are designed for students who want more intensive work in any studio discipline, or to strengthen or advance their basic skills in:

C. New courses.

1. Senior Seminar
2. Senior Portfolio

Photography & Imaging (BFA)

Photography & Imaging Core Curriculum **63 Total credits**

Art History Core Courses **9**
ARTH 102 History of Western Art II **3**
ARTH 258 **3**
Plus one (1) course from: **3**
ARTH 200-299, MEDST 100, 101, 144, 146

Photography & Imaging Required Courses: **33**

ARTS 176	Photography I	3	
ARTS 276	Photography II	3	
ARTS 355	Photography III	3	
ARTS 195	Photoshop Basics	3	
ARTS 165	Digital Imagemaking		3
ARTS 225	Digital Imagemaking II	3	
ARTS 235	Digital Imagemaking III	3	
ARTS 387	Technical Workshops	3	
ARTS 375	Photography Special Projects	3	
ARTS (TBA)	Senior Seminar	3	
ARTS (TBA)	Senior Portfolio	3	

Photography & Imaging Elective Courses: **Seven (7*)** **21**

Choose from ARTS 150–199 (pre-req)
or from ARTS 200–399

* **Four (4)** of the seven electives must be taken from
ARTS 200 or ARTS 300 level courses

- Undergraduate Advisor: Tony Gonzalez
- Lowest grade accepted for major: C
- Minimum overall grade point average for major: 2.75
- Maximum transfer credits allowed

Academic Senate Minutes – November 8, 2018

(5a. UCC continued)

- Transfer students who want to major in Photography & Imaging must present a transcript to the deputy chair for Photography & Imaging. They may be credited with up to 15 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take all required ARTS 300 level courses at Queens College.

COST ASSESSMENT

A. Faculty

- 1. Qualifications of available full-time faculty.**

Professor Gonzalez is the only full-time faculty member teaching photography. He received his BFA from the Cooper Union School of Art and his MFA from Yale University. In addition to working as a fine art photographer, Gonzalez has taught photography for nearly 30 years including at The Cooper Union, Pratt Institute and New York University. Since 2002, Gonzalez has been teaching full-time at Queens College, CUNY and is currently a Tenured Professor and recently served as Chair of the Art Department since 2012 until 2017. Gonzalez is a contributing author for *The Book of Alternative Photographic Processes, Second Edition* and *Third Edition* by Christopher James and is featured most recently in the news book *Gum Printing, A Step-by-Step Manual Highlighting Artists and Their Creative Practice* by Christina Z. Anderson and *Alternate Processes in Photography* by Brian Arnold. In 2016, “NAIADS” was featured in the Arezzo & Fotografia Biennial for photography in Arezzo, Italy.
- 2. Number of new full-time faculty and adjuncts that will be needed to teach the proposed program.**

Currently there is one full-time faculty person and five adjuncts teaching photography. Immediately, one full-time line will be needed and eventually three additional full-time lines, plus a total of approximately ten additional new adjuncts will be needed to teach the proposed program.
- 3. How will full-time faculty who teach in the new program will be replaced in existing programs.**

Professor Gonzalez’s teaching load has consisted primarily of Photo 1, 2 and 3 and will continue to teach those courses in the new program; which would still count towards students pursuing degrees in Studio Art or Design.
- 4. Full-time faculty or any release time needs.**

There will be a Deputy Chair for the *Photography & Imaging* major as there is for the Studio Art, Design and Art History programs. The Deputy Chair would be responsible for all scheduling of classes, advising and

serve as liaison to the Department Chair. The Deputy Chair would receive one course release for each semester.

5. College Laboratory Technicians and College Assistants needs.

Currently there is one College Laboratory Technician and one College Assistant dedicated to Photography's needs in the Digital Services Lab. There will be the necessity to hire an additional CLT and two additional CAs to cover the current demand and future expansion of the facilities. Additional staff will be needed as the program and facilities grow.

B. Facilities and equipment

1. If space will have to be added, leased, or renovated, estimate the costs of providing and maintaining such space and indicate the source of funding.

In Spring 2017, the Art Department was approved for a \$500,000 RESO "A" grant for capital improvement by the Queens Borough President and the New York City Council. This grant will enable the renovation and allocation of equipment for a 537-square foot space; which has remained unused since the Art Department moved into Klapper Hall from Kiely in 1992. The space was designed and constructed to be a color darkroom (with 16 individual rooms) but was never completed because of the lack of funding for the equipment needed to process the color prints. The private darkrooms still remain making the space unusable. The cost of removing the walls would involve eliminating or reorganizing the fire suppression systems (sprinklers) for each room. The space (highlighted in yellow on the floor plan) is situated in between where the "wet" darkrooms and the digital lab are located. The renovation plans for the space will physically and pedagogically connect the two distinct modes of photography. The new space will accommodate the digital workflow intentions and the alternative process needs for the proposed *Photography & Imaging* major. Preliminary discussions with OIT has confirmed they will maintain any equipment purchased through their office. Any consumables will come out of the M&T Fees for the classes.

On Feb 14, 2018, at 3:31 PM, Gwen Perlman <Gwen.Pperlman@cuny.edu> wrote:

Jeff/Liza,

Queens College received \$1.9M in last summer's budget Adopted budget for "Psychology Behavior Neuroscience Lab and Digital Photography Lab" (QC070-018) which combined two requests for Digital Lab (\$500K) and Psychology Lab (\$1.4M). So our understanding is yes, it is funded.

Because it was combined, I am including Bill Keller on this email to make sure the he confirms what I have written before you reach out to the professor.

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(5a. UCC continued)

Gwen

From: Jeffrey Y Rosenstock [<mailto:Jeffrey.Rosenstock@qc.cuny.edu>]

Sent: Wednesday, February 14, 2018 10:15 AM

To: Liza Torres <Liza.Torres@qc.cuny.edu>

Cc: Gwen Perlman <Gwen.Perlman@cuny.edu>;

Subject: Re: Reso A information

Hi Gwen,

Appreciate your help in providing them with "official" confirmation of this allocation from the Queens Delegation for FY 18.

Jeffrey Rosenstock

Assistant Vice President for External and Governmental Relations

Queens College: Office of the President

[65-30 Kissena Blvd Flushing, NY 11367](#)

Jeffrey.Rosenstock@qc.cuny.edu

Office: [718 997-4995](tel:7189974995). Cell: 347 804-8257



Assistant Vice President for Facilities Planning & Operations | Zeco Krcic

RESO A REQUESTS FOR 2018

NEW PROJECTS

Attachment	Department	Building	Submitted By	Funds Requested	Description
"A"	ART	Klapper Hall	A. Gonzalez	\$ 500,000.00	Create Digital Photography room in 136&136A.
"B"	B&G	Campus Wide	D. Gordon	\$ 000.00	Standardize BMS systems campus wide to allow automation.
"C"	CHEMISTRY	Remsen Hall	M. Klotz	\$ 000.00	Creating new Chemistry Labs for research and instruction.
"D"	FNES	Remsen Hall	A. Kant	\$ 000.00	Create new Archival Lab for Costume and Textiles Studies.
"E"	FNES	Remsen Hall	A. Kant	\$ 000.00	Permanent upgrade of and addition of a teaching kitchen.
"F"	LIBRARY	Rosenthal Library	M. Sanudo	\$ 000.00	Upgrade interior of the first floor, create flexible learning spaces for students & teachers.
			Total	\$ 500,000.00	

ROLL-OVER PROJECTS

Department	Building	Submitted By	Funds Received	Funds Needed	Description
S.E.E.S.	Science Building	R. Engel			Create two instructional and research labs in rooms E207 & E245.
PSYCHOLOGY	Razran Hall	R. Engel			Create two Neuroscience labs in rooms 270 & 272.

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(5a. UCC continued)

Course Title	SENIOR PHOTOGRAPHY SEMINAR
Catalogue Description	This is the first of two final required courses for the major. This course will be followed by the Senior Portfolio class. Both cannot be taken simultaneously. The outcome of the Senior Seminar is to define a specific vision and develop ideas in your work. Working towards a thesis statement and portfolio, in this class student will demonstrate their experience and knowledge from the classroom in order to transition into “real” world application. In addition to producing a body of work and as part of the seminar, topics of discussion will include how to prepare for the job market, graduate school and other future endeavors. Artist Statement, Resume and Website will be honed to best represent your skills and will also be required for the final.
Pre/ Co Requisites	Permission of Adviser
Credits	3
Contact Hours	4

Course Prefix	ARTS
Course Number	
Course Title	SENIOR PHOTOGRAPHY THESIS
Catalogue Description	This final semester in the BFA photography program will be a culmination of all previous work completed by students to develop a thesis with well-defined, imaginative ideas. Students will exhibit advanced digital and analog techniques, combined with creative vision and a personal aesthetic in the production of a final portfolio for their thesis exhibition. In addition to creating a portfolio, students will submit a written artist statement describing the viewpoints with their work, a bio, and printed and online self-promotional materials and presentations. Also, there will be discussion of historical and contemporary photographer’s work as well as gallery and museum visits. Readings will cover early and contemporary theory, analysis of aesthetics, as well as other related topics in the photographic industry.

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(5a. UCC continued)

	Students will also learn knowledge of professional exhibition procedures and artistic practices and how to prepare for the job market, graduate school and other future endeavors.
Pre/ Co Requisites	Permission of Adviser
Credits	3
Contact Hours	4

2. FNES

a. Change in Specialization Name:

Change the name for one Specialization in the Major in Family and Consumer Science – Human Development and Family Studies Specialization (04A):

To:

Human Development and Family Science

b. Change in title:

To:

FNES 250: Research Methods in Human Development and Family Science

3. Music

a. Change in course description.

To:

MUSIC 100. Recital Attendance. 0 hr.; 0 cr. Recital Attendance is a zero-credit course designed to expose music students to a variety of live performances at the Aaron Copland School of Music and throughout the New York metropolitan area. Undergraduate music majors are required to complete six semesters of recital attendance starting in their first semester at Queens College. Students must attend a minimum of 7 concerts or recitals for each of the six semesters, of which 2 may be off-campus events. Events in which the student participates as a performer do not count toward the requirement. Students are encouraged to continue to attend concerts even after the course requirement has been completed. Repeatable for zero credit each semester. The course is graded on a P/F basis.

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(5a. UCC continued)

b. Courses withdrawn

MUSIC 18. Music and European Traditions.

MUSIC 28. Music in World Culture.

MUSIC 38. Music in American Culture.

MUSIC 48. Music in Pre-Industrial Times.

4. SEES

I. Changes to the Requirements for a Major or Minor

To amend the Environmental Science BA, BS major requirements to allow the addition of a new Advanced course elective: Geology 328, Volcanoes and Climate (3 cr).

To:

ENVIRONMENTAL SCIENCES (MAJOR CODES ENSCI-BA AND ENSCI-BS)

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 Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, or BIOL 201.

3. Two of the following Advanced Courses: GEOL 318, 328, 342, 347, 349, 363, 370, 383; ENSCI 203, 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.)

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.

5. Art – Design

a. New Course

ARTS 173 Shoot.Edit.Post. 3 hr., 3 cr.

An entry-level design class that utilizes smart phones as the primary toolbox to shoot, edit, and post photos/videos. Throughout the semester students build branded social media projects; assess success through the measurement of engagement, and present findings through oral presentations and written reports. Within the course students refine social media skills, learn research methodologies and produce engaging visual narratives. Ethical issues associated with social media will be explored through class discussions and assigned essays.

b. New Course

ARTS 251 Typeface Design 3 hr., 3 cr. Prereq.: ARTS242

An upper-level design elective that introduces students to the basic principles of typeface design. Through lectures, reading assignments, class exercises and assignments students will learn the tools to explore fonts as a formal system of visual relationships, the role fonts play in graphic design, and how to design an original typeface family.

c. Changes to Existing Courses

To:

ARTS 395. Senior Capstone. 4 hr.; 3 cr. Prereq.: ARTS 345. Senior Design majors will create individual final capstone projects and portfolio presentations as a cumulative expression of acquired skills related to their discipline. Should be taken in a student's final semester before graduation. (Capstone)

To:

ARTS 345. Design III. 4 hr.; 3 cr. Prereq.: ARTS 246 and a passing score on portfolio review.

A continuation of ARTS 246 with assignments of larger scope and executed across a variety of media. A focus on the development of the designer's personal style and working methods, and of specific audiences, commercial contexts, and production issues. Open to design majors of upper-class standing, or by permission of instructor.

d. Changes to the Requirements for Minors

To:

Interaction Design (Minor code ARTID-MIN)—Required: 21 credits Seven courses from ARTS 157, 165, 172, 188, 189, 190, 191, 192, 193, 195, 205, 207, 210, 211, 212, 213, 214, 215, 217, 221, 243, 249, 250, 263, 277, 278, 279, 286, 287, 290, 314, 370, 393. ARTS 191 or the equivalent (InDesign, Illustrator, and Photoshop) is required as the first course of the minor.

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To:

Design (Minor code ARTGD-MIN)— Required: 21 credits ARTS 190, 191, 241, plus any four from ARTS 188, 193, 195, 213, 207, 214, 242, 243, 244, 245, 246, 248, 250, 263, 269, 286, 289, 290, 296, 314, 370, 393.

To:

Animation and Illustration (Minor code ARTSAI-MIN)—Required: 21 credits Seven courses from ARTS 151, 190, 191, 192, 187, 188, 193, 205, 207, 210, 213, 215, 221, 247, 249, 257, 259, 266, 277, 278, 279, 286, 290, 347, 359, 370, 393.

To:

Digital Moviemaking and Imagemaking
(Minor code ARTSDM-MIN)—Required: 21 credits
Seven courses from ARTS 157, 165, 187, 192, 193, 195, 205, 207, 210, 215, 217, 221, 225, 235, 247, 277, 278, 279, 287, 290, 347, 370, 393.

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Glenn Burger, Dean of Graduate Studies:

“To accept the GCC minutes dated October 10, 2018 as distributed”

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

1. Computer Science

- a. New Course.

CSCI 655: Internet and Web Technologies

3 hr.; 3 cr. prerequisites: CSCI 613

Internet protocol stack, analysis of representative protocols; Internet applications: client-server architecture, popular Internet application protocols, Internet application design, client side programming, server side programming, Web application and Web site design; programming projects.

2. FNES

- a. Change in title and description.

To Read:

FNES 705. Research Methods in Physical Education 2 hr. plus conf.; 3 cr. Prereq.: FNES 702. Methods and techniques used in designing analytical, historical, descriptive correlational, methodological, epidemiological, experimental, qualitative and evaluative research in ~~FNES~~ physical education.

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3. Music

- a. Course withdrawn.

MUSIC 756. Problems in Jazz History and Analysis. 3 hr.; 3 cr. Prereq.: Permission of the instructor. The first part of the semester will introduce students to the methods and problems of research in jazz history; the second half will focus on a specific era or on the work of a single jazz improviser or composer.

- b. Course withdrawn.

MUSIC 757. Advanced Jazz Composition. 3 hr.; 3 cr. Advanced students write for the jazz ensemble and have their works rehearsed and performed. Arranging for mixed woodwinds, strings, horn, and tuba. Afro-Cuban and Brazilian styles explored.

- c. Course withdrawn.

MUSIC 786. Combo Workshop. 3 hr.; 3 cr. Prereq: Permission of the instructor. Jazz Studies majors prepare and perform their own small-group arrangements.

- d. Change in hours.

To Read:

JAZZ 794. Jazz Ensemble. 3 hr.; 1 cr. Prereq.: Permission of the instructor. The study and performance of selected repertoire, published and unpublished, including student work. May be repeated for credit.

- e. Change in description

To Read:

MUSIC 606. Queens College Choral Society. 3 hr.; 1 cr. Prereq.: Permission of the instructor. A mixed college-community chorus devoted to the study and performance of large choral masterpieces such as Messiah, Creation, and Elijah. Meets together with MUSIC 156 (Queens College Choral Society). May be repeated for credit to a maximum of 4 times. Fall, Spring

5c. Nominating Committee

- i. MOTION: Duly made by Peishi Wang, Nominating Committee Chair:

Editorial correction: “To amend the report and remove Paul Cesaretti from the Graduate Scholastic Standards and Undergraduate Curriculum Committee on the nomination report”

“To accept the Nominating Committee Report dated November 5, 2018 as amended”

- ii. MOTION: Duly made by Chair Roberta Brody:

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Editorial Correction: “To amend the report and replace term length for the Search Committee to “until the search is over”

“To accept the Nominating Committee Report dated November 5, 2018 as amended”

Hearing no objection to the motion the Nominating Committee report was approved as amended.

5c. Nominating Committee

1) Admissions and Re-entry Standards, Committee on Undergraduate

The following faculty member was elected by unanimous consent:

Steven Leventhal At large December 2020

2) Graduate Curriculum Committee

The following student was elected by unanimous consent:

Paul Cesaretti M&NS May 2019

3) Undergraduate Curriculum Committee

The following faculty member was elected by unanimous consent:

Kenneth Lord M&NS December 2020

4) Dean of the Division of Mathematics & Natural Sciences Search Committee

a) The following faculty members were elected by unanimous consent:

John Dennehy
Allan Ludman
Jang J Seogjoo
Carolyn Pytte

b) The following students were elected by unanimous consent:

Reaa Ali
Jacob David
Launy Schweiger
Paul Cesaretti

6) Old Business

Nominations to the Nominating Committee

Chair Brody informed the senate that there are still open seats to the Nominating Committee.

- a. Faculty – Math & Natural Science (no nominees)

Social Science (no nominees)

- b. Student – Social Science (no nominees)

7) New Business

7a. Reconstitute Security Committee

Chair Roberta Brody states that New York State Law requires a committee that supports and works with the security team on the campus. At the present time, there is none and the QC Advisory Committee on Campus Security needs to be reconstituted. For those interested in serving, an application may be filed with the Nominating Committee

MOTION: Duly made by Dave Fields, Parliamentarian:

“To Adjourn”

The meeting was adjourned at 3:55 pm. The next Special Academic Senate meeting will be on Thursday, December 6, 2018.