Please note: This information was updated and is correct as of April 2009, but changes within the college are constantly occurring. So that we may ensure this document is as up-to-date as possible, if you encounter any incorrect information, please notify us at fda@hunter.cuny.edu and we will immediately update this handbook.
This handbook is intended to serve as one of a number of sources of information for Hunter College faculty – especially newer members. It is not, nor could it be, all-encompassing. While every effort has been made to eliminate inaccuracies, inevitably some may still be present. We are deeply indebted to the many Hunter faculty and staff members who responded to pleas for information and assistance. “Getting Started,” based on a similar segment in the School of Health Sciences Faculty Handbook, was used with the permission of the School’s Director. Another valuable source of information and ideas was the Political Science Department’s Guidelines for Adjunct Faculty. The “History of Hunter College” was prepared by Prof. Julio Hernandez-Delgado, Head of Archives and Special Collections in the Library. Barbara Barone, Robert Buckley, Sandra Clarkson, Michael Griffel, Joanne Ivry, Don Linder, Marsha Lupi, Anna Marino, Judah Ronch, Rena Subotnik and Pamela Wonsek all contributed text – some of it substantial – which has been included. Vivian Brawer, Robert McGarry and Christina Taharally were generous with their time in revising materials from the last handbook. Other fine sources of information were Danise Hoover, Greg Crosbie, Nick Freudenberg, Avi Liveson, Tony Picciano, Jan Poppendieck and Robert White.

Special thanks are due to FDA President Jason Young, to our immediate past President Ekhard Kuhn-Osius, and to the other members of the Executive Committee: Tony Doyle, David Connor, Charles Guzzetta, Michael Philip Fisher, Jennifer Tuten and for their unfailing support of this project. FDA President Jason Young was generous with his proofreading assistance while FDA Office Assistants James Regan and Paulette Ibeka edited the handbook to make sure that the current editing was up-to-date.

The College has undergone many changes in the past three years. Every effort has been made to update the Handbook to reflect these. However, should you notice errors, please bring them to my attention and we will correct them for the next edition.

Jason Young
FDA Executive Committee
Jason.young@hunter.cuny.edu
212-772-43123
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I. GETTING STARTED

WHAT NEW FACULTY NEED TO KNOW RIGHT AWAY

Introduction

This section seeks to address many of the questions new faculty members ask. Often difficulties can be avoided through careful planning based on this information. However, it cannot cover all contingencies. When you find yourself faced with something unexpected, please ask your program director or department head for advice.

Preparing for the Start of the Semester

If this is your first semester at Hunter, you have much to look forward to. We have one of the most interesting, diverse, and talented student bodies of any university in the country.

The beginning of the semester is always a hectic period at any college, and Hunter is certainly no exception. Things will run more smoothly if you take certain steps in advance. At least two weeks before the start of the semester, bring your syllabus/syllabi to your program secretary to arrange to have it duplicated. You should also locate your classroom(s) before your first class meets. Ordering the books you will need for your course as early as possible is a good idea. Before the semester begins, check with the bookstore in person to see which of your books have arrived for the first days of classes. Keep in mind that expensive textbooks place a great burden on some of our students, so you may want to consider placing a copy of the textbook on Reserve in the library (772-4162).

Coursepacks have become a popular and useful teaching tool, allowing an instructor to select the most appropriate materials for a course and make them available to students in a convenient, relatively inexpensive package. Where a coursepack contains copyrighted material, considerable lead time—a minimum of six weeks in most cases—may be necessary for the coursepack company to secure the necessary permissions to reproduce material. If you wish to assemble a coursepack, speak with your chair about available vendors. Vendors will usually supply a desk copy for the instructor and an additional copy for library Reserve.

In addition, Hunter College now provides online “informed registration” material to students to assist in their selection of courses. All faculty are asked to submit a copy of the course syllabus (if available) and information on any assigned books by going to http://www.hunter.cuny.edu/webupload and following the instructions. You will need your Hunter assigned webmail address and password to gain access to this site.

Syllabus and Course Requirements

Please be explicit in the course syllabus about what you expect of your students during the semester. As required by the College, this includes attendance requirements, class participation expectations, the number and type of assignments you will give, and the relative weight of each assignment, and of class participation in determining the final grade. A syllabus functions as a form of contract between the instructor and student. When requirements and expectations are stated clearly and a student chooses to remain in a course, he/she may be presumed to have consented to the terms you have set for successful completion of the course. You, in turn, should adhere to the requirements you have stipulated.

College policy requires that the following information appear on all syllabi: the course number and title, the instructor’s name, office location, office hours, office telephone number, e-mail address, department office and telephone number, required textbooks and suggested readings, grading and attendance policies, dates and times of examinations—including the final exam, due dates of papers and other assignments, and policy on late papers, late grades, and incompletes. Please make every effort to
include all of these items on your syllabus, along with the specific percentage constituted by each required element of the course. The more detailed the syllabus, the lower the probability of problems during and/or after the semester. Successful grade appeals have hinged on the lack of specifics.

In particular, consider telling students that there is no absolute right to a grade of Incomplete. Only students averaging C or above in a course are eligible to request an incomplete grade. Granting incompletes to eligible students is at the discretion of the instructor. Students should be aware of the unique burden that incomplete grades place on adjunct faculty. Adjuncts may not be employed by the College at the time the student submits the work to complete the course or the department may not be able to locate a former adjunct. Thus, the student’s work might have to be graded by another department member who did not teach the course. This places students at a severe disadvantage. You should discourage students from taking incompletes, and limit them only to legitimate and documented emergencies, a policy which is covered thoroughly in a later section of this manual.

By spelling out expectations to students, you can also avoid future student grade appeals or awkward situations with students who miss exams or fail to turn in work. Student grade appeals are messy and time-consuming for everyone involved. Bear in mind that when an appeal discloses that course requirements were poorly defined or were changed in the middle of the semester by the instructor, the instructor often loses. Also, by making it clear that you will only accept documented legitimate reasons for a student’s failure to be present at an exam or submit work by the date it is due, you will cut down on bogus excuses.

Each instructor has the discretion to establish the course requirements he/she believes appropriate, but the department expects certain things in every course. Most important, because we are committed to improving the writing skills of our students, some essay writing should be included in your course. This may take the form of in-class essays, take-home exams, or papers of various lengths. Some of the essay writing should be done before the final exam so that students obtain feedback on their writing. All students should receive feedback on their written work early in the semester, typically after three to five weeks.

You and your students may want to take advantage of the Writing Center (Thomas Hunter, 4th floor, 772-4212). Students with writing challenges may be referred to the Center for tutoring. Given the number of students who need such help, you are advised to make referrals early in the semester. Thus, it is wise to have an assignment early in the semester so you can detect writing problems and make appropriate referrals so students can get the help they need.

Beyond our general expectations, we aim for a measure of consistency across courses at the same level. If you are uncertain about what to ask of students, confer with the Program Director or with senior full-time faculty members who teach in your program. The program has course syllabi for most courses on file in its main office. You may use these for reference. In addition, please note that some programs have adopted guidelines that you will be expected to follow regarding the content of the introductory course.

In addition, the Hunter College Senate requires that the following statement on academic integrity be included in all syllabi:

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

Also, if you have any students with disabilities, you should make them aware of the office of AccessABILITY, located in room 1124 Hunter East, whose goal is to “to assist students to maximize their potential while helping them develop and maintain independence.”
PROCEDURES AND CAMPUS SERVICES YOU WILL NEED TO KNOW ABOUT

Absence from Work Due to Illness

Faculty must report absence due to illness to your Department so that your absence can be reported to payroll. For absences of more than 10 days, you must file an Application for Leave of Absence Because of Illness for More Than Ten Days. For absences due to illness for more than 30 working days, you must submit a Certification of Fitness to Return to Work. Contact Human Resources (E1502) for these forms.

Change of Address

Faculty should inform the Departmental secretary of home address and telephone number changes. In addition, faculty paid by tax-levy funds must complete and sign a change of address form. The form may be obtained from your departmental secretary or the Human Resources Office. If you are being paid by grant funds or from the Research Foundation, you should contact your representative to change your address and telephone number.

Faculty ID

You must have a valid faculty ID in order to be allowed into many campus buildings, to use many college services and to pick up your paycheck. To get an ID, go to Human Resources, East 1502, with a copy of your appointment letter. A photo ID will be made at that time. Each year you will need a current sticker for your ID card. These stickers may be obtained at the beginning of the fall semester from Human Resources (E1502).

Mail Room Services

There are some services and policies at the Main Campus at 68th Street that are under review, however, there are three main areas of service which the mail room currently provides for faculty and students:

1. Mailing packages through USPS (offering all mailing options), a service which can be paid for by use of the Hunter One Card, cash or debit/credit cards.
2. Fedex shipping is also available and payable through the same mediums as USPS mailing.
3. The mail room’s self mailing Kiosk is located by the A/V department in the North Building and is active 24hrs. It accepts debit and credit cards and is checked three times daily.

New faculty can visit 352B in the North Building for more information on these services, or contact the mail room supervisor, Frank Sanchez (772-4347, fsanch@hunter.cuny.edu) Departmental secretaries also are valuable sources of information about what to expect.

Paycheck Distribution

If you are interested in having your paycheck directly deposited into your checking or savings bank account, or in having it mailed to your home, contact the Payroll Department (E1501) to complete the necessary forms. Those on the Research Foundation (RF) payroll have paychecks mailed directly to their homes unless they advise the RF cashier to “Hold Check for Pickup.” They may also arrange for direct deposit. Please call (212) 886-2961 for further information.
Photocopying

Duplication Services (N352A; 772-4341) can provide multiple copies of documents which can be collated if more than two of the pages are in the sequence. Originals must be of sufficient quality to be accepted by the automatic document feeder. Books are not accepted for copying. Please consult the Duplication Services guidelines for other specifics. You will also need to speak with the departmental secretary concerning your photocopying allowance. When large numbers of copies are made for class use, faculty may choose to pay Duplication Services, then charge students for these materials. The center is normally open from 9-6 Monday-Thursday and 9-5 on Friday.

On the Brookdale Campus the Duplicating Center is located on the main floor of the West Building. That Center serves programs in Nursing and Health Sciences, as well as the Brookdale Center on Aging. Since it issues its own policies and procedures, it is wise to get a copy of them, if you will be using those services.

Photocopying policies differ at the Social Work School. Check with your Program Director or Department Chair or departmental secretary.

Supplies

Faculty members should request necessary office and computer supplies from the departmental secretary. If there is something special that requires ordering, see him/her as soon as possible.

Telephone Directories

A directory providing telephone numbers, room numbers and e-mail addresses for faculty and staff is distributed periodically. This information is also available through the Hunter homepage: http://cfml.hunter.cuny.edu/phonebook/.

Sexual Harassment Training Sessions for Faculty

All part-time and newly hired full-time faculty are mandated by Hunter College to complete a Sexual Harassment training session. Sessions are offered at various times throughout each semester. Information concerning sexual harassment issues and training may be found at the Human Resources website (http://hr.hunter.cuny.edu/policies/pash.html). Online training in Preventing Sexual Harassment is available at http://www.newmedialearning.com/psh/cuny/index.htm.

Tuition Waivers

Full-time faculty, including Instructors, are eligible for a partial tuition waiver for courses at CUNY Colleges, including Hunter and the Graduate Center. Call Human Resources at 772-4451 for further information.
ACADEMIC COURSE POLICIES AND PROCEDURES

Disabled Students Enrolled in Courses

Hunter College and CUNY as a whole have expressed a firm commitment to maintaining access for persons with disabilities. Sometimes this necessitates special test-taking procedures or other accommodations for students. If any such students have registered for your course, you will receive a memo from the Office of Disabled Students identifying the particular accommodation the student requires. Please treat this information as confidential and discuss any questions with the student(s) privately.

Faculty Class Absences and Office Hours

You should make every possible effort to meet your class at the scheduled times. If you find it necessary to miss a class, inform your department as early as possible, so that a notice can be posted in the classroom. Make-up classes may be necessary, but they are a poor substitute because most of our students work and have little schedule flexibility to attend classes at other times. Instructors may legally miss teaching one class during a semester due to illness, unexpected personal circumstances or attendance at a conference. If more than one class is canceled by the instructor, it must be made up.

Office hours are as important as class periods. You are required at the beginning of each semester to post on your office door one office hour per week for each class you teach. Please tell students early in the semester when you will be in your office. In addition, your office hours should be listed on the course syllabus.

Student Attendance Records for Courses

Faculty have the right to set attendance policy and to penalize students for unexcused absences. These policies, as noted above, should be established in your syllabus. Regardless of your attendance rules, you should keep regular attendance records. The College Registrar’s Office will ask you to certify on the form they will send you which students have stopped attending as of the third and fifth weeks of the semester. In addition, attendance records will allow you to document when a student has stopped attending your course, one of the conditions for assigning the unofficial withdrawal grade. For more information see section on “Grading Systems and Special Grades,” provided below.

Student Withdrawal from a Course

Under Hunter course regulations, students may withdraw from a course at any point up to the beginning of the ninth week of classes without academic penalty. The actual date is indicated in the College calendar. As previously mentioned, you are strongly encouraged to give at least one graded assignment or test before that date so that students will have some idea of how well they are doing, so that they can make an informed decision about whether or not to withdraw from the course without penalty.

Note that only students can take the steps necessary to drop a course officially. If a student stops attending your course, you cannot have that student dropped. You should make this clear to the students in your class at the start of the semester. If a student believes he/she cannot complete the course, for any reason, the burden is on him/her to file the necessary form with the College. When a student withdraws officially from the course, the grade W will appear on the final grade sheet. If you do not see that grade, you cannot add it yourself, you must choose F or WU (see Grading Systems and Special Grades).
Final Course Grades

Final grades are due 48 hours after the final examination is over. Arrange your schedule so that you will be able to get your grades in on time. Submit your grade sheets to the departmental office along with your final exams. Final exams must be stored for a number of years. They are never returned to students. However, students have the right to review their final exams in your presence. Term papers and other course projects, however, may be returned to students. Some departments maintain a file drawer for term papers, in which case you may tell your students that they can retrieve their papers from the departmental office.

Grading Systems and Special Grades

Hunter has different grading policies for undergraduate and graduate courses.

The following grading system and test scale for undergraduate courses was adopted by the Hunter College Senate in Fall, 1999.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test Scale</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.5-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>92.5-97.4</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.4</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.4</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70.0-77.4</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60.0-69.9</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0-59.9</td>
<td>0.0</td>
</tr>
</tbody>
</table>

IN Term’s work was incomplete. This may include absence from final examination.
WU Unofficial withdrawal (counts as F)
R Failure to achieve minimum proficiency. Course must be repeated. This grade may only be assigned once in a given course.
Y Year’s course of study; must continue to completion
AUD Auditor (Registered as ‘Auditor’)

Graduate grades that may be assigned are listed in the Hunter College Graduate Catalog. As of Fall 1996, grades are to be reported as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.5-100%</td>
</tr>
<tr>
<td>A</td>
<td>92.5-97.4%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>70.0-77.4%</td>
</tr>
<tr>
<td>F</td>
<td>0-69.9%</td>
</tr>
</tbody>
</table>

P Satisfactory completion. Used only for thesis research or equivalent course.
IN Incomplete. If not changed to a letter grade within one year, the IN grade will become permanent.
W Official withdrawal (without prejudice)
WU Unofficial withdrawal (counts as failure)
The WU grade or ‘unofficial withdrawal’ is one of the most damaging to a student, so it should be given only when circumstances clearly warrant it.

WU has the same impact on a student’s GPA as an F does. Unlike F, however, WU signifies that a student did not attempt the credits. If a student registered for twelve credits (the minimum full-time load) receives WU in a course, he/she is considered to have taken only nine credits. If the student was on financial aid, he/she would be obliged to return the aid to the College. You should give a student the WU grade, only when he/she has ceased all contact with the course for at least the final month of the semester. If, during the final month, a student attends even one class, turns in a single assignment, and/or shows up for the final exam, WU is not appropriate.

The School of Social Work does not adhere to this grading system. For more information, consult the most recent Graduate Catalog.

Incomplete Grades

Course work to resolve incomplete grades should be completed within the semester following the semester in which the course was taken. Please review the College policy on incomplete grades as set forth in the Hunter catalogs, both undergraduate and graduate. You should give an Incomplete only when you have good reason to think the student will complete the course within a time period you specify, which by College and CUNY policies cannot extend beyond the end of the following semester. After that date, the incomplete grade automatically becomes ‘fail incomplete’ (FIN on the transcript), and is treated as an F in computing the GPA. Students do not have a right to an incomplete grade where they have given no evidence that they can do passing work and they do not have a right to a full additional semester to finish a course.

Do not routinely assign an incomplete grade when a student fails to submit a final paper or take a final exam. It is better to give a final letter grade with the missing work treated as an F, and then to wait for the student to contact you with an explanation. Letter grades can be changed if it turns out that the student had a valid reason for not completing the course.

In terms of completing work where an incomplete grade has been given, you have the authority to allow only as much additional time as you deem appropriate, but not extending beyond the end of the next semester. It is the student’s responsibility to make contact with you to discuss the need for an incomplete and the deadline you will set. You should be very strict about deadlines. A good rule of thumb is to allow a student only as much time to complete the work as he/she lost due to illness, family crisis, or the like. In the case of a student who misses a final exam, it makes more sense to arrange to administer a make-up rather than use the date set by the College during the following semester for college-wide administration of make-up exams. If you are not returning to Hunter the following semester, please give your Department Chairperson a memo indicating how you can be contacted and outlining the specific terms you have set for resolving each incomplete grade, including the deadline, the work required, and any grades the student has been given for other work in the course. This information will help should it be necessary for another faculty member to grade the student’s remaining work.

Senate policy requires that if the faculty member wishes to extend the deadline for the student to complete the coursework beyond one semester, the faculty member and the student must enter into a written contract clearly specifying the deadline. This contract must accompany the change of grade form. If a student has not filed a contract with the faculty members but still wishes to complete the work and have a FIN grade changed, the student may appeal to the Senate Grade Appeals Committee. The appeal must include the reason for failing to complete the work and must be accompanied by a supporting letter from the faculty member who issued the IN grade or, if the faculty member is no longer at the College, from the Department Chair. Appeals with no endorsement will be denied.
The following example shows how the procedures may apply:

1. The student receives an IN grade at the end of the Fall 1998 semester.

2. Within two weeks of the beginning of the Spring 1999 semester, the student contacts the faculty member, and details and time frame for completing the works are arranged. These details may include:
   a) a final exam administered on the college-wide date specified in the calendar; or
   b) a final exam administered on an alternative date set by the faculty member; or
   c) a clear deadline for turning in all completed work.

3. If the student does not complete the work according to the prior agreement, the faculty member may then:
   a) issue a written contract in Spring 1999 which extends the deadline for completing the work, which will result in a FIN grade change in the subsequent semester; or
   b) elect NOT to extend the deadline for completing the work.

4. If a student receives a FIN and has not registered a contract with the faculty member, the student may appeal to the Senate Grade Appeals Committee. The committee will NOT approve the extension for completing work unless the appeal is accompanied by a letter of endorsement from the faculty member, or from the Department Chair, if the faculty member is no longer at Hunter College.

Stale incompletes, those which go beyond the additional semester permitted under CUNY rules, present a major headache to all involved. As noted above, by this point the grade has officially become FIN. Even so, students often come back several years later seeking to finish an incomplete. It is sometimes appropriate to attempt to resolve such grades, when an instructor agrees that a student can make up an incomplete that extends beyond the time deemed by the College. In that case the instructor must attach a letter of justification to the change of grade sheet, seeking approval from the Provost. Since adjunct faculty often remain with us for a limited time, the Department Chair may have to try and track down someone who has not taught at Hunter for several years. In many instances, old incompletes may have to be graded by someone else. There may be no record of other grades that student earned in the course. It is difficult to be fair to the student under these circumstances.

Academic Honesty and Plagiarism

Each semester faculty face a number of possible cases of cheating or plagiarism. Academic violations should never be ignored. Also, you should not respond to an academic violation by simply assigning a failing grade. The ‘F’ grade has a different meaning. Although the resolution of many academic violations includes an ‘F,’ faculty always take additional steps. If you believe you have encountered cheating or plagiarism, report the facts to the Department Chair immediately. Most cases can be resolved effectively at the departmental level. Be sure to keep all papers or exams about which you have questions. Though you may discuss the evidence with the student in question, do not offer any resolution until you have spoken with your Chairperson.

You can take steps to prevent academic violations, which is plainly the better route. If you assign papers or give take-home essay exams, take some time to define and explain plagiarism to your students as well as stress the portion of your syllabus that covers it. Also, make explicitly clear, Hunter’s swift and certain policy to account for its use. Many students claim to be unfamiliar with plagiarism wording; some foreign students maintain they were taught that copying was considered proper scholarship in their home countries. To avoid misunderstandings, tell the students when to cite sources and show them how to do so properly (e.g., APA or MLA format). It is a good idea to give them a hand-out explaining plagiarism, too. Also, make clear your policy on collaborating with other students in completing course assignments (see section on Academic Dishonesty for more details).
The Writing Center has prepared an excellent handout regarding plagiarism, which is available online for printout at http://rwc.hunter.cuny.edu/writing/online/qpp.html. Distributing this description to your students might help them avoid inadvertent plagiarism, and you will be able to show that they were advised, in writing, as to what constitutes plagiarism and how to avoid it.

Similarly, faculty can reduce the incidence of cheating on in-class exams by taking precautionary measures. These include pre-marking exam booklets to prevent switching, keeping tight control over the number of booklets that circulate during an exam, prohibiting students from having any extraneous papers on their desk, not allowing students to leave the room until the exam is over and more. Although the College does not have an honor code, consider establishing one for the course. Some faculty have students write and sign an honor statement at the end of each exam booklet (e.g. “I have neither given nor received assistance in the course of this examination.”). Feel free to discuss this with senior faculty in your department or with the Chairperson. They may have further suggestions regarding prevention of both plagiarism and cheating.
CITY UNIVERSITY POLICIES AND PROCEDURES

Affirmative Action/Nondiscrimination

Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage of citizenship, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

Dean John Rose is the College affirmative action officer, coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. His office is located in Room 1706E and her telephone number is 772-4242.

Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Enforcement and remedy of grievances are under the jurisdiction of the Office of Civil Rights.

The Americans with Disabilities Act (ADA), signed into law in 1990, greatly expands the provisions of the Rehabilitation Act, extending its jurisdiction to employment, covering businesses that employ 15 or more persons, public services (including transportation and public accommodation), work settings that employ more than 15 persons, and telecommunications services. Enforcement is under the jurisdiction of the Department of Justice.

Prof. Tamara Green is the college coordinator for the Americans with Disabilities Act and Section 504, which prohibit discrimination on the basis of disability. Her office is located in Room 1425W and her telephone number is 772-5061. The coordinator’s function is to make sure that the provisions of the laws are fully implemented, to advise on issues of reasonable accommodation, and to hear complaints.

Multiple Position Report

Each semester, all full-time members of the faculty are required to file a standard University Multiple Position form. The new standard form serves a dual purpose: 1) It provides the information needed to carry out CUNY policy regarding reporting and approval requirements on multiple positions. Each faculty member required to file is provided with a copy of the Statement of Policy on Multiple Positions, and is urged to read the statement carefully before completing the form. The statement includes both the rationale for the policy and an explication of the regulations. An essential feature of the policy is that faculty members may not undertake outside employment, consultative or other work, paid or unpaid, except in accordance with the terms specified, including prior approval by the departmental Personnel and Budget Committee (commonly referred to as the P&B). Regulations governing supplementary employment within CUNY are similarly specified in the policy statement. 2) By agreement with the New York State Ethics Commission, the standard reporting form incorporates a question which satisfies the financial disclosure requirements of the New York State Ethics Law for faculty. The PSC was consulted during the development of this form. The complete form must be turned in to the Department Chairperson by the stated deadline each semester.
Sexual Harassment

Sexual harassment is illegal. It is a form of sex discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, and the official policy of The City University of New York. The City University of New York issued a policy in 1982 that prohibits sexual harassment of faculty, staff, and students:

“It is the policy of The City University of New York to prohibit harassment of employees or students on the basis of sex. This policy is related to and is in conformity with equal opportunity policy of the University to recruit, employ, retain and promote employees without regard to sex, age, race, color, or creed. Prompt investigations will be made on a confidential basis to ascertain the veracity of complaints, and appropriate corrective action will be taken.

It is a violation of policy for any member of the University community to engage in sexual harassment. It is a violation of policy for any member of the University community to take action against an individual for reporting sexual harassment.”

According to guidelines issued by the U.S. Department of Education Office of Civil Rights and the Equal Employment Opportunity Commission, behavior constitutes sexual harassment in an academic setting when:

• The person engaging in such behavior explicitly or implicitly makes your submission to it a term or condition of your employment or academic standing.

• The person's behavior is an attempt to interfere, or has the effect of interfering, with your work or academic performance, or creates an intimidating, hostile, or offensive working or learning environment.

Five levels of sexual harassment have been identified:

* gender harassment: generalized sexist remarks and behavior which convey insulting, degrading, or sexual attitudes

* seductive behavior: unwanted, inappropriate, and offensive physical or verbal sexual advances

* sexual bribery: solicitation of sexual activity or other sex-linked behavior by promise of reward

* sexual coercion: coercion of sexual activity or other sex-linked behavior by threat of punishment

* sexual assault: assault or rape

Hunter College has a “No Tolerance” policy when it comes to sexual harassment.

Sexual harassment can happen between any two people, regardless of their gender or status. Faculty are urged to use good judgment in contacts with others, both in and out of the classroom. While academic freedom and sexual harassment are not in conflict with each other, sexual remarks made in conjunction with a class should be relevant to the material and a constitute natural part of the lesson. Faculty would be wise, when dealing with sexual material in class, to inform students in the syllabus that such material will be a part of the course. An open-door policy (with the door literally being left open) is suggested for office hours. Social contacts with students, while not specifically prohibited, are often misunderstood.

The CUNY Policy Against Sexual Harassment requires that all incidents of possible harassment be reported to the College’s Sexual Harassment Panel for investigation, and possible action. You may obtain a copy of these policies and procedures from the Panel Office, E1206, or from your department.
office. If you believe that you have been the victim of sexual harassment, you should report it immediately to your Department Chair or to any member of the Sexual Harassment Panel. All faculty should attend sexual harassment prevention training. For further information, contact Panel Chair John Rose (772-4242) or either of the deputy coordinators Dr. Joyce Toney (772-5039) or Tracey Cole (772-4512).

**No Smoking Policy**

The Surgeon General of the United States has determined that smoking is the largest preventable cause of illness and premature death in the country. Smoking is associated with the unnecessary death of more than 350,000 Americans a year. Moreover, research findings now indicate that exposure to Environmental Tobacco Smoke (ETS), also known as second-hand smoke, is linked to a variety of negative health consequences and is responsible for approximately 3,000 lung cancer deaths annually among non-smokers in the U.S.

As of November 18, 1993, smoking is prohibited inside all facilities or vehicles owned, leased, or operated by Hunter College. There will be no sale of cigarettes, cigars, or pipe tobacco at any facility, location, or vending machine owned, leased, or operated by Hunter College or its contractors.

Because residence hall rooms are students' homes, smoking is permitted in residence hall rooms, but only if it is acceptable to all of the assigned occupants.

Disputes arising under this policy involving employees covered by collective bargaining agreements shall be resolved under the complaints and grievance procedures of their respective collective bargaining agreements. Complaints and disputes involving excluded employees shall be resolved under The City University of New York Smoking Dispute and Complaint Resolution Procedure.

Employees of Hunter College or applicants for employment at Hunter College who exercise or attempt to exercise any rights granted under this policy shall not be subject to retaliatory adverse personnel action. The Human Resources Department, in consultation with the Environmental Safety Committee, shall establish procedures to review complaints of, and, in appropriate cases, provide for, the adequate redress of an adverse personnel action taken against an employee or applicant.

**Right to Know**

According to law, your employer must inform you of the health effects and hazards of toxic substances at your worksite. Hunter College has an Office of Environmental Health and Safety, which addresses issues such as: asbestos concerns, indoor air quality complaints, chemical radiation and biomedical waste concerns, and safe laboratory practices, etc. The office conducts awareness and 'Right to Know' training for those employees working with hazardous materials. It may be reached at 212-772-4462.
II. HUNTER COLLEGE: MISSION, HISTORY AND ORGANIZATION

HUNTER COLLEGE MISSION STATEMENT

Hunter College is a comprehensive teaching, research and service institution, long committed to excellence and access in the education of undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing and social work.

Founded in 1870, Hunter is one of the oldest public colleges in the country, dedicated from its earliest days to serving a student body which reflects the diversity of New York City. Hunter takes pride in the success it has had over the years in enabling the people of New York to combine the strengths of their varied experiences with the skills they need to participate effectively in the wider society. Committed to the achievement of a pluralistic community, Hunter College offers a curriculum designed to meet the highest academic standards while also fostering understanding among groups from different racial, cultural and ethnic backgrounds.

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, the fundamental aim of the college experience as a whole is to develop a student’s rational, critical and creative powers. Such development involves the abilities to think and write logically and coherently. It also includes a broadening and deepening of outlook: an awareness of one’s own and other cultures, as well as of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

While teaching and research are its primary missions, community service is also an essential goal to the College. Hunter faculty seek to generate new knowledge and to design programs to address the myriad cultural, social and political needs of New York City and the world.
HUNTER COLLEGE

Hunter College of The City University of New York has its origin in the 19th-century movement for normal school training which swept across the United States. New York State instituted training for the “teachers of common schools” in 1844. An 1854 decree by the New York City Board of Education urged educators:

“To continue the existing Free Academy (now City College of New York), and organize a similar institution for females, and if any similar institution is organized by the board of education, all the provisions of this act, relative to the Free Academy, shall apply to each and every one of the said institution, as fully, completely, and distinctly as they could or would if it was the only institution of the kind . . .”

It was not, however, until 1869 that the City finally received its first normal high school.

The formal opening of the Female Normal and High School took place on February 14, 1870, under the leadership of Dr. Thomas Hunter and some 25 faculty and staff. 1,105 students were admitted to the school for the first semester. Accommodations for the new school had been found at Broadway and East Fourth Street, where an armory occupied the floor above, and a saddle and harness store occupied the ground floor.

As conceived by President Hunter, the purpose of the school “was to furnish a higher and better education and training for the teachers of the Common Schools.” The course of study was originally designed to consist of six grades, which would require three years for completion. The curriculum was in line with President Hunter’s belief “that to be effective normal study and normal practice must be based on the broad foundation of a liberal education.” In April 1870, New York State legislators voted to change the name of the Female Normal and High School to the Normal College of the City of New York. The revision of the name was utilized by the school to gain support from local residents and to insulate it from critics who had, from its inception, sought to dismantle the “female institution.” This legislation also granted the Board of Education a site “north of Fortieth Street” for the construction of a new college building.

In September 1873, the Normal College of the City of New York occupied a new building on Fourth Avenue (now Park) between Sixty-eighth and Sixty-ninth Streets. The red brick “Gothic structure, surmounted by two towers, was four stories high. It contained an Assembly Hall to seat two thousand, thirty classrooms...a calisthenium, and a suite of rooms for the President and the Commissioner of Education.” On June 9, 1888, the school was incorporated as a college under the statutes of New York State, with the power to confer the degree of A.B. This led to the separation of students into two camps: the “Normals,” who pursued a four-year course of study to become licensed teachers; and the “Academics” or “Classical” who sought non-teaching professions and the degree of Bachelor of Arts. After 1902, when the “Normal” course of study was abolished, the “Academic” course became standard among the ever-expanding student body.

The closing years of the nineteenth-century saw the emergence of several high schools in New York City, and with it, enhanced standards for prospective teachers. Normal College administrators responded to the challenge by getting its Bachelor of Arts degree recognized by the Regents of the University of the State of New York. By 1903, the course of study was extended to seven years, and the first four years were legally separated and accredited by the Board of Regents as the Normal College High School.

Dr. Thomas Hunter retired as president of the Normal College in September 1906, after thirty-five years of distinguished service, and was made President Emeritus. He was the architect of the 68th Street building, an astute administrator, a crafty politician, an excellent teacher, and a staunch advocate of higher education for women. By 1908, the College offered to qualified high school graduates a four-year academic course with a fully accredited Bachelor of Arts degree.
George Samler Davis, LL.D., second president of the Normal College, served from 1908-1929. His tenure brought changes in the physical plant, the administration, and the curriculum. The familiar pattern of majors and minors was introduced. In 1910, the old Training School on Lexington Avenue was torn down and replaced with a new six-story Gothic style edifice which was completed in 1913. In 1914 the Normal College became Hunter College, to honor its first president. Growth was accompanied by changes in school governance, as a Board of Trustees, separate from the Board of Education, was established in 1915. School governance was placed in the hands of nine mayoral appointments, the President of the Board of Education, and the President of the College.

Increasing student enrollments necessitated more space and the College reacted by creating branches in the boroughs of Staten Island, Brooklyn and Queens. A summer session was introduced in 1916 which allowed students to fulfill their requirements readily. The success of this program led to the creation of Evening and Extension Sessions in February 1917. These sessions gave women who couldn’t attend regular day classes greater access to Hunter College. Evening and Extension Session students were allowed to pursue the degree of Bachelor of Science in Education, and the graduate degrees of Master of Arts and Master of Science in Education. By 1920, Hunter College had the largest enrollment of women of any municipally financed college in the United States.

The tenures of Hunter’s third and fourth presidents, James Michael Kieran and Eugene A. Colligan, brought the construction of Hunter College in the Bronx (later known as the Bronx Campus) and extensive curriculum reform, as students were given more choices in their course of study. Just as remarkable for the College was Colligan’s introduction of the democratic organization of the faculty and of all departments that was voted upon by the Committee of the Board of Higher Education in 1939.

On February 14, 1936, Hunter’s original Gothic structure at 68th and Park Avenue was destroyed by fire. President Colligan acted quickly and arranged for classes to be continued in rented quarters. With the support of the Alumnae Association, Colligan endorsed the construction of a new college building on the original site. These collaborative efforts resulted in the construction of a new sixteen-story building with ninety-five classrooms, two floors of gymnasium, a swimming pool, twenty-two lecture rooms and studios, an assembly hall seating two thousand, cafeteria, fifty science laboratories, a spacious library, and a Little Theater. The dedication of “The Palace on Park Avenue” in October 1940, marked another milestone in Hunter’s illustrious history.

George Shuster, fifth President of the College, guided the school through the years of World War II and its aftermath, and presided over the acquisition of the Roosevelt House. Informed in 1942 that Franklin D. Roosevelt wanted to sell the family townhouse at 47-49 East 65th Street, and convinced of its importance, Schuster urged the College Student Social, Community and Religious Clubs Association to acquire the property. The property was transferred to Hunter College in 1943, and became a student center for social, community, and religious activities until 1982.

From February 1943 to December 1945, campus facilities were utilized to train 95,000 women (many from Hunter) who volunteered for military service as WAVES, when Hunter leased the Bronx Campus buildings to the U.S. Navy.

When the Navy vacated the Bronx premises, the site was briefly occupied by the nascent United Nations which held its first Security Council sessions from March to August 1946. These early sessions gave the school an international profile. The Bronx Campus was finally returned to the College in September 1946.

Following the end of the Second World War, Hunter came to the aid of returning veterans. Many yearned to take advantage of their G.I. benefits to acquire a college education, but were turned away from traditional male colleges inundated with too many applicants. In recognition of their valiant efforts, Hunter College held separate sessions for veterans and women in the Bronx Campus from 1946 to 1948. The early inroads made by these veterans led to a third milestone in Hunter’s history when, in September 1951, a full co-educational program was implemented in the Bronx Campus.
One of the crown jewels of the Shuster administration was the establishment of The School of Social Work in September 1956. This was the first graduate school for Social Work to be conducted under public auspices in New York State.

During the tenure of John Joseph Meng, sixth president, in 1964 Hunter College became a co-educational institution at both the Park Avenue and Bronx campuses. Both the Department of Nursing Education and the School of General Studies were added during the seven years of his presidency.

The Open Admissions policy initiated in 1970 by The City University of New York opened the doors of the academy to historically under-represented groups. Many African-Americans, Asian-Americans, Puerto Ricans/Latinos, and students from the developing world made their presence felt at Hunter College, and, in turn, altered the composition of the student body and the curriculum of the College. The presence of these “new” students resulted in the commencement of the S.E.E.K. (Search for Education, Elevation and Knowledge) Program; the creation of the Department of Black and Puerto Rican Studies and Women’s Studies programs; the relocation of the Center for Puerto Rican Studies from John Jay College to Hunter College; and the opening of the East and West buildings on Lexington Avenue in 1983.

These twin seventeen story towers provided the College with an expanded library, more classrooms and offices, gymnasium, language and computer laboratories, several student lounges, and two cafeterias.  

Hunter College enters the 21st century faithful to its motto “Mihi Cura Futuri” (“Mine is the care of the future.”), with a continuing commitment to providing affordable quality education to students, and to preparing them to meet the economic, political, social, and technological challenges of the new millennium.
COLLEGE ORGANIZATION

While it is not the purpose of this handbook to provide a comprehensive look at the organization of the college, a brief examination of its structure may be enlightening. These cursory descriptions, in combination with the organization charts (Figure 1), are meant to provide an overview of how so many offices, departments, programs, administrations, faculty and staff work together.

OFFICE OF THE PRESIDENT
E1700; Phone 212-772-4242; Fax 212-772-4724
http://www.hunter.cuny.edu/prs/

Jennifer J. Raab, President

The President reports to the Board of Trustees of The City University of New York. Her office includes the Dean of Student and Faculty Relations/Special Counsel to the President; the Special Assistant to the President for Campus Relations and Dean for Diversity and Compliance; the Director of External Affairs; the Public Relations Officer, and the Employee Assistance Program (EAP).

PROVOST
E1701; Phone 212-772-4150; Fax 212-650-3655

Vita Rabinowitz, Provost and Vice President for Academic Affairs

The Provost is the Senior Vice President and chief academic officer of Hunter College, with responsibilities relating to all aspects of its academic life. In the President's absence, the Provost assumes the responsibilities of that office. Assisting the Provost are an Associate Provost and an Assistant Provost. The office has responsibility for the Schools of Arts and Sciences, Education, Health Professions, and Social Work; the Library; and the Office of Research Administration. More detailed descriptions of the Schools follow the listing for the Vice Presidents and their Offices.

VICE PRESIDENT FOR ADMINISTRATION
E1702; Phone 772-4460; Fax 772-5385

Conan Freud, Acting Vice President for Finance and Administration

Reporting to the Vice President for Administration are the Business Office; Facilities Management and Planning; the International English Language Institute/Continuing Education Program; Public Safety and Security; Human Resources; the Business Office; Environmental Health and Safety; and Instructional Computing and Information Technology. Detailed descriptions of the activities of the offices of most relevance to faculty are included elsewhere (“Services for Students” and “Quick Reference”) in the Handbook.
VICE PRESIDENT FOR STUDENT AFFAIRS AND DEAN OF STUDENTS
E1103; Phone 772-4877; Fax 650-3266
http://studentservices.hunter.cuny.edu

Eija Ayravainen, Vice President for Student Affairs/Dean of Students
Michael Escott, Senior Associate Dean for Student Life

The Vice President for Student Affairs and Dean of Students oversees the following activities, offices and programs: the Assistant Dean for Veterans Affairs; the Assistant Dean for Advising and Counseling; the Associate Dean for Student Life; the Residence Hall; the Day Care Center; Athletics; Student Articulation and Retention; Career Development and Placement; Wellness Education (the Medical Office); Students with Disabilities; Evening Students; College Psychologist; and Special Services. The offices which are likely to be most frequently encountered by faculty are described in more detail in the “Services for Students” and “Quick Reference” portions of this handbook.

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT
E1313; Phone 212-772-4085; Fax Number 212-772-4074
http://www.hunter.cuny.edu/alumni/contact.shtml

Jayne Rosengarten, Executive Director of Development

The Institutional Advancement area includes: the Development Office; Annual Giving and Alumni Relations; Special Events and Projects; Financial and Information Services; and Publications.
Dr. Shirley Clay Scott, Dean

The School of Arts and Sciences, the largest of the schools within the college, has more than 450 full-time faculty in 23 different departments and ten interdisciplinary programs. It attracted $23.7 million in grant funding in 2008. With an enrollment of some 5,000 undergraduate majors and 600 graduate students, the School brings together diverse programs of extraordinary vitality and national prominence. In addition, Arts and Sciences departments are responsible for almost all of the general education courses that Hunter College students must take.

### Departments
- Anthropology
- Art
- Biological Sciences
- Black & Puerto Rican Studies
- Chemistry
- Classical and Oriental Studies
- Computer Science
- Economics
- English
- Film & Media Studies
- Geography
- German
- History
- Mathematics and Statistics
- Music
- Philosophy
- Physics & Astronomy
- Political Science
- Psychology
- Romance Languages
- Sociology
- Theatre
- Urban Affairs and Planning

### Programs
- Asian American Studies
- Comparative Literature
- Dance
- English Language Arts
- Energy and Environmental Studies
- Jewish Social Studies
- Latin American and Caribbean Studies
- Religion
- Thomas Hunter Honors Program
- Women’s Studies
INTERDEPARTMENTAL PROGRAMS

Several interdisciplinary fields have been organized into programs with their own directors, offices, and affiliated faculties. Their strength comes from the ability to draw on several disciplines in focusing upon their subjects. Existing programs include:

ASIAN AMERICAN STUDIES PROGRAM
N312; Phone 212-772-5660
http://www.hunter.cuny.edu/aasp/
Jennifer Hayashida, Program Coordinator

The Program was established on the initiative of students and faculty in 1993. The curriculum provides for a creative and multidisciplinary study of historical, contemporary and imminent issues that Asian Americans influence and are affected by. Areas examined include immigration and social history, race relations theory, gender studies, critical literary analysis, public policy, labor market stratification and entrepreneurship, community development, and bicultural/biracial identities. The faculty’s educational backgrounds and work experiences encompass such disciplines as education, film and media studies, history, law, linguistics, literature, political science, sociology, and urban affairs and planning.

The program prepares students for careers in education, government, community organizations; for entrance to professional schools (law, social work, urban planning); and for graduate study and research in the social sciences and humanities.

BIOCHEMISTRY
1307 Hunter North; (212) 772-5330
Web site: http://patsy.hunter.cuny.edu/chemistry.html
Dr. Gary J. Quigley. Chair

For students preparing for admission to medical, dental, veterinary schools or physical therapy programs, or for students interested in a career in the pharmaceutical industry. It consists of a minimum of 24 credits above the introductory level and a 9-11 credit general chemistry core for a total of 33-35 credits of chemistry. One year of physics, one year of biology and one year of calculus are also required.

BIOSYCHOLOGY AND BEHAVIORAL NEUROSCIENCE
626 HN, 212-772-5363
http://maxweber.hunter.cuny.edu/psych/03_Undergrad/02_SpecialPrograms.html#Anchor-Neuroscience-49575
Dr. Philip Zeigler

The Behavioral Neuroscience Concentration within Psychology provides interdisciplinary training for students preparing for academic or professional careers in Neuroscience-related areas. The Concentration brings together students from Psychology and Biology in a set of core courses and offers mentored research experience in faculty laboratories, opportunities for student research presentations and talks by distinguished visiting neuroscientists. The neuroscience concentration is a particularly good option for students who plan to do graduate
study in neuroscience or neuroscience-related fields or attend medical school for neurology, neurosurgery, or psychiatry specialties. Students in the Behavioral Neuroscience Concentration will complete a research project, will be enrolled in the Department Honors Program and graduate with Departmental Honors.

CREATIVE WRITING PROGRAM
1212AHW; 212-772-5187
http://www.hunter.cuny.edu/english/undergraduate/creative.shtml
Dr. Cristina Leon Alfar

This concentration provides students with solid training in the writing of poetry, fiction, and creative non-fiction, as well as the analysis of literary texts. While students in creative writing spend time in writing workshops, they also take literature classes and learn to make connections between creative writing and critical reading.

COMPARATIVE LITERATURE
HW1309; Phone 772-5109
Dr. Paolo Fasoli

Comparative Literature is an interdepartmental major-minor designed for students who are interested in a broad view of literature, in the interrelationships among literatures, and in a more flexible course of study than that offered by the individual literature departments. Courses examine related works in different languages and trace influences among writers from different countries. They also consider literary movements and genres, as well as techniques and recurring themes in world literature.

DANCE
TH614; Phone 772-5012; Fax 772-5011
http://www.hunter.cuny.edu/~dance/
Dr. Jana Feinman

The Dance Program offers a broad-based curriculum with an emphasis on modern dance, including three major areas of study: technique, creative theory and performance, and theoretical and scientific aspects of dance. Students may choose to major or minor in dance, and may seek New York State certification as a teacher of dance. Registration in dance courses is open to all students, as is participation in the Hunter College Dance Company.

ENGLISH LANGUAGE ARTS
1212AHW; 212-772-5187
http://www.hunter.cuny.edu/english/undergraduate/englangarts.shtml
Dr. Cristina Leon Alfar

The required and recommended courses in this interdisciplinary program have been selected for their relevance to the elementary school curriculum and for the breadth they offer to prospective teachers, who may find a traditional major too specialized for their needs. The program is designed to provide facility with spoken and/or written language, and is suitable for students considering careers in public relations, advertising, or communications, as well as in education.
It also offers an excellent foundation for students interested in linguistics, especially in the application of linguistics to such educational concerns as second-language learning, dialect variations, and beginning reading instruction.

ENVIRONMENTAL STUDIES
N1006, 212-772-5265
http://www.geo.hunter.cuny.edu/programs/env.stud/index.html
Dr. Sean Ahearn, Director

The Department of Geography offers a B.A. in Environmental Studies. The Environmental Studies Program focuses on promoting students’ understanding of the structure and complexity of regional and global environmental problems and the character and implications of human-environment interactions, as well as providing students with the analytical and technical tools to enable them to become future environmental analysts and decision-makers. An overall objective of the Environmental Studies major is to foster students’ critical thinking skills and to promote their ability to speak and write effectively about environmental issues from a variety of perspectives.

The Environmental Studies major is interdisciplinary in organization thereby allowing students the opportunity to learn from faculty in a number of departments, and subsequently to apply the knowledge and expertise acquired during their course of studies to teaching, research and other professional endeavors that cross disciplinary boundaries. The major is designed with a set of core courses that ensures a common interdisciplinary background for all students. At the same time, by choosing electives and minor areas of study, students gain depth in a particular natural science discipline (e.g., chemistry, biology, physics, mathematics) or social-science discipline (e.g., economics, urban planning, sociology, geography) or earth science discipline. The curriculum includes a strong emphasis on urban environmental problem solving.

JEWISH SOCIAL STUDIES
W1510; Phone 212-772-5490
Dr. Robert M. Seltzer, Director

Majors in this program concentrate primarily on courses in history and in language and literature (Hebrew and/or Yiddish). A minor may be taken allied with a major in such fields as history, political science, sociology, or religion. They may receive academic credit for fieldwork with a Jewish community agency and for summer study programs in Israel. A language requirement may be fulfilled either by passing a reading test in Hebrew or Yiddish, or by successfully completing a year of study of either. The program provides excellent preparation for students preparing to work in Jewish cultural or social services organizations.

LATIN AMERICAN AND CARIBBEAN STUDIES
W1516; Phone 212-772-4979
http://www.hunter.cuny.edu/lacsp/
Dr. Robert Cowan, Director

In the context of a growing and dynamic Caribbean and Latin American presence in New York City, this program provides students with knowledge and understanding of the origins of these groups and their migration to this country. Courses focus on the history, culture, politics,
society, and economics of Latin America and the Caribbean, as well as the region’s relations with the U.S. Both majors and minors are options, and internships with human rights organizations may be arranged. Graduates pursue professional degrees or advanced degrees in the social sciences or humanities. Many seek employment in public or private organizations.

RELGION
W1241; Phone 772-4986
http://www.hunter.cuny.edu/religion/
Dr. Barbara Sproul, Director

Religion is studied as an academic discipline, with no doctrinal bias. Students examine the nature of religion and the forms its various expressions have taken. The purposes of the program are to introduce the field of religion in general; to present the thoughts, documents, and history of major religious traditions (both Eastern and Western, ancient and modern, missionary and tribal); and to give students insight into specific religious issues and thinkers. Both majors and minors may choose courses from an array of offerings of various departments, e.g. Anthropology of Religion, Geography of Religion, Philosophy of Religion, Sociology of Religion, Islam and Christianity in Africa, Asian Philosophies.

THOMAS HUNTER COUNCIL ON HONORS
E1421; 772-4127; Fax 650-3490
http://www.hunter.cuny.edu/honors/
Elizabeth Beaujour, Chair

Freshmen and sophomores of high ability in B.A.-granting disciplines are admitted each year to the Special Honors Curriculum, enabling them to create individualized courses of study suited to their needs and interests. Participants in the program are released from strict compliance with the Distribution Requirements but must take courses in the three major academic divisions and in addition take three special inter-disciplinary Honors Colloquia, open only to members of the program. Professors Tim Bromage and Gerald Press serve as advisors in the Honors program. Elizabeth Beaujour, Chair, and L. Michael Griffel, Co-Chair, both are currently on leave.

This program differs from the City University Honors College, which began in the fall of 2001 with a class of one hundred students. The University offered “scholarships and stipends; challenging courses and seminars; a cultural passport for concert halls, theaters, museums, galleries, and other cultural institutions; internships and mentoring; academic expense accounts that may even cover study abroad; a laptop computer for each student; and opportunities to attend local and national conferences and special University events” to attract academically talented students who otherwise might not have considered attending the City University. A committee of Distinguished Faculty were charged with designing the curriculum.

WOMEN AND GENDER STUDIES
W1716; Phone 650-3035; Fax 650-3681
http://www.hunter.cuny.edu/wgsprogram
Rupal Oza, Director

An interdisciplinary academic program, Women’s Studies seeks to preserve, expand, and share knowledge about women and gender. The program reexamines the historical record to make
visible women’s contributions to the world’s cultures and knowledge. The major is a collateral one–two majors taken together without a minor–and is appropriate in any field involving an analysis of society and social interaction. In addition to a traditional major, students may select courses from among a number of departmental offerings, e.g. Images of Women in Film and Literature (ENGL 386.52), Women in Early European Society (HIST 300.93), Women in Theatre (THEA 247.52), Perspectives of Women in French Literature (FREN 262).

OTHER INTERDEPARTMENTAL OPTIONS

There are other interdepartmental fields at Hunter that are not organized as programs: e.g. Archaeology, Anthropological Linguistics, Ethnology (developed for minors), or Urban Studies (for majors). There are also specific courses that encourage students to explore interdisciplinary studies: “The Map of Knowledge,” “Explorations in the Arts,” “Democracy and Society--Principles, Practices, and Problems” and “Law and Society.” More information is available in the Hunter College Catalog, available through the Registrar’s website: http://registrar.hunter.cuny.edu/.

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The School of Education, with approximately 233 full- and part-time faculty members, draws on the liberal arts and sciences departments for the subject matter preparation of undergraduate students and some of its graduate students. The School offers a broad spectrum of undergraduate and post-baccalaureate programs to prepare teachers, counselors, educational administrators and other education professionals. The majority of graduate students, who now have far surpassed undergraduates in enrollment, are employed in schools and human service agencies in the metropolitan area.

The School is committed to the preparation of professionals prepared to meet the wide range of diverse learning needs found among New York City’s students through classroom activities, laboratory experiences, and field placements that reflect the cultural and ethnic richness and diversity found in the schools of the metropolitan area. Through participation in research programs, enrollment in summer institutes and studies in degree programs, students develop these multicultural skills.

The Hunter College Campus Schools, comprised of both an elementary school and the six-year-junior-senior high school, serve as a laboratory for observation, demonstration, research and other projects related to intellectually gifted students. The Campus Schools, located on Park Avenue and 94th Street, offer special programs and opportunities to devise innovative curricula in an academic program that stresses both acceleration and enrichment, combined with a classical education.

The SEEK Department offers a pre-college level skills development curriculum, including remedial and developmental sequences in writing, reading, speaking, mathematics, and the sciences, designed to prepare students for entry into college level courses. The department also offers a variety of supportive services, including career planning, personal and academic counseling, and group and individual tutoring.

Some of the particularly strong aspects of the School’s offerings are: the field-based undergraduate program in elementary education, QUEST (Quality Urban Elementary School Teacher), which operates in close collaboration with Community School District #4; the special education program, which is the most comprehensive within The City University; and the bilingual education program, which is enriched by the Bilingual Education Technical Assistance Center (BETAC), funded by the U.S. Department of Education (W1008, 772-4622).

Departments

Curriculum and Teaching
Special Education
Educational Foundations and Programs in Counseling
SEEK
Courses of Study

Undergraduate

Elementary Education
Secondary Education:
  Biology, Chemistry, Chinese, English, French, German, Greek, Hebrew, Italian, Latin, Russian, Mathematics (BA or BA/MA), Physics, Social Studies, Spanish, Physical Education, Music (BA/MA only)
Physical Education

Graduate

Elementary Education
Elementary Bilingual Education
Early Childhood Education
Rehabilitation Counseling
Supervision and Administration
Elementary Education/Corrective Reading
Teaching English to Speakers of Other Languages
Secondary Education:
  French, Italian, Spanish and Latin, Mathematics, Biology, Chemistry, Physics, Earth Science, English, Social Studies, Music
Guidance and Counseling
Special Education
Visual Impairment
Severe/Multiple Disabilities
Hearing Impairment
Behavior Disorders
Learning Disorders

Campus Schools

Hunter is the only unit of The City University to incorporate both an Elementary and a High School. The Hunter College Elementary School and The Hunter College High School (71 E. 94th St., New York, NY 10128, 212-860-1262) serve intellectually gifted children. Admission to the high school is based on performance on the high school entrance examination. Admission to the elementary school is based on IQ tests and evidence of other indices of giftedness including creativity, task commitment, and leadership. The schools provide the CUNY faculty with opportunities for research, demonstration, teacher preparation, and internships.
SCHOOL OF SOCIAL WORK

129 East 79th Street, 212-452-7000 Fax: 212-452-7150
http://www.hunter.cuny.edu/socwork

Jacqueline B. Mondros, Acting Dean
Andrea Savage, Acting Associate Dean

The Hunter College School of Social Work is the only public graduate program in social work in New York City. The School ranks among the largest and most esteemed programs in the country. The School's mission is to provide graduate social work education to a diverse student body committed to serve disadvantaged and vulnerable populations in the urban environment. The graduate program prepares students for professional leadership through achievement of competence in an area of social work practice: casework, groupwork, community organizing and planning and administration. Students may further enrich their knowledge and skills by concentrating in one of six fields of practice: Adults, Older Adults and Families, Children, Youth and Families, Health and Mental Health, Work, Employment and Rehabilitation, Community Development, Prevention and Social Justice, and New Populations and Emerging Issues in Social Work Practice.

The School currently offers several program pathways to study for the MSW degree. These include the Regular Two Year Full-time program, the One-Year Residency (work-study) program, the Advanced Standing Program, the Part-Time/Extended Program and the Dual degree program with the Bank Street School of Education.

The School of Social Work also offers doctoral education in social welfare through the Graduate School and University Center of The City University of New York. In addition, the School offers two postgraduate certificate programs, Social Work Administration and Advanced Clinical Social Work Practice, for professionals with an MSW degree. The School of Social Work is located at 129 East 79th Street. For further information about its programs and admissions, check the School of Social Work Web Site at http://guthrie.hunter.cuny.edu/socwork.

SCHOOLS OF THE HEALTH PROFESSIONS

425 E. 25th Street BC608,
Phone: 212-481-4314, Fax: 212-481-5078
http://www.hunter.cuny.edu/shp/

Dr. Ken Olden, Dean
Dr. Frank Flammino, Associate/Deputy Dean

Hunter College's reorganized Schools of the Health Professions comprises two prestigious units of the college: The Hunter-Bellevue School of Nursing and the School of Health Sciences. Restructured under a single dean in 1997, each school can now coordinate and enhance efforts to carry out a shared mission: the education of a new generation of nursing and health care professionals.

Hunter-Bellevue School of Nursing
425 East 25th Street, 5th floor West
Phone: 212-481-7598, Fax: 212-481-4427
http://www.hunter.cuny.edu/nursing/

Dr. Kristine M. Gebbie, Acting Dean
Dr. Joyce Griffin-Sobel, Assistant Dean & Director of Undergraduate Program

One of the largest of its kind in the country, the Hunter-Bellevue School of Nursing offers accredited baccalaureate and master’s degree programs in nursing. The undergraduate program of study combines liberal and professional education with a humanistic and comprehensive approach to health care. The program, leading to a B.S. in Nursing, has two pathways: the Generic Pathway, for those students who do not have an RN license, and the RN Pathway, for those who have completed a nursing program and have a current license to practice professional nursing in New York State. The undergraduate program consists of a lower division (general education) and an upper division (professional education). In addition to the resources of Hunter College, students and faculty utilize a wide range of clinical agencies in the greater metropolitan area.

The School also offers a program leading to the M.S. degree, which provides an advanced body of nursing knowledge that builds on the training and competencies of baccalaureate education in nursing. The program prepares graduates to make significant contributions to the quality of health care and to assume leadership positions as expert clinicians, administrators or primary care practitioners in gerontological nursing. Nine specializations are available in the curriculum:

- primary care as a gerontological nurse practitioner;
- adult nurse practitioner;
- pediatric nurse practitioner;
- medical-surgical nursing;
- psychiatric nursing;
- maternal-child nursing;
- community health nursing; and a
- dual-degree option—an M.S. in community health nursing/M.P.H. in community health education is offered.

A subspecialty in nursing of persons with HIV/AIDS is also offered.

More complete information is available in the College Catalogues, both Graduate and Undergraduate, as well as through the School’s website.

School of Health Sciences
425 E. 25th Street, BC1010
Phone: 212-481-4320   Fax: 212-481-8618
http://www.hunter.cuny.edu/schoolhp/shs.htm

Programs available at the School of Health Sciences include both graduate and undergraduate areas of study. The B.S. degree is offered in Medical Laboratory Sciences, Community Health Education, and Nutrition and Food Sciences. These programs provide preparation in the areas of health maintenance, disease prevention, evaluation and clinical management of health-related disabilities, and administration of health services offering exceptional educational, research, and service-oriented opportunities to students.

Graduate degrees are offered in Communications Sciences (M.S.), Physical Therapy (M.P.T.), Community Health Education (M.P.H.), Environmental and Occupational Health Sciences (MS and MPH pending), and Public Health Nutrition (MPH pending).

- Communication Sciences Program
http://www.hunter.cuny.edu/health/comsc/index.html
The Communications Sciences Program, accredited by the American Speech-Language-Hearing Association, trains professionals in speech and language pathology and in audiology.

- Physical Therapy Program
  http://www.hunter.cuny.edu/health/pt/index.html

The Physical Therapy Program, previously an undergraduate one, accredited since 1971, has admitted its first class for an entry level post-baccalaureate master's degree curriculum. The APTA Commission on Accreditation in Physical Therapy Education granted this new curriculum Interim Accreditation, and reviewed it for initial accreditation in May of 2000.

- Urban Public Health Program
  http://www.hunter.cuny.edu/health/uph/index.html

The Program in Urban Public Health prepares public health professionals in the following three areas:

1. Community Health Education—Trains health educators who plan and manage community health programs to reduce social and behavioral threats to health such as asthma, HIV infection, infant mortality, and violence.

2. Environmental and Occupational Health Sciences—Educates specialists in identifying, assessing, and taking action to reduce community and workplace exposures that threaten the health of urban communities.

3. Public Health Nutrition—Graduates work to promote the nutritional well-being of populations and manage community nutrition programs. Those who also complete Hunter's Dietetic Internship, which is approved by the American Dietetic Association, are eligible to take the examination to become Registered Dietitians.
The Wexler Library, Hunter's main library, occupies nine floors in Hunter East (B2-7). The entrance is on the third floor opposite the connecting walkway to Hunter West. Third Floor services include Circulation, an Internet lab, the Browsers Lounge, and the Centro de Estudios Puertorriqueños library. Fourth floor services include the general Reference Desk, the Reference collection, the Microforms Center, and a large number of Internet computer terminals. The fifth floor houses current, as well as bound issues of periodical in all subject fields, except the sciences. The sixth floor is devoted to science periodicals and circulating books. Floors seven, B1 and B2 are open stack floors containing the balance of the circulating collection. The Reserve Desk, Archives and Special Collections, and the library administration offices are located on the 2nd floor. A faculty study room, equipped with computer terminals, is found on the first floor. Study areas may be found on all nine floors of the library.

ARCHIVES AND SPECIAL COLLECTIONS The Special Collections area includes rare books, manuscripts, the Hunter College Archives, printed material relating to Hunter College, masters’ theses, and photographs. The Evelina Lopez Antonetty Puerto Rican Research Collection of the Centro de Estudios Puertorriqueños, a specialized library and archives, is the premier Puerto Rican research collection in the United States. Recognized as the preeminent resource for materials related to the Puerto Rican migrant experience, it attracts scholars and laymen from this country, as well as from Puerto Rico and abroad. Its collection includes books, doctoral theses, periodicals, documents, and audio-visual materials. Recently, it was awarded custody of the Historical Archives of the Puerto Rican Migration to the U.S. by the government of Puerto Rico. No books or other materials may be borrowed. The collection is open to the general public free of charge.

LIBRARY INSTRUCTION SERVICES Training in research skills and the informed use of the Library is offered each semester in response to users’ basic, discipline-related, and course-related needs. Instructional programs provided range from orientation seminar given online, to those given in the Library classroom for specific course sections, to sessions conducted in professors’ classrooms at the request of individual faculty members. Additional information concerning these services may be obtained from Prof. Clay Williams (772-4137 or clwillia@hunter.cuny.edu).

CIRCULATION POLICY Faculty may borrow an unlimited number of books from the third floor Circulation Desk upon presentation of a valid Hunter College ID card. Books are loaned to faculty for a period of nine weeks with the option of one renewal for an additional nine weeks. CUNY has also recently instituted the IntraCUNY borrowing system through which faculty can request a copy of any material in the CUNY system to be delivered to their branch library.

As mandated by a Hunter College Senate resolution passed April 24, 1979: “Faculty members who have not returned borrowed volumes or arranged for loan extensions on or before due date are subject to the same monetary fine structure imposed upon students.” The fine for overdue material is 10 cents per day. The charge for a lost book includes the replacement cost of the book and a $5.00 non-refundable service fee. If the book is later found and returned, only the cost of the book will be refunded.
The libraries are introducing a new proxy borrowing service, which allows research assistants to check out books on behalf the faculty members for whom they work. For information, consult *Library Services for Faculty* or inquire at the Circulation Desk (772-4166).

**INTERLIBRARY LOAN SERVICES**  For materials unavailable at one of the three Hunter College Libraries, an interlibrary loan service is provided to Hunter College faculty, graduate students, and all disabled students. Requests may be submitted on forms which are available at the Reference Desk, or may be made via e-mail to illhc@hunter.cuny.edu. Requests usually take at least 2-3 weeks to fill. For fastest service, please provide full and accurate citations to the requested material.

For materials available at any one of the three Hunter College Library sites, an inter-branch loan service is provided to Hunter College faculty and disabled students. Requests should be made at the Circulation desk at each site.

**ORDERING BOOKS AND PERIODICALS**  The library welcomes recommendations for book purchases. Each department has a library liaison to whom faculty members may e-mail their suggestions, or the ‘Recommendation for Purchase of Library Materials’ form may be used. The form appears in the *Library Services for Faculty* booklet. Completed forms may be sent either to the liaison for the department or directly to the Acquisitions Division of the library. The library cannot obtain personal copies of books for Hunter College faculty or staff.

**PERIODICALS**  Magazines, journals and newspapers all are filed alphabetically by title and are located on floors four, five and six. Science titles, both current and bound issues, are located on the sixth floor. All other periodicals are shelved on the fifth floor, except for those on microfilm or microfiche. These are found in the Microform Center on the fourth floor opposite the Reference Desk. Current newspapers also are kept in the Microform Center. Consult CUNY+ for complete information about the libraries’ periodical holdings and their locations.

Printed periodical indexes are shelved in the Reference area on the fourth floor. Many are available in electronic form and may be accessed through http://library.hunter.cuny.edu. A few still are on CD-ROM. If you have a question about a periodical index, call the Reference Desk at 772-4187.

**PHOTOCOPYING SERVICES**  Photocopying machines operated by the use of coins or a card are located on the 2nd, 3rd, 4th, 5th and 6th floors. Copy card-vending and change machines are located in the Microforms area on the 4th floor. Some copy machines may also be used for adding value to copy cards.

Photocopying services are available to faculty for research and teaching purposes. Copyright restrictions apply to all duplicating requests. Photocopying request forms are available at the Reference Desk on the fourth floor and in Faculty Services (E314) in the main library, and also at the branch libraries. Request forms, along with the material to be duplicated, should be left in the Microform Center on the 4th floor of the main library, or at the Circulation/Reserve desks at the Health Professions and the Social Work libraries.

**REFERENCE**  The library’s extensive reference collection, which includes indexes and abstracts, encyclopedias, dictionaries, bibliographies, handbooks and guides to the literature of various disciplines, is an excellent starting point for the research process. Reference librarians on the fourth floor provide information regarding the library’s holdings, location of materials, and use of specialized resources. They may be reached at 772-4187 or by e-mail: asklib@hunter.cuny.edu.

**RESERVE**  Books and other materials (e.g. videos and CDs) which are required for student use in course assignments, may be placed on Reserve at the request of faculty. Because of space limitations, optional reading cannot be accommodated. Faculty can complete a reserve request form, available at the Reserve Desk on the 2nd floor, but are encouraged to use the e-reserve system so that students can access the material on reserve any time of day or night (please use the instructions on the library’s reserve page to access this feature, [http://hunter.docutek.com/eres/](http://hunter.docutek.com/eres/)). Updated request forms
must be submitted each semester for each course. Reserve requests should be submitted two weeks before the semester begins to ensure that material will be available to students on the first day of classes. The Reserve Desk will order titles which are not currently owned by the library. This process, however, takes time. For more information, contact the Reserve Desk at 212-772-4162.

SERVICES FOR THE DISABLED The library sets aside a group of study rooms near the Reserve Desk on the 2nd floor for use by students and faculty with disabilities. Wexler, Health Professions and Social Work libraries all offer a range of adaptive technologies similar to those available in the Access Center: Zoomtext, Jaws, Kurzweil 1000/3000, as well as specialized equipment: Reading Edge, Visual Tek, and talking calculators. Librarians also schedule individual appointments for students and faculty requesting research assistance. Library liaison for users with disabilities is Patricia Woodard (650-3653, pwoodard@hunter.cuny.edu).
BROOKDALE CENTER ON AGING
425 E. 25th Street, 13th Fl. North
Phone (212) 481-3780; FAX (212) 481-3791
http://www.brookdale.org
Dr. Marianne C. Fahs, Executive Director

The Brookdale Center on Aging draws on Hunter’s faculty, staff, and facilities to serve its goals: research and education about the aging process, and the personal and social environment of older people, as well as the education of students for careers in the care of the aging.

The Center’s programs include:

• **Publications**: the *Senior Rights Report*, which provides updated information on legal issues facing the aging population, *The Journal of Gerontological Social Work*, edited by the former executive director of the Center, and the *Brookdale Newsletter*, featuring articles and information about local and national aging programs, as well as about Hunter/Brookdale.

• **Training and Professional Education Programs**: 1) The *Training Division*, providing courses for individuals who work with the elderly in public and voluntary health and social service institutions and community settings; 2) *Samuel Sadin Institute on Law and Rights of Older Adults*, which offers seminars and private consultations to professionals providing services for the aged, led by social workers and lawyers; 3) *New York Consortium Geriatric Education Center*, which seeks to improve the quality and quantity of geriatric education for health care professionals in the New York metropolitan area; 4) the *Certificate in Professional Geriatric Care Management* program blends courses on clinical issues with how to start, organize and sustain a private geriatric care practice, including a series of seminars that highlight practice issues; 5) the *Certificate Program in Aging* offers a 30-credit course of study on clinical issues, policy, and practice in the field of aging; 6) *Hartford Foundation Program*, involving Brookdale staff in a partnership with the Hunter School of Social Work, working with faculty and field agencies to enhance the student educational experience in the field of aging; and 7) *Student Affairs*, which offers students opportunities to work in various Brookdale programs, like the Respite Program (described below), the Money Management Program, the Sadin Institute and the administrative offices of the Center.

• **Community Involvement**: 1) *Community Respite Programs*, which provide respite care for Alzheimer’s victims and their caregivers; 2) *MASH* (Mutual Aid and Self-Help), which offers advice, training and assistance to support groups for caregiving relatives of the frail elderly.

• **Partnering** involving Brookdale in close working relationships with the New York City Chapter of the National Caucus and Center on Black Aged, United Neighbors of East Midtown, and the Home Care Council of New York City.
The Institute for Biomolecular Structure and Function, established in 1988, unites the efforts of chemists, biologists and psychologists working on biomolecular structure and interactions and their effects on gene function. Advanced experimental and theoretical methods are applied to the analysis of molecular structure, combined with biological dissection of molecular function in defined genetic systems. The institute includes facilities for bio-imaging, cell culture, nucleic acid and protein sequencing and synthesis, electron microscopy, X-ray diffraction, nuclear magnetic resonance, and computational chemistry and computer graphics. Major funding has been obtained from the National Institutes of Health (NIH) and other national agencies.

Areas of investigation by institute scientists include:

- Structural studies of proteins and nucleic acids and their interactions;
- Analysis of DNA-protein and protein-protein cooperation in the transcription of DNA and translation of messenger RNA;
- Studies of gene regulation through signal transduction driven by hormones and other extracellular ligands;
- Design and synthesis of new drugs capable of binding to specific protein structures of DNA sequences;
- Application of new computer methods, combined with X-ray diffraction and spectroscopic measurements, for deciphering the structure of DNA-protein complexes, as well as drug molecule interactions with DNA and proteins;
- Interactions of steroid hormones in the CNS and their effects on neurotransmitters regulating behavioral and memory function.

The addition of new faculty active in drug design and synthesis and theoretical chemistry has strengthened the Institute’s focus on new antiviral and antibiotic drugs. NIH funding targeted specifically at AIDS-related research supports investigation of new compounds active against the HIV virus. Collaborative projects involving investigators and scientists at Memorial Sloan-Kettering Cancer Center and at Columbia University continue to be an important part of the institute’s program.

**CENTER FOR OCCUPATIONAL AND ENVIRONMENTAL HEALTH**

http://www.hunter.cuny.edu/health/coeh

Established in 1986 the Center’s goal is to improve workplace and environmental health by assisting worker and community efforts to understand and ameliorate hazardous conditions. It conducts training classes to assist labor unions, government agencies and other groups in strengthening their capacity to respond to workplace hazards. The Center also assists communities in addressing urban environmental concerns, and sponsors graduate student internships in occupational and environmental health.

Current areas of interest and study include asbestos, lead poisoning, hazardous waste and materials, asthma, air pollution, ergonomics, and public health policy. The Center for Occupational and Environmental Health is funded by Federal and state grants, labor unions, and private foundations.
CENTER FOR STUDY OF GENE STRUCTURE AND FUNCTION
http://genecenter.hunter.cuny.edu/

Through its Ph.D. programs in Biology, Biochemistry, Biopsychology and Chemistry, and its Master’s programs in Biochemistry and Biology, the Center seeks to develop the analytical as well as the organizational and communicative skills of its students. Therefore, teaching is an integral part of preparation for the Ph.D. degree. Students assist a faculty member or full-time instructor in supervising sections of undergraduate laboratory courses. The current adjunct salary, for a maximum of 20 credit hours of teaching, is competitive. Students are supported by fellowships or grants held by their faculty mentor within a year after joining the programs.

In the last five years, doctoral students from the Center have taken postdoctoral positions in prestigious research and educational institutions such as Rockefeller University, Harvard University and Sloan-Kettering Cancer Research Institute. Others have pursued careers in the biomedical industry or joined educational institutions in New York as educators.

THE CENTER FOR COMMUNITY AND URBAN HEALTH
425 East 25th Street, New York, New York, 10010; Phone: 212-481-4283; Fax: 212-481-5012
Dr. Beatrice Krauss, Executive Director
http://www.hunter.cuny.edu/schoolhp/centers/comm_urb/about.htm

The Center on AIDS, Drugs and Community Health assists New York City community organizations and human service agencies in developing effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence, asthma, and related threats to health. By providing training, helping program development, and conducting research and evaluation, the Center enables communities that have been most adversely affected by these intersecting epidemics to mobilize for health.

Current projects are based in city jails, public high schools, community organizations, and after-school programs. The Center is funded by several private foundations and city, state and Federal governments.

CENTRO DE ESTUDIOS PUERTORRIQUEÑOS/
CENTER FOR PUERTO RICAN STUDIES
E1409; Phone 212-772-5688; Fax 212-650-3673
http://www.centropr.org/home.html
Dr. Edwin Meléndez, Director

The only university-based research institute in the U.S. dedicated to the interdisciplinary study of the Puerto Rican experience, the Centro de Estudios Puertorriqueños (Center for Puerto Rican Studies) was established at The City University of New York in 1973. Founded by a coalition of students, community activists and academics, the Centro’s research activities link scholarly inquiry to social action and policy debates.

Centro research is focused primarily in the areas of human rights, cultural studies, higher education, language and education, community history, and political economy of the migration. Centro staff publish in national and international journals. They also guide and mentor Latino students, assist and advise community organizations and other research institutions, and serve on local, national and international committees concerned with issues of social, economic, educational and cultural policy. The Centro’s motto, “Aprender a luchar, luchar es aprender,” demonstrates its driving concern with generating knowledge that contributes to individual and community self-affirmation as well as empowerment.
CENTRO LIBRARY AND ARCHIVES
East 3rd Floor; Phone 772-5685 or 772-4197
Alberto Hernández, Chief Librarian and Archivist - 3rd Floor East
http://www.centropr.org/library_archives.html

The Evelina Lopez Antonetty Research Collection houses the principal Puerto Rican research collection in the United States. Recognized as the preeminent resource for materials related to the Puerto Rican migrant experience, it attracts scholars and laymen from this country, as well as from Puerto Rico and abroad. Its collection includes books, doctoral theses, periodicals, documents, and audio-visual materials. Recently, it was awarded custody of the Historical Archives of the Puerto Rican Migration to the U.S. by the government of Puerto Rico. No books or other materials may be borrowed. The collection is open to the general public free of charge.

CENTER FOR THE STUDY OF FAMILY POLICY
E1032; Phone 772-4450
Melinda Lackey, Director

The Hunter College Center for the Study of Family Policy was established in 1988 to promote research, dialogue and action focused upon changing family needs and emerging family policies in the United States. The Center brings together scholars, policy makers, service providers, and community activists to explore the changing needs of families and to examine current and potential policy responses. Such encounters may take a variety of forms, including an annual seminar series, conferences, and research projects.
III. FACULTY

PROCEDURES

During the course of their careers, Hunter faculty, like the faculty of all other units of The City University, follow practices, policies, and procedures. These are based on contractual provisions and other mandated terms and conditions of employment. Evaluation, reappointment, promotion, tenure, leaves and awards all are governed by these provisions. Some of this information was introduced in the “Getting Started” segment, but is completed here.

FACULTY CAREER PATH

ANNUAL EVALUATION

According to Section 18.3 of the PSC/CUNY Agreement, “At least once each year, each employee other than tenured full professors shall have an evaluation conference with the Department Chairperson or a member of the departmental P & B committee to be assigned by the chairperson. Tenured full professors may be evaluated.” The faculty member’s total academic performance and progress for the year and cumulatively to date are reviewed at the conference. As stated in Article 18, Section 18.2 (a), of the PSC/CUNY Agreement: “Evaluation of a member of the teaching faculty shall be based on total academic performance, with especial attention to teaching effectiveness, including, but not limited to, such elements as:

1. Classroom instruction and related activities;
2. Administrative assignments;
3. Research;
4. Scholarly writing;
5. Departmental, college and university assignments;
6. Student guidance;
7. Course and curricula development;
8. Creative works in individual’s discipline;
9. Public and professional activities in field of specialty.”

At Hunter College, a rating instrument provides an outline for the discussion at the evaluation conference. Following this conference, the chairperson or the assigned member of the P&B prepares a record of the discussion in memorandum form, to be signed by the evaluator and the employee and included in the latter’s personal file. Within ten working days after the conference, a copy of the memorandum is given to the employee.

If the overall evaluation is unsatisfactory, the memorandum should so state. The employee who has received an unsatisfactory evaluation has the right to endorse on the memorandum a request to appear in person before the department P&B committee. In accordance with Article 19 of the Agreement, the evaluation document can be placed into the personal file only after the employee has been given the opportunity to read it and to attach any comments he/she may desire. If the employee refuses to initial or sign the document, after having been given the opportunity to read it, a statement to that effect is to be affixed to the document. Annual evaluation papers are placed into the faculty member’s personal file and constitute one of the factors considered by Personnel and Budget committees in their recommendations concerning reappointment, promotion, and tenure.
Members of the non-teaching professional staff are to be evaluated at least once each year; the Agreement recommends evaluation each semester. The ratings are prepared and the conference conducted by the chairperson or supervisor designated by the appropriate dean or the President.

“In the event that a date for yearly evaluation is not scheduled by March 1,” the employee has ten working days within which to file a request form for one with the chairperson or supervisor. “A copy of the request shall be sent to the appropriate dean and the Office of the President.” (Section 18.3 (c) If no request is made by this deadline, the employee loses the right to complain about non-compliance with the Agreement’s scheduling requirement.

For adjunct personnel, annual evaluations take place each year until four semesters of service have been completed. Thereafter, the evaluation shall be held at the request of the chairperson or the adjunct faculty member. If such evaluations are conducted at the adjunct’s request, they may not be conducted more than once every four semesters.

**PROMOTION**

The Bylaws of the Board of Trustees of The City University of New York (Article XI, Section 11.7) define the positions of instructors, assistant professors, associate professors, and professors as follows: “It shall be the responsibility of instructors, assistant professors, associate professors and professors to perform teaching, research and guidance duties. They shall also, among other things, be responsible for committee and departmental assignments. They shall perform those administrative, supervisory and other functions as may be assigned by the appropriate college or university authorities. Associate professors and professors, as the senior faculty shall have special responsibilities for maintaining the academic vitality of their departments. One of the principal means of exercising this responsibility is the continuation of peer evaluations of teaching members of the instructional staff, with special attention to their diligence in teaching and professional growth. Another chief responsibility of the senior faculty is to orient their junior and newly appointed colleagues. Senior faculty shall be available for such consultation and assistance in problems of both scholarship and teaching as the junior faculty may require.”

The Bylaws of the Board of Trustees define qualifications for assistant professor, associate professor, and professor in Article XI, Section 11.7.

“ASSISTANT PROFESSOR. For appointment as or promotion...to assistant professor, the candidate must have demonstrated satisfactory qualities of personality and character, evidence of significant success as a teacher, interest in productive scholarship or creative achievement and willingness to cooperate with others for the good of the institution. He/she must also have obtained the PhD. degree, or an equivalent degree, in an accredited university... In the libraries, for promotion to or appointment as assistant professor, the candidate must, in addition to the requirements of instructor, have completed a doctorate or an additional master's degree...”

“ASSOCIATE PROFESSOR. For promotion or appointment to the rank of associate professor, the candidate must possess the qualifications for an assistant professor, must have obtained the PhD. or an equivalent degree from an accredited university, and in addition he/she must possess a record of significant achievement in his/her field or profession, or as a college or university administrator. There shall be evidence that his/her alertness and intellectual energy are respected outside his/her own immediate academic community. There shall be evidence of his/her continued growth and of continued effectiveness in teaching. Longevity and seniority alone shall not be sufficient for promotion.

In the libraries, for promotion to or appointment as associate professor, the candidate must, in addition to the requirements set forth for assistant professors in the libraries,
possess a record of significant achievement in his/her profession. There shall be evidence that his/her competence and achievements are recognized and respected outside his/her own immediate community.”

“PROFESSOR. For promotion or appointment to the rank of professor, the candidate must possess the qualifications for an associate professor, and in addition a record of exceptional intellectual, educational, or artistic achievement and an established reputation for excellence in teaching and scholarship in his/her discipline. There shall be evidence of his/her continued growth and the judgment on promotion shall consider primarily evidence of achievement in teaching and scholarship following the most recent promotion. Longevity and seniority alone shall not be sufficient for promotion.”

The standards, guidelines, and general procedures for promotion are set forth in the Bylaws of the Board of Trustees of The City University of New York, Articles VIII, IX, and XI, and in the Statement of the Board of Higher Education on Academic Personnel Practice in The City University of New York (effective January 1, 1976). Within those boundaries, specific procedures at Hunter College are designed by the Faculty Personnel & Budget Committee. Each academic year, the updated Promotions Schedule and Promotions Procedures are provided to each Department Chairperson and dean, for use in facilitating the decision-making processes related to promotion in the department and in the division or school, and in advising candidates or prospective candidates as to their rights and responsibilities with respect to such candidacy. Each candidate or potential candidate is urged to consult the Department Chair for information and guidance as to the procedures and schedules entailed. It is a multi-step process, subject to modification, as shown to be necessary or desirable.

Copies of the Promotions Schedule and Promotions Procedures will be available in the Office of the Faculty Delegate Assembly for all faculty members to consult freely.

Incorporated in the Procedures currently in effect are two important provisions: (1) a candidate may withdraw candidacy at any time during the proceeding, by appropriate written notice as specified in the detailed Procedures; (2) a candidate who is not recommended at any step in the process and who does not choose to withdraw his/her candidacy continues automatically for full consideration at the succeeding state or stages. If, at the end of the academic review process, the candidate is notified that his/her name has not been recommended for forwarding to the Board of Trustees for promotion, he/she may address an appeal, in writing, directly to the President. “It is recognized that the President has an independent duty to recommend to the Board for...promotion only those persons he/she is reasonably certain will contribute to the improvement of academic excellence at the College and to consider institutional factors” in this recommendation. (Article 9, sec. 9.9 PSC/CUNY Agreement.)

CHANGE OF TITLE

1. An incumbent faculty member in the title of lecturer or instructor, under certain circumstances (most often upon completion of the doctorate), may be recommended for appointment to the rank of assistant professor. Nomination for such change in title will be made by the divisional dean, or by the Dean of the School of Social Work, of Nursing, or of Health Sciences. If a CUNY waiver is required, the nomination must be supported by the recommendation of the respective divisional or area sub-committee of FP&B or the Graduate Committee for the School of Social Work. The nomination should be accompanied by a curriculum vitae in standard format. If a waiver is required, the nomination should be accompanied also by a statement justifying a request for Bylaw waiver and four letters of recommendation, as well as letters from the Department Chairperson and the divisional dean. The President and Provost, together with such other member or members of the administration or faculty as may be asked to sit with them, review the nominations. This review will be done usually in April and, where approved, the change or rank will take place customarily the following September.
2. Individuals recruited in the title of assistant professor, on the basis of impending receipt of the doctoral degree, will, in the event of failure to obtain the degree in time, be appointed as instructor. In such cases, if the doctorate is then obtained within one year of the original appointment, the rank will be changed to assistant professor, effective September 1 of the year of the first annual reappointment. Faculty members in either of these situations should confer with their Department Chairperson for information and advice.

**REAPPOINTMENT**

According to Section 9/4 of the PSC/CUNY Agreement, “all full-time reappointments to the Instructional Staff shall be for no less than one year, except for substitutes and for retirement leave.” Adjunct appointments are now governed by a new agreement in the 2002-2007 contract:

“An employee who has served as an adjunct in the same department of the college for not fewer than six (6) consecutive semesters (exclusive of summer sessions) during the three (3) year period immediately preceding the appointment, to whom the college intends to offer another appointment, shall be notified on or about May 15 of appointment for both the following Fall and Spring semester. Such notification of appointment shall be subject to sufficiency of registration and changes in curriculum in each semester, which shall be communicated to the employee as soon as they are known to the appropriate college authorities. Such notification shall also be subject to all other conditions of employment including, but not limited to, the workload provisions of Article 15.2”

Reappointment of faculty member without tenure or CCE (see below) is recommended by vote of the Department Personnel and Budget Committee and of the Faculty Personnel and Budget Committee. The vote is based on the cumulative performance of the faculty member.

All reappointments of faculty without tenure or CCE are subject to financial ability and the approval of The City University of New York, with no presumption of employment beyond the period indicated. An employee who has been notified of non-reappointment has right of appeal.

Instructional staff members in tenure-bearing, certificate-bearing and Instructor titles receive written notice of reappointment or non-reappointment to a second year or full-time service on or before April 1. Those hired on an annual basis in their second or later years of continuous service are notified on or before December 1, except that persons in the title Lecturer receive such notice in their second year on or before April 1.

For persons in adjunct titles hired by semester such notice is received on or before December 1 in the fall semester, or April 1 in the spring semester. Such notification of appointment is subject to sufficiency of registration and changes in curriculum.

**TENURE**

A faculty member is awarded tenure under various provisions of the Bylaws of the Board of Trustees of The City University of New York, some of which provisions are in turn based on New York State Education Law. Standards and procedures are further defined in the Statement of the Board of Higher Education on Academic Personnel Practice in The City University of New York (effective January 1, 1976) and in other written policies of the University. Consonant with those policies and with the relevant provisions of the PSC/CUNY Agreement, specific procedures at Hunter College are designed by the Faculty Personnel and Budget Committee. The updated Tenure Schedule and Tenure Procedures are provided each year to Department Chairpersons and deans, for their use in facilitating the decision-making processes related to tenure in the department and in the division or school, and in advising candidates as to their rights and responsibilities with respect to such candidacy. Each untenured faculty
member in a tenure-bearing title is advised to consult with the Department Chairperson for information and guidance as to the procedures and schedules entailed. It is a multi-step process, subject to modification, as shown to be necessary or desirable. The Tenure Schedule and Tenure Procedures are available in the Office of the Faculty Delegate Assembly (E1414) for faculty members to consult. This can also be found on the Faculty Delegate Assembly website at http://www.hunter.cuny.edu/fda under faculty matters.

With institutional factors taken into account, tenure decisions are based on a candidate’s demonstrated effectiveness in teaching and related activities, scholarship and professional growth, and service to the institution and to the public. Tenure deliberations usually begin during the Spring semester of the fourth year of continuous service in a tenure-bearing title. The counting of years toward tenure commences when a person is appointed at the rank of assistant professor or higher. However, “Instructors and non-certificated Lecturers with four or more years of continuous full-time service in those titles immediately preceding appointment to the rank of Assistant Professor shall receive two years of service credit toward the achievement of tenure in the title Assistant Professor” unless that service credit is waived. (PSC/CUNY Agreement 1987-90, Section 9.8)

“By August 31, preceding the first full year appointment to the title Assistant Professor, the employee shall state, in writing, his/her preference regarding whether or not he/she wishes to waive the service credit... In the event the employee wishes the service credit waived and the President or the President’s designee approves, the service credit shall be waived irrevocably. In the event that the employee wishes to have the service credit applied or does not state a preference, the service credit shall apply.” (PSC/CUNY Agreement 2002-07, Section 9.8)

Tenure deliberations begin at the departmental level and proceed to the divisional committee, then to the Faculty Personnel and Budget Committee. Incorporated in the Hunter College tenure procedures are provisions at any level for appeal of a negative recommendation. Each tenure candidate is advised to consult with his/her Department Chairperson for instructions as to how and when to make the written appeal.

All tenure recommendations forwarded by the President are subject to approval by the Board of Trustees. Reappointment with tenure is effective on September 1 of the sixth year of continuous full-time appointment in a tenure-bearing title. However, in exceptional cases, a distinguished person of proven record appointed to the title of professor who had tenure in another accredited institution of higher learning may be appointed with immediate tenure by the Board of Trustees upon recommendation. “Early tenure” may be granted by the Board under the Bylaws to a person appointed to the title of professor, associate professor, or assistant professor under exceptional circumstances, as, for example, if continuous service has been interrupted by a period of fellowship judged valuable to the College, when the College would be well served by such early grant of tenure, or when the person has had tenure in another accredited institution of higher learning.

CERTIFICATE OF CONTINUOUS EMPLOYMENT (CCE)

Employees in the title lecturer are eligible for a Certificate of Continuous Employment (CCE) upon a sixth full-time appointment to that title immediately preceded by five years of continuous full-time service as lecturer. Eligible time in service is computed commencing with the first September of appointment. An instructor may be appointed to the title lecturer immediately preceded by five years of continuous full-time service as an instructor in the same department, in which case he or she shall receive a Certificate of Continuous Employment as a lecturer. The administrative Certificate of Continuous Employment is valid only in the college which issues the certification and carries with it the assurance of full-time reappointment (analogous to tenure) in that college, subject to continues satisfactory performance, stability in academic program, sufficiency of registration, and financial ability.
SALARY STRUCTURES

The salary schedule for each covered title is listed in Article 24 of the PSC/CUNY Agreement. For most titles, the salary structure is based on a step system, i.e., within the title a person moves "vertically" to the next higher step of the relevant schedule, at specified times. For full-time faculty, the movement within schedule occurs on the 1st of January following completion of at least ten full months of service. For adjuncts who, on July 1, have served six semesters over a period of the preceding three years without moving within schedule, there is a movement within schedule to the next higher dollar amount. (For purposes of this provision, a "semester" includes summer session.) Unless otherwise specified in the PSC/CUNY Agreement, movements within schedule are governed by Article XII of the CUNY Bylaws.

Additionally, successive re-negotiations of the PSC/CUNY Agreement usually involve salary increases. At the designated time for a contractual increase, e.g. September 1, an employee moves "laterally" to the appropriate step of the schedule.

OBSERVATION IN THE CLASSROOM BY PEERS

Hunter College teaching faculty are observed by other members of the faculty as part of the total evaluation process established by the PSC/CUNY Agreement, Section 18.3. Observation papers are placed into the faculty member’s personal file in accordance with Article 19 of the Agreement and considered by personnel and budget committees in their recommendations for reappointment, tenure, and promotion.

Non-tenured and non-certificated faculty members are to be observed for a full classroom period at least once during each academic semester (fall and spring), during any scheduled class within the first ten weeks of the semester. Employees must be given no less than twenty-four hours of prior notice of observation. Tenured and certificated members of the teaching staff may be observed once each semester.

Each Department P&B Committee designates a panel of department observers; the chairperson determines the size of the panel, which includes members of the P&B Committee. The chairperson schedules the members of this panel to conduct the observations as necessary.

Each observer submits, through the Department Chairperson, a written observation report to the Department P&B Committee within one week of the observation. Then, within two weeks after receipt of the written observation report, the Department Chairperson schedules the post-observation conference, which includes the observer and the observed faculty member. At the request of either, a member of the P&B Committee or a member of the department with the rank of tenured associate, or full professor may be assigned by the chairperson to participate in the conference.

Following the post-observation conference, the observer, or the assigned senior faculty member who attended the post-observation conference, prepares a record of the discussion in memorandum form for submission to the chairperson. The faculty member observed may have a copy of the observation conference memorandum, provided a signed receipt is tendered for it. The original conference memorandum is placed into the observed employee’s personal file, as is the observation report, both of these documents having been signed by their preparers and the observed faculty member. As with other documents placed into the personal file, the observed faculty member is free to attach such written comments as he or she may desire.

According to Article 18, Section 18.2 (b), Section 2 d, if "the observation or post-observation conference is not held within the time stipulated" by the Agreement, "the employee shall, within ten (10) working days thereafter, file an ‘observation/conference request form’ with the chairperson. A copy of the form shall be sent to the appropriate dean and the Office of the President.” Failure to follow this procedure within the stipulated time “shall bar the employee from subsequent complaint regarding such non-compliance with Article 18/2 (b), 2b) or c). Upon the receipt of the request form the college shall cause appropriate remedial action to be taken.”
For adjunct personnel, after ten semesters of service, teaching observation is held at the request of the chairperson or the adjunct.

Faculty should be aware that observers look for more than a teacher’s command of information. They observe the rapport between teacher and students, class planning, the use of the voice, or chalkboards and other teaching aids, the teacher’s manner of responding to questions and comments, coverage of the topics under study, and more. A standardized form is used throughout the College to record observations. Faculty may request a copy from their departments.

STUDENT EVALUATION OF FACULTY

Each semester (fall and spring) members of the faculty are evaluated by the students in their classes, using a questionnaire adopted by the Hunter College Senate. The results of such evaluation are placed into the faculty member’s personal file and constitute one of the factors considered by all personnel and budget committees in their recommendations for reappointment, promotion, and tenure. Student evaluations of faculty members are kept on file in the Library (on reserve), available for examination.

In addition to the College-wide questionnaire, some departments have developed their own supplementary questionnaire/rating instruments. Faculty should be aware that such optional departmental student evaluations are regarded by P&B committees only if they are placed into the faculty member’s personal file, in accordance with the provisions of Article 19 of the Agreement.

WORKLOAD

Workload provisions for covered members of the PSC/CUNY Agreement are set forth in Article 15 of the Agreement and in the appended workload Settlement Agreement. For teaching faculty, “The academic work year shall be from September 1 through August 31 inclusive of annual leave as currently provided in Article 14.” Faculty are officially on duty and available for assignment during the several weeks that separate the end of the fall semester from the start of the spring semester.

Within the constraints defined in these and other provisions of Articles 14 and 15 of the Agreement and of the Workload Settlement Agreement, and subject to administrative review to ensure conformance with related College and Board policies, the Department Chairperson assigns courses and arranges programs of instructional staff members of the department, including the recommendation of released or reassigned time allotments for special assignments. Workload provisions for teaching faculty are based on the recognition that the teaching faculty has the obligation, among others, to be available to students, to assume normal committee assignments, and to engage in research and scholarship and in community service. At Hunter, the obligation to be available to students includes, for full-time faculty, the scheduling of regular office hours, announced at the start of the semester.

Adjuncts may not be assigned “a total of more than a maximum of two courses or 60% (whichever is less) of the department average classroom contact hour workload” in one unit of The City University of New York” (Article 15, Section 15.2 of the PSC/CUNY Agreement). Adjuncts may also teach “a maximum of one course of not more than six hours at another unit of the University.”

Workload provisions for non-classroom members of the instructional staff, including those assigned to the Library, counselors, HEO’s, registrars, CLT’s, and research assistants, are detailed in Section 15.4 of the PSC/CUNY Agreement. “The work year shall be September 1 through August 31, including periods of annual leave as provided in Article 14. (Except for periods of annual leave as provided in Article 14, student personnel staff, counselors and library staff, in academic titles, shall be available for assignment.) (a) Members of the Instructional Staff assigned as Counselors or to other student personnel assignments, except those in the Higher Education Officer series, shall have a work week of thirty (30) hours as
assigned. (b) All other members of the non-classroom Instructional Staff shall have a week of thirty-five (35) hours per week as assigned.

“This work week is to be scheduled in not more than five days in any week for employees in the College Laboratory Technician series. Employees whose assignment is to a non-air-conditioned facility shall have a work week of 30 hours which shall consist of a schedule of 9:00 A.M. to 4:00 P.M. commencing on the Monday following the college commencement to September 1 of that year” (Article 15, Section 15.4(b) ).

The workload for full-time classroom teaching members of the instructional staff for undergraduate courses according to the Workload Settlement Agreement (see the Appendix to 1987-90 PSC/CUNY Agreement, p. 84) shall be twenty-one contact hours per year for professors, associate professors, and assistant professors in the Senior Colleges, and twenty-seven hours for instructors and lecturers.
PERSONNEL RECORDS POLICY

PERSONNEL RECORDS – DEFINITIONS

Personnel records of employees included under the PSC/CUNY bargaining agreement are the “Personal” file and “Administrative” file.

The Personal file includes annual evaluation reports, student evaluations, peer observation reports, information relating to the employee’s academic and professional accomplishments, records generated by the College, and memoranda of discussions with the employee relating to evaluations (PSC Agreement, Article 19.2). The Personal file is maintained by the department in which the employee is employed.

The Administrative file contains materials requested by the unit of The City University or supplied by the employee in connection with the employee’s employment, promotion, or tenure (CUNY/PSC Agreement, Article 19, Section 19.3).

THE CITY UNIVERSITY PERSONNEL SYSTEM (CUPS)

The City University Personnel System (CUPS) is the computerized personnel data system of The City University. Data recorded in CUPS records include:

- Non-Personal data: name, address, phone numbers, experience, skills, degrees, retirement plan option, health insurance plan option
- Personal data: ethnicity, sex, date of birth, emergency data
- Payroll data: salary, dependents, beneficiaries
- Employment data: appointments/work history, work assignment

ACCESS TO AND DISCLOSURE OF RECORDS

Both tenured and untenured faculty members are encouraged to inspect the Personal file annually. [See Article 19, Sec. 19.2 (f) of the PSC/CUNY Agreement.]

- An employee under the PSC/CUNY agreement may review and inspect the Personal file: “The employee's personal file shall be available for examination by the employee at his or her request.” [Article 19.2 (f)]
- In general, personnel records may be disclosed only if the employee gives prior written consent. However, personnel records may be disclosed to the following without the prior written consent of the employee:
  - Persons within the college.

a. Personal and Administrative files of PSC, teaching employees: Access is limited to Departmental, Divisional, and Faculty Personnel and Budget Committees” members, the Labor Designee and the Legal Counsel on a need-to-know” basis.

b. Personal and Administrative files of PSC, non-teaching employees: Access is limited to
those responsible for making and reviewing reappointment and promotion decisions and other personnel actions.

c. College and Department files of Civil Service employees: Access is limited to those responsible for making and reviewing reappointment and promotion decisions and other personnel actions.

d. CUPS data: Data in the Non-Personal category may be made available to any committee or office with a legitimate institutional need for the information. Access to all other CUPS data may be granted to Department Chairs, divisional deans, administrative department heads and vice presidents for employees within their respective units, upon authorization of the Labor Designee, the Legal Counsel or the Personnel Director.

In all cases covered by this section...the application of this policy shall be directed by the Labor Designee, the Legal Counsel or the Personnel Director.

Persons and organizations external to the college.

- The Personnel Director may disclose information in personnel records or in CUPS to persons or organizations external to the College with the expressed, written permission of the President, the Labor Designee or the Legal Counsel.

- Emergency data in CUPS may be given to appropriate medical or security personnel or to a college officer in the case of an emergency.

- Persons who receive information from personnel records shall be advised not to disclose the information to others.

d. Data from personnel records that is not personally identifiable and aggregate data based upon personnel records may be released by the Personnel Office to individuals or organizations with a legitimate educational or institutional interest in the data. Requests concerning these data should be made in writing to the personnel Director with a copy to the Legal Counsel, stating the purpose of the request.“ (Personnel Records Policy, pp. 2-4, dated 4/14/88).
LEAVES

N.B. Faculty are advised to consult carefully with Human Resources, in addition to reading contract provisions concerning the salary implications of any leave they consider taking.

CHILD CARE LEAVE

A special leave, without pay, shall be granted to members of the instructional staff for the purpose of caring for a newborn infant, provided the applicant has legal responsibility for the care and/or support of the child. Duration of the leave shall ordinarily be for one full semester. However, an extension of such a leave may be granted on request for a period not in excess of one year from the end of the original leave.

FELLOWSHIP LEAVE (SABBATICAL)

An application for fellowship leave may be made by any member of the permanent (tenured) instructional staff or by a lecturer (full-time) with CCE, after six years of full-time service in titles which are on the permanent instructional staff, exclusive of leaves for other purposes. The fellowship leave application is first submitted to the Department Personnel and Budget Committee for review and recommendation, is checked for eligibility, then forwarded to FP&B for approval and, with such endorsement, to the President. The President of the College then transmits such application to the Board of Trustees of The City University with his/her own recommendation.

An application for fellowship leave must state whether the requested leave is for research (including study and related travel); for improvement of teaching; or for creative work in literature or the arts.

Most fellowship leaves are for one year at one-half pay. Since the number of half-year full-pay fellowship leaves than can be awarded each year is limited by the College’s fiscal capability, applications for these leaves are evaluated with special care.

Instructional staff on fellowship leave must continue to serve for at least one year after expiration of the leave, unless this provision is expressly waived by the Board of Trustees of City University.

Additional information on fellowship leaves may be found in the CUNY Bylaws, the PSC/CUNY Agreement, and by inquiry addressed to the Office of the Provost.

REASSIGNED TIME FOR SCHOLARLY ACTIVITIES: UNTENURED FACULTY

Please consult the new contract for complete information. The preliminary Memorandum of Agreement between the PSC-CUNY and the University states:

“Effective October 31, 2002, untenured Assistant Professors, Associate Professors and Professors, except Librarians and Counselors, who are initially appointed on or after September 1, 2002, will be eligible for reassigned time not
to exceed a total of 12 contact hours during their first three (3) annual appointments in order to engage themselves in scholarly and/or creative activities related to their academic disciplines. Assignments of such released time will be made by the college pursuant to guidelines designed to encourage scholarship.”

SPECIAL LEAVE FOR LIBRARIANS AND COUNSELORS

Instructional staff who serve in the Library, or who are appointed as counselors after September 1, 1998, may apply for a Professional Reassignment, which is a paid leave, not to exceed four weeks during any year, for the purpose of research, scholarly writing, or other recognized professional activities that contribute to City University. The reassignments are subject to approval by the P&B Committee of the Library and by appropriate College-wide committees. The new contract amends this type of leave for counselors as follows:

“The parties agree to establish a paid leave not to exceed four weeks during any year commencing September 1 and ending August 31 for the purpose of permitting members of the instructional staff who are appointed or assigned full-time as Counselors or to other student personnel assignments on or after September 1, 1998, except those in the Higher Education Officer series, to be reassigned for research, scholarly writing, and other recognized professional activities that enhance their contribution to the City University. The reassignments shall be subject to approval by the personnel and budget committee of their department and appropriate college-wide committees. The parties accept as a goal the establishment of such reassignment leaves equal to 35% of the members of the instructional staff appointed or assigned full-time as Counselors or to other student personnel assignments on or after September 1, 1998, except those in the Higher Education Officer series, or 50 such leaves, whichever is less.”

LEAVE FOR SPECIAL PURPOSES

A special leave, with pay, for personal emergencies, of not more than ten working days may be granted by the President at his or her discretion.

Adjunct classroom teachers may be excused for personal emergencies for a period of 1/15 of the total number of clock hours in the particular session or semester.

The Board may grant to members of the instructional staff leaves of absence, without pay, for special purposes such as study, writing, research, the carrying out of a creative project or public service. Application is initiated at the Department P&B level and forwarded for approval through FP&B to the President, who forwards the recommendation to the Board. Medical coverage during most extended unpaid leaves for special purposes is suspended for the duration of the leave.

TEMPORARY DISABILITY LEAVE
Covered members of the instructional staff are granted a temporary disability leave – defined as any temporary physical or mental incapacity including pregnancy, complications of pregnancy and childbirth – of twenty calendar days, exclusive of Saturdays, Sundays and authorized holidays and recesses, during each year of service. The unused portions of such temporary disability leave shall be cumulative to a maximum of one hundred and sixty calendar days during which the College is in regular session. According to the CUNY Bylaws, temporary disability leave for more than one year shall not be granted to an applicant who is above the age of sixty-five years.

The employee’s obligations with respect to such matters as the reporting of absences and anticipated duration of absences owing to temporary disability, and medical certification of illness and/or fitness to return, are detailed in Article 16 of the PSC/CUNY Agreement and in Article 13 of the Bylaws. Questions should be addressed to the Office of the Personnel Director.

**FAMILY MEDICAL LEAVE**

The Family Medical Leave Act (FMLA) provides eligible employees up to 12 weeks of unpaid leave because of a serious medical condition or when employees must care for other family members in specific circumstances. The University designated the FMLA leave year as the academic year (September 1 - August 31). Other approved leaves granted employees in accordance with the University regulations which are also permissible under FMLA shall be concurrently counted toward the use of the 12 week leave entitlement. Employees are eligible for FMLA leave if they worked at a CUNY College for at least 12 months and for at least 1,250 hours during the year preceding the leave.

Applications for and additional information about FMLA leave may be obtained from the Human Resources Office.

**RETIREMENT LEAVE (TRAVIA)**

Employees covered by the PSC/CUNY Agreement who are members of the appropriate public or optional retirement system or program and who meet the eligibility requirements for service retirement, who announce their bona fide intention to retire, and file the appropriate application to retire, are granted a retirement leave of absence ("Travia Leave") with full pay, consisting of one-half of their accumulated unused temporary disability leave, up to a maximum of one semester, or the equivalent number of school days. Questions regarding eligibility, terms and conditions, and application procedures should be addressed to the Fringe Benefits Officer of Personnel Services.
PERSONAL FINANCIAL BENEFITS

Hunter offers certain financial plans, some of which are established as provided to employees and some of which are voluntary.

PROVIDED BENEFITS

FRINGE BENEFITS

The Fringe Benefits Office is a part of Hunter College’s Office of Human Resources. It provides information and assistance on employee benefits, namely, pension and retirement, tax-deferred annuities (TDA), group life and group disability insurances, health insurance, dental plans, optical plans, prescription drug and hearing-aid plans. Although most of the benefits provided are for full-time staff only, part-timers are eligible for some benefits. The information below refers to full-time employees, unless otherwise indicated.

New staff members should study very carefully the packet of informational materials that the Fringe Benefits Office provides upon initial appointment. Upon starting work at the College, the new appointee must select one of the several health plans offered by the City of New York. In each academic year there is an enrollment period during which one can change health plans. The main choices are: (1) GHI-CBP (Group Health Incorporated - Comprehensive Benefits Plan), (2) HIP/HMO (Health Insurance Plan - Health Maintenance Organization), and (3) a variety of other HMO and POS (point of service) plans. GHI-CBP allows one to use participating or non-participating providers. HIP/HMO provides medical services directly to its members at a HIP/HMO medical center or doctor’s office. Other HMO plans require members to choose an individual Primary Care Physician. The Fringe Benefits Office can supply listings of participating physicians for many of the HMO plans and can provide further information on these and other health care alternatives.

Employees may wish to enroll in the New York City Blood Donor Program. Consult a Fringe Benefits representative for more information on this program.

Adjuncts employed by CUNY are eligible for pension membership only in the New York City Teachers’ Retirement System (TRS) and may join at their option.

Faculty members may be eligible to participate in a tax-deferred annuity program through salary deductions. Staff members are advised to confer with a Fringe Benefits representative before making a decision about TDA’s.

THE PSC-CUNY Welfare Fund provides additional benefits to full-time member of the instructional staff at no cost to them. These benefits include a group life insurance policy with a double-indemnity Accidental Death and Dismemberment Clause, total disability insurance (after a one-year waiting period), and dental, optical, and hearing-aid plans. THE PSC-CUNY Welfare Fund also provides certain supplements to the health plans, including prescription drug riders. New employees must fill out an enrollment card for the group life insurance, and a benefits Data Sheet. (E1503, 772-4512; E1504, 772-4516/4517)

Disability Benefits

The basic group disability plan, provided by the PSC-CUNY Welfare Fund at no cost to the faculty, provides monthly benefits up to a maximum of five years if one becomes totally disabled. One is enrolled in this coverage on the first day of the month after completion of one year of full-time service. There is a one-year pre-existing conditions limitation under the plan.
Optional contributory disability benefits begin after the five-year basic period ends and continues until age 65. For further information, contact Fringe Benefits or the PSC-CUNY Welfare Fund.

Both NYSUT (through Mutual of Omaha) and AFT (through Albert H. Wohlers & Co. in Park Ridge, IL, as group insurance plans administrator) offer policies to protect income during disabilities resulting from either accident or illness. Benefits and premiums vary.

Health Plans

See the general description under Fringe Benefits. Every staff member should read “NYC Summary Program Description” and the PSC-CUNY Welfare Fund’s publication, “Your Benefits: Summary Plan Description for Active Members of the PSC-CUNY Welfare Fund,” both available from the Fringe Benefits Office. These two sources provide detailed information on the many benefits provided by each of the available medical and hospital plans.

Among the benefits for instructional staff in the GHI-CBP plan is the CIGNA Major Medical Supplement, designed to provide coverage as a supplement to their GHI medical insurance. See pp. D1-D6 of “Your Benefits” for a description of the Optical, Hearing Aid, and Dental benefits provided by the Welfare Fund.

Faculty are also advised to consult information in the new contract concerning the ‘Health Care Flexible Spending Account.’

Long-Term Care Coverage

In 1990 a new plan for Long-Term Coverage, provided through the John Hancock Mutual Life Insurance Company, was made available by the PSC-CUNY Welfare Fund. This plan tries to safeguard people against the financial consequences of long periods in a nursing home and the lengthy need for custodial care (as opposed to skilled nursing care) in the home. Even the catastrophe insurance plan and the CIGNA Major Medical Supplement fail to cover custodial care in the home. They also provide limited coverage of nursing home care. Coverage is available to all active members of the instructional staff in a title eligible for Welfare Fund Benefits. Spouses, parents, and parents-in-law may also be covered whether or not the member enrolls. For active members there is no age limit on eligibility. However, all others must be over the age of 20 and under the age of 80 at the time they apply. Each applicant must complete a medical questionnaire to obtain coverage under this plan. The City also offers a long-term care policy through CNA.

Life Insurance

The basic group life insurance plan, provided by the PSC-CUNY Welfare Fund at no cost to the faculty, provides an age-related benefit starting at $50,000 at age 40 and reducing with age to $5,000 at age 65. The coverage is available to the member only.

Additional protection of either $25,000 or $75,000 or $100,000 is available through the contributory plan, and its cost depends on the benefit amount selected, the employee’s age, and current insurance rates.

NYSUT offers a selection of term life insurance coverages. The AFT Permanent Life Insurance Plan is based on a selection of set premium amounts ranging from $5 to $20 per month. The monthly premium builds cash surrender values, so that the employee can turn in the policy and receive the current cash value at any time.

PENSION PLANS
A pension plan must be selected within the first thirty days of starting work at CUNY: either the Teachers’ Retirement System (TRS) or Teachers Insurance and Annuity Association (TIAA-CREF). The decision to elect either pension plan is irrevocable. If no election is made within thirty days, the College will by law enroll the employee in TRS. New employees are strongly urged to seek information and guidance from the College Fringe Benefits officer and/or PSC-CUNY.

TRS is a New York City public retirement plan. Benefits are based on final salary and years of service. Vesting occurs after 5 years, and the employee contributes 3% of gross salary to the plan. Credit for prior service may be obtained. TIAA-CREF is a nationwide plan which provides benefits based on age and accumulated contributions. The employee pays 3% of gross salary; the employer contributes 8% of salary. Vesting occurs after thirteen months, or at once if the employee already owns a TIAA-CREF contract. An employee who leaves the College after thirteen months of service may take his/her TIAA-CREF annuities to his/her next college; cashing in the contract is not permitted. If an employee leaves before vesting, he/she can have their own contributions returned.

Assistance in retirement planning can be obtained from the Hunter Fringe Benefits Office (X4512), the CUNY Pension and Welfare Benefits Office (794-5341), or PSC-CUNY (354-1252).

WAIVER OF TUITION

Full-time members of the instructional staff are granted a waiver of tuition fees for undergraduate credit-bearing courses offered by CUNY during the fall and spring semesters. They are granted a waiver of tuition fees for six credits per semester (fall and spring only) at the graduate level on a space-available basis.

Adjuncts who have taught one or more courses in the same department at the same college for ten consecutive semesters and who are appointed to teach a course of not fewer than three contact hours per week shall be granted tuition remission for up to one course in that semester. If the course sought is at the graduate level, it shall be available on a space-available basis. Eligibility is lost when an adjunct teaches in only one semester of the year at the college in any two out of three academic years. Teaching in the summer session does not apply to tuition waivers. See Article 29 of the PSC-CUNY Agreement.

VOLUNTARY BENEFITS

INSURANCE PLANS

Hunter College provides and makes available to its full-time faculty and staff a wide variety of insurance plans and programs. These are offered by various sources, including the University, the PSC-CUNY Welfare Fund, the AAUP, unions (e.g. PSC, NYSUT, AFT), and financial companies. Space permits only a brief outline of some of the insurance plans available.

Adjuncts are referred to the section on Fringe Benefits for provisions for health insurance coverage.

Accidental death and Dismemberment Benefits
The PSC-CUNY Welfare Fund provides accidental death and dismemberment benefits for faculty. Those who elect to increase their life-insurance coverage will also be covered at the higher amount for accidental death and dismemberment.

At no cost to the faculty with membership in NYSUT there is additional coverage of $1,500 for accidental death and benefits ranging from $375 to $1,500 for accidental loss of limb and/or eyesight.

A NYSUT contributory policy offering benefits up to $500,000 is available at a low annual premium. Also, the AFT offers several plans, including a comprehensive accident coverage plan.

**Automobile Insurance**

CUNY instructional staff members who are New York State residents can get policies at competitive rates through the Metropolitan Life Insurance Company.

**Major Medical Catastrophe Insurance**

The PSC-CUNY Welfare Fund and NYSUT offers separate low-cost $2,000,000 major medical catastrophe insurance plans for members of the instructional staff and retirees. Albert H. Wohlers & Company in Park Ridge, IL is the group insurance plans administrator for the PSY-CUNY plan.

**Homeowners Insurance**

CUNY instructional staff members who are New York State residents can get policies at competitive rates through the Metropolitan Life Insurance Company.

**Professional Liability Insurance Plan**

The AAUP Professional Liability Insurance Plan protects one from the cost of litigation if legal action is brought against one with respect to professional responsibilities, such as decisions to dismiss, suspend, discipline, or lay off a faculty member prior to the expiration of a term appointment; decisions not to reappoint a faculty member; and judgments relating to the salary, promotion, rank, leave of absence, work assignments, resignations, or other professional rights, duties, and responsibilities of colleagues. The plan protects against liability for libel, slander, and defamation of character. Once insured, one is covered with respect to professional duties undertaken as a member of an instructional staff, employed by an institution of higher education. Those eligible for coverage include faculty members, department or division chairpersons, librarians, research scholars, and counselors. The limit of liability can be as high as $1,000,000. All legal fees are included in this protection, and benefits are paid even if the lawsuit is found groundless in court. The plan is administered by Kirke-Van Orsdel Inc. (KVI) of Des Moines, IA (Phone 1-800-544-9820).

**Tax Deferred Annuities**

Tax Deferred Annuities (TDA’s) are offered by the TRS pension plan. Supplemental retirement annuities (SRA’s) are offered by the TIAA-CREF retirement system. Through these mechanisms, faculty may be able to reduce their taxes at the present time while saving more money for retirement. For more information on TDA’s or SRA’s, confer with a Fringe Benefits representative.

As an illustration of the SRA plan, if a faculty member grosses $45,000 a year and has $100 per biweekly paycheck ($2,600 a year) contributed to SRA’s, then after deducting these contributions from the salary, he/she would be taxed on $42,400 – not $45,000. Of the $2,600 contribution, the actual cost to the
faculty member is only $1,667, because some $900 would otherwise have been paid out in taxes. Instead, the entire $2,600 is invested for retirement. Taxes will be paid only when money is paid out – after retirement, when one is probably in a lower tax bracket.

Halliday Research Corporation (HRC) is also approved by PSC and CUNY as an alternative tax-deferred annuity program. Call the PSC at 212-354-1252 for more information.

**PSC-CUNY Federal Credit Union**

The PSC-CUNY Federal Credit Union provides members of the instructional staff a wide range of banking services. A non-profit organization owned entirely by members, it offers high interest on savings; CD’s and IRA accounts at favorable rates; loans; insurance; share drafts, which are a no-fee checking opportunity, with no minimum balance required and with overdraft protection; and the convenience of payroll deduction for automatic payments to savings accounts, IRA’s, share draft (checking) accounts, home mortgage loans, home equity, and car loans.

Contact the Credit Union at http://www.pscunyfcu.org/ or call 212-354-2238 or visit their offices at 25 W. 43rd Street, 5th Floor.
RESEARCH SUPPORT

Offices of Research Administration
Robert J. Buckley, Director
E1424; Phone 772-4020; Fax 772-4941
http://www.hunter.cuny.edu/research/

Both the Offices of Research Administration (E1424) and the Dean of Research offer assistance to faculty in applying for and administering grants, and in facilitating research. Services provided by these user-friendly offices include:

• Database and reference library to search for possible funding sources. From any campus computer with WWW access, you may use the COS databases on current funding and research opportunities: http://www.cos.com

• Guidelines and protocol forms to submit to the Committee for the Protection of Human Subjects from Research Risks. Obtain the forms for both funded and non-sponsored projects from Carolynn Julien, Assistant Director and liaison for the Committee. Completed protocols are distributed to Committee members by Research Administration.

• Liaison with the Institutional Animal Care and Use Committee and the Institutional Biohazards Committee

• Processing of personnel papers for staff members hired on grant projects. Contact Barbara Medina-Garcia, 772-4020.

• Preparation of forms required in grant proposals, development of budgets that meet CUNY and sponsor guidelines, and institutional review and sign-off.

• Support in applying for the PSC-CUNY Research Award Program, including advice, as well as a diskette containing application forms. The Program is a CUNY small grants program designed to give junior and new faculty seed money to carry out research which will enable them to apply for extramural funding. This program, handled by Annmarie Rivera, has a deadline in mid-October (with a December 1st deadline for newly appointed faculty). Guidelines are available in mid-May.

• Forms that will facilitate the expenditure of funds according to the regulations established by the funding source, the University and the CUNY Research Foundation, once funding has been secured by the successful grant application.

• College-wide faculty database which tracks research by major topics.

• Release time for faculty writing external grant proposals. The Dean of Research biannually provides 3 credits of release time for this purpose. Contact the Dean's office regarding application procedures.
AWARDS AND GRANTS FOR HUNTER COLLEGE FACULTY

DISTINGUISHED PROFESSORSHIPS

The College President may forward to the Board of Trustees of CUNY recommendations for the award of Distinguished Professorships. Persons appointed as Distinguished Professors engage in teaching and research duties. They may not serve as administrators. A Distinguished Professor must have all the qualifications necessary for appointment as a professor and must be either a professor in the University or a recognized distinguished scholar in the academic world. He/she must be a person of outstanding merit and accomplishment in his/her field. Distinguished Professors are awarded $20,000 per year, in addition to the regular professorial salary.

The nominating process for distinguished Professorship begins with a letter and all necessary documentation and information, addressed to the Office of the Provost, currently about November 15 of each year. Supporting documentation must include a curriculum vitae and other materials attesting to the nominee’s merit and accomplishment in his/her field or discipline, as well as a list of six names of persons who might be called upon to assess the candidate’s record of achievement. The College P&B Subcommittee on Distinguished Professors conducts a careful evaluation of the merits of the nominees, submits its recommendations to the full P&B, then to the President. It is the President’s responsibility to make the final determination regarding the nominations that will be recommended to the Board for approval.

DISTINGUISHED LECTURERS

The new contract provides for the creation of this title as follows:

* The title will not be eligible for tenure.

* An individual may not serve in the title for more than a total of five years.

* The salary range for the title will be from the minimum of the Lecturer schedule to the seven-year step on the Professor schedule.

* The position will be primarily a teaching position, but it may include research.

* There will be no more than 80 Distinguished Lecturers.

* The workload for Distinguished Lecturers will be the same as that of Professors in the College to which they are appointed.

EXCELLENCE AWARDS

The following awards are made annually:

* Excellence in Teaching for full-time faculty ($5,000)
* Excellence in Service, to the college and to the community, for full-time faculty ($5,000)
* Excellence in Scholarship for full-time faculty ($5,000)
* Excellence in Teaching for part-time faculty

Departments and Schools nominate faculty for these awards.

OTHER FACULTY AWARDS
* Eugene Lang Junior Faculty Development Award ($2,500 max.)
* George N. Shuster Faculty Fellowship Fund ($500-$1,500)
* Distance Learning Program grants ($5,000 max.)
* Presidential New Research and Teaching Initiatives ($25,000 max.)
* Presidential Faculty Incentive and Teaching Grants ($350-$750)
* Presidential Staff Incentive Awards ($350-750)

Contact Research Administration (772-4020) for further information about these awards and an application form.

CITY UNIVERSITY FACULTY AND STAFF ANNUAL PERFORMANCE AWARDS

Instituted in 1998-1999 CUNY provides each college with a set number of these $2,500 awards. Faculty may nominate themselves, or be nominated by faculty colleagues through their School or Departmental Personnel & Budget Committee. Staff may nominate themselves, or be nominated through the Human Resources Office. The final approval rests with the College FP&B for faculty, and with the College Human Resources Committee for staff.

ORGANIZATIONS

Hunter College Governance

Hunter’s two primary governance bodies which involve faculty are the Faculty Delegate Assembly and the College Senate. The former represents faculty interests specifically, while the later is a policy-making body which includes faculty, administrative and student representatives.

Faculty Delegate Assembly
E1414; 212-772-4123/4124 FAX 212 650-3629
http://www.hunter.cuny.edu/fda

Composed only of faculty members, the FDA is the campus organization which expresses the will of the general faculty. Its membership consists of two faculty members elected by each department, the faculty members of the Administrative Committee of the Hunter College Senate, the members of the Executive Committee of the General Faculty (who also constitute the Executive Committee of the Faculty Delegate Assembly), and all Hunter delegates to the University Faculty Senate.

As set out in the Bylaws of the General Faculty, the Faculty Delegate Assembly works to know and to articulate matters of academic and social concern to the Hunter Faculty. It has no legislative powers, as does the Hunter College Senate, but it can respond to faculty concerns and provide a forum for open consideration of significant issues. Out of these discussions, policy may be formulated and passed forward for action by legislative bodies like the Hunter College Senate and the University Faculty Senate. The FDA is the official liaison with the University Faculty Senate in that through the Faculty Delegate Assembly, the General Faculty elects a designated number of faculty members to represent Hunter in the University Faculty Senate.
The reports of delegates to their chairpersons and colleagues, in some cases a regular agenda item in departmental meetings, constitute a major channel of faculty-administration communication and information.

**Hunter College Senate**
E1018; 212-772-4200; FAX 212-772-4206
http://www.hunter.cuny.edu/senate/

As the College legislative agency, the Hunter College Senate has policy-making powers in the following areas:

- Curriculum
- Academic requirements and standards
- Instruction and evaluation of teaching
- College development

In addition to its legislative powers, the Senate can express itself formally as an advisory body, transmitting its recommendations to the appropriate authorities.

The Senate operates in accordance with the terms set forth in *The Charter for a Governance of Hunter College* (available in the Senate Offices). Representatives of the faculty, the student body, and the administration constitute the voting membership of the Senate. Regular nominations and elections are scheduled each spring semester.

The elected officers of the Senate – Chair, Vice-Chair, and Secretary, together with the Chair of the Evening Session Council – constitute the Senate Administrative Committee.

There are fifteen standing committees of the Senate and a varying number of ad-hoc and special committees. Membership on committees is open to all faculty and students. The standing committees are:

- Undergraduate Course of Study Committee
- Undergraduate Academic Requirements Committee
- Graduate Course of Study Committee
- Graduate Academic Requirements Committee
- Student Standing Committee
- Review Commission on Distribution Requirements (Appeals)
- Calendar Committee
- Grade Appeals Committee
- Committee on the Library
- Charter Review Committee
- Departmental Governance Committee

Members of the faculty are encouraged to become involved in the activities of the Senate and its committees. Further information is available from the Senate Office (E1018, 772-4200).

**CUNY Governance**

**University Faculty Senate**
http://www.soc.qc.edu/ufs/

Composed of representatives from all units of The City University, operating under its own Bylaws, consistent with the Education Law and the CUNY Bylaws, the University Faculty Senate formulates policy concerned with the academic status, obligations, rights, and freedoms of the CUNY faculty. It concerns itself with research and scholarly activities relevant to The City University as a whole. It exists apart from and does not involve itself in internal matters of the separate units of the University. Its Chairperson serves on the Board of Trustees of The City University without vote.
Faculty Union

PSC/CUNY
http://www.psc-cuny.org/
The Professional Staff Congress/CUNY, the collective bargaining agent for the instructional staff, together with CUNY, negotiates the contract that governs the terms and conditions under which members of the faculty are employed. On every campus in The City University there is a grievance officer. The PSC enforces the grievance procedure, provides pension advice, informs the faculty of contract developments and related news, and works to inform legislators and the public in general of the special needs of The City University.

PSC/CUNY is affiliated with the New York State United Teachers (NYSUT), the American Federation of Teachers (AFT), the American Association of University Professors (AAUP), and the New York State AFL-CIO. These affiliates aid the PSC’s attempts to inform legislators in New York City, Albany, and Washington of the needs of The City University. The PSC also conducts an intensive effort in Albany to achieve its goals – the autonomy and independence of The City University, parity funding of CUNY with the State University, and the enactment of the PSC’s legislative program. For more information, consult the PSC website and/or Hunter’s chapter chairperson, who is currently Prof. David Winn (772-4219; dwinn@hunter.cuny.edu).

IV. SERVICES FOR STUDENTS

LEARNING CENTERS AND SPECIAL PROGRAMS

This information is included in order to assist faculty who may wish to refer students to College services and/or programs described here.

ACCESS CENTER
TH205; Phone 772-5478; Fax 650-3985
http://studentservices.hunter.cuny.edu/disabled.htm

The Access Center in Thomas Hunter Hall provides disabled students a space to work on specialized equipment, including:
- IBM compatible computers with voice and enlarging software
- Apple Macintosh computers
- Text Reading Machine
- Raised Line Drawing Kits
- Large Print Dictionaries
- Scanners
- Text Magnifiers
- Tape Recorders
- Talking Calculators
- Braille Writer

Training for specialized equipment is available, free of charge, throughout the term via seminars and tutorials. The Center also serves as a meeting place, giving students the opportunity to study, compare notes and socialize. Hours are Mon - Thurs 11:00-8:00, Fri 10:00-3:00.

BA/MA PROGRAMS

These programs enable highly qualified students to earn the bachelor and master’s degrees in a shorter period of time than is required for taking the degrees separately. These intensive programs usually
decrease the opportunities to take elective courses outside of one’s discipline and so, in Humanities and Arts, for example are usually considered most appropriate for mature students who have by reason of experience or earlier training gained the breadth in intellectual background that the traditional programs aim to provide. Interested students should see department advisors during the first year at Hunter.

The following departments offer these programs: Anthropology, Biological Sciences, Economics, English, History, Mathematical Sciences, Music, and Physics.

**CHANIN CENTER**
W209; Phone 772-5700; Fax 772-5702
http://sapientia.hunter.cuny.edu/~chanin/
Clifford Irizarry, Manager

The Chanin Language Center, a new state-of-the-art facility, includes a classroom and an independent study lab equipped with 55 multimedia workstations.

Students are able to supplement their language learning, from the elementary to an advanced level of study, by working with computerized study modules, CD-ROMs and digitized audio programs based on text or lab manuals. They have Internet access to dictionaries and other writing tools, as well as a video collection on VHS tapes and films on DVD.

**CONTINUING EDUCATION**
East Bldg, 10th Fl., Phone 650-3850; Fax Number 772-5722
http://ce.hunter.cuny.edu/

Hunter’s Continuing Education program offers a wide range of learning opportunities, from Ceramics workshops to American Sign Language, to Web design. Faculty are encouraged to submit proposals for courses. If you’re interested, take a look at the website or contact program offices.

**CUNY BA/BS PROGRAM**
Myrna Fader, Campus coordinator
Phone 772-4867

The CUNY Baccalaureate Program offers mature students the opportunity to design their own academic program under the guidance of full-time faculty members whom the student selects. Students may design their own unique or interdisciplinary major, take advantage of non-classroom credits, and take classes at any units of The City University. For more information contact the Campus Coordinator, E1119, X4882.

**DOLCIANI MATHEMATICS LEARNING CENTER**
N300-305; Phone 772-5376
http://xena.hunter.cuny.edu
Barbara Barone, Director

The Dolciani Center is a multi-purpose facility. It is a Resource Center providing computer-assisted tutorials, audio-visual materials and videotapes. These resources can be used by students enrolled in most mathematics and/or statistics courses, as well as those students who wish to brush up on their skills for other College courses. It is a Tutoring Center for most mathematics courses and the basic statistics distribution course. The Center also sponsors study groups for all areas of mathematics through MATH 250 (Calculus III). It acts as a classroom and classroom extension for pre-calculus, calculus, statistics
and other upper level courses, allowing instructors to conduct in-class demonstrations and explorations of mathematical and statistical concepts, via technology. Finally, it is the home base for the pre-101 and CMAT workshops. Services are free of charge, and the Center is open days, evenings and weekends.

**INTERCAMBIO**

1404 HE; Phone 772-4198  
Rosi Matos, Assistant to the Program Director

This CUNY/University of Puerto Rico Academic Exchange Program is managed by the Centro de Estudios Puertorriqueños. Its principal goal is to strengthen the ability of faculty at both universities to understand and address the economic, social and cultural problems of Puerto Rican communities in New York and Puerto Rico. It has four major components: joint research, seminars and other scholarly projects; the exchange of visiting professors, graduate study and research, and undergraduate student interchanges. For further information, visit the Centro’s website, or call 772-5688.

**INTERNATIONAL ENGLISH LANGUAGE INSTITUTE (IELI)**

10th Floor East; Phone 772-4292; Fax 772-5722  
[http://hunter.cuny.edu/ieli/](http://hunter.cuny.edu/ieli/)  
Allison Rice, Director

The International English Language Institute, a part of Hunter College since 1950, offers full-time and part-time courses in English as a second language, at all levels from beginner through advanced. The IELI has attracted students from 70 different countries. Its population includes international students studying English in preparation for university study in the U.S., as well as business and professional people, United Nations personnel, and tourists. The Institute is authorized to enroll non-immigrant alien students.

THE IELI offers courses in the daytime, the evening, and on Saturdays during five eight-week terms per year. Daytime students study a Core class (reading and writing), Communication Skills, and Grammar all at one level. Daytime Advanced Level classes focus on topics such as American theater, travel, and preparation for college placement tests. Evening students may choose between 1-4 separate classes in reading, writing, communication skills and grammar, as well as a two-evening a week TOEFL preparation class. Saturday classes are intended for students who want to study more casually and are less academic. Every term the IELI also offers special topics classes, business English classes, and a variety of intensives and workshops. Students who successfully complete the Institute’s highest level in all subjects are eligible to apply for CUNY colleges (including Hunter) without taking the TOEFL exam, provided they meet all other requirements. For admission to graduate programs, students are required to take the TOEFL examination.

**NATIONAL STUDENT EXCHANGE**

E1420; 772-5004; Fax 772-5005  

The National Student Exchange (NSE) is a consortium of 150 public institutions throughout the U.S., including Puerto Rico and the Virgin Islands, which offers college students the opportunity to spend 1-2 semesters at any participating college and pay tuition either at the home college or at the host college’s in-state tuition rate. Housing is usually provided. Many study-abroad opportunities can also be accessed through this program. Hunter students from the sophomore through lower senior level are eligible. Call 772-4983 or visit E1420 for further information.
PUBLIC SERVICE SCHOLAR PROGRAM
W1606; 772-5599
Prof. Elaine Walsh, Director

The Public Service Scholar Program is a full-year (September-May) program open to all majors interested in exploring public service as a career option. The program combines a 20-hour per week internship in a government or non-profit agency with two special seminars focused on New York City. Students applying to the program should have a GPA of 3.0 or higher and be within 45 credits of graduation (i.e. upper juniors or lower seniors). For participating, students receive 18 credits and a $4,000 stipend.

READING AND WRITING CENTER
TH 4th floor; Phone 650-3937; Fax 650-3953
http://rwc.hunter.cuny.edu/
Dr. Steven Serafin, Director

The READING CENTER (http://rwc.hunter.cuny.edu/reading/index.html) works primarily with students who are improving their English language skills through courses in the International English Language Institute, but also offers tutoring to students who may need assistance in comprehension of challenging materials in regular coursework. All Hunter College students are eligible to use the Reading Center's services. The center offers individual and small group tutoring as well as various workshops throughout the semester.

The Center’s tutors work with Hunter students at all levels. Students in developmental courses receive tutoring in skills needed to pass the Reading Assessment Test, as well as help with speed reading and vocabulary development. Students in literature courses work individually with a tutor on comprehending and analyzing assigned material. For developmental students, the Center offers workshops in test-taking skills for the Reading Assessment Test. Workshops in how to read and understand poetry are also offered.

The WRITING CENTER (Phone 772-4212; http://rwc.hunter.cuny.edu/writing/index.html) offers tutorial assistance in writing, free of cost, to all students across the curriculum. Trained undergraduate and graduate tutors from many disciplines work with the Writing Center’s director and coordinator to offer tutorials and workshops on every step of the writing process for every kind of writing assignment. Students may be referred by their instructors or the may attend voluntarily. The Center works with faculty members, supplying, upon request, regular reports on their students’ progress, and offering classroom presentations and consultation on academic writing at all levels, in all its aspects, from sentence-level editing to graduate-level research, from invention to revision to evaluation. The Center is open Monday through Saturday, with evening hours Monday through Thursday. All members of the Hunter College community are welcome.

READING/Writing CENTER COMPUTER LAB

The Reading/Writing Center Computer Lab, which actually consists of four labs with a combined total of 88 work stations, offers a variety of services to both faculty and students to guide them into the world of computing. A variety of free workshops address different levels of skills on Windows 95, Word 97, WordPerfect 7, 8, Email, and the Internet. All labs also have access to the CUNY + library system. Faculty may arrange class visits to the labs by submitting a completed reservation form which is obtained at the Center’s reception desk.

For those who cannot attend seminars, tutorials are available to familiarize faculty and students with programs and services in the lab network. Computer lab assistants are available to answer questions, maintain the hardware and assist with technical difficulties. A library of specialized software is available for ESL and disabled students.
SEEK
E1013; Phone 772-4030; Fax 772-4819 http://guthrie.hunter.cuny.edu/~edu/seek.html or http://discovery.hunter.cuny.edu/~bettye/seek.html
Jorge Fuentes, Chair/Director

The Department of SEEK/SEEK Program offers a developmental college-level, freshman skills curriculum designed to enhance student performance in general college courses. The course of instruction includes a developmental sequence in writing, reading, speaking, mathematics, and the sciences.

The Department offers a variety of supportive services, including seminars on career planning, the Orientation for Success course, group and individual tutoring, personal and academic counseling.

The services offered by the Department are available only to eligible students who choose to enroll in the SEEK Program. The Department of SEEK is administered by the School of Education.

STUDENT SERVICES
E1119, 772-4882

The Office of Student Services provides advice and information to all students regarding College procedures and regulations, course requirements, and curricula. It receives students’ appeals regarding exceptions to academic regulations. It provides information on graduate schools, on scholarships and fellowships in the United States and abroad, and on opportunities to study in other countries. It advises on special programs, including pre-professional preparation, in Law, Medicine, and Dentistry, the CUNY Baccalaureate Program, BA/MA and BA/MS degrees.

Student Services also offers Advising and Counseling Services. Students are encouraged to speak to counselors about anything that concerns them, including requests for information, as well as personal problems with which they may have to deal. Students who wish to drop a course have to speak to a counselor first, and those who are considering withdrawing from school are strongly encouraged to confer with a counselor first. Counselors also offer a variety of workshops to enhance student performance: study skills, test anxiety, test-taking skills, assertiveness training, choosing a major and minor, for example.

The Office for Students with Disabilities is located in E1119, Phone 772-4882 or 772-4891. Faculty members are encouraged to consult the Guide for Faculty and Staff, available at their website: http://studentservices.hunter.cuny.edu/DisabilitiesOffice.html; for further information concerning services for Students with Disabilities. The undergraduate Catalogue under “Services Available to Students,” Office of Student Services. Also, see ‘Disabled Persons’ in “Quick Reference” in this handbook.)

URBAN RESEARCH CENTER
W1611; Phone 772-5518; Fax 772-5593

The Urban Research Center was established to expand scholarship in urban and metropolitan affairs and to involve faculty and students in urban research projects. It serves as the research and services arm of the Department of Urban Affairs and Planning. The center frequently functions as a liaison between governmental and social agencies and Hunter College. The Urban Research Center also plans and coordinates urban research projects and sponsors faculty seminars.
Research studies cover such areas as urban housing, urban transportation, comparative urban bureaucracy, urban political behavior, urban education, intergovernmental relations, and urban ecology. Urban Research Center activities present opportunities for graduate students to work as graduate assistants and to pursue research and applied work in a close working relationship with faculty members. Some of the center’s studies serve as subjects for theses.

WOMEN’S CENTER
E 1214; 772-4931
http://studentservices.hunter.cuny.edu/WomenCntr.html

The Ellen Morse Tishman Women’s Center was created as a support service to help meet the needs of Hunter College women. An outreach program of the Office of Student Services, the Center provides a common meeting ground for students of diverse ethnicities, ages, concerns, and interests. Services include short-term counseling, support groups, and referral to Hunter’s counseling staff as well as to outside agencies.

Programming includes workshops, films, and discussion groups offered throughout the semester. Many events are co-sponsored by the Women’s Center in conjunction with academic departments, student groups, and outside organizations.
V. Quick Reference

Access Center
TH205; Phone 772-5478

The Access Center in Thomas Hunter Hall provides disabled students a space to work on specialized equipment, including:

- IBM compatible computers with voice and enlarging software
- Apple Macintosh computers
- Text Reading Machine
- Raised Line Drawing Kits
- Large Print Dictionaries
- Scanners
- Text Magnifiers
- Tape Recorders
- Talking Calculators
- Braille Writer

Training for specialized equipment is available, free of charge, throughout the term via seminars and tutorials. The Center also serves as a meeting place, giving students the opportunity to study, compare notes and socialize. Hours are Mon - Thurs 11:00-8:00, Fri 10:00-3:00.

Access to Buildings

The buildings are open from 7AM to 11PM Monday through Friday. Faculty should carry proper identification (a Hunter ID card) and be prepared to sign the register book in the lobby. If you wish to use the building when it is officially closed, ask your Department Chairperson to notify the Security Office that you will be in the building.

Academic Computing – see Instructional Computing

Animal Care and Use

The Institutional Animal Care and Use Committee reviews all instructional and research uses of animals, which are housed primarily in Hunter’s animal facility at the 68th Street Campus and also at the Brookdale Campus. The Committee works closely with the Manager of Animal Facilities and the Office of Research Administration.

ATM

There are three ATM’s located within Hunter College. Their locations are: 3rd Floor Lobby of the East Building, 1st Floor Lobby of the West Building, and the Brookdale West Lobby. These ATM’s are part of the Cirrus, PLUS and Star networks and are maintained by an outside vendor. Only cash withdrawals and balance verifications can be made at these machines. Deposits are not accepted. If any problems are encountered, there is a toll free telephone number posted on the machine.

Audio-Visual Services

N333; Phone: 772-4945; Fax: 772-5626
Greg Crosbie, Director of Instructional Services
http://www.hunter.cuny.edu/oicit/av/

Audio-Visual Services Department supports the instructional programs of Hunter College. The department provides audio-visual equipment, training in the operation of A/V equipment for faculty, staff, administrators, and students. The A/V Services Department also provides technical assistance for
classes in the West Building Lecture Halls, 714W, 615W, 511W, and 415W. It also maintains a film and videotape library for the instructional program. Faculty may find out about these materials by coming to A/V and looking through the catalogue, which is not available online.

Requests for audio-visual services must be submitted in writing. A/V recommends that you use our audio-visual request forms, and that you submit requests at least a week in advance. Request form may be obtained in the Audio-Visual Services Department, room 518 Hunter North Building. For information concerning scheduling of A/V equipment for off-campus use, please contact the scheduling desk at 772-4943, or -4944. Requests for most A/V services should be submitted at least a week in advance. For a description of the full range of services offered by A/V, check the website, or call and arrange to visit their facility.

AUXILIARY ENTERPRISE BOARD

The Hunter College Auxiliary Enterprise Board (AEB) is an association of students, faculty and administrators that allocates revenue generated by the college bookstore and photocopiers. Funds are available for college-related projects sponsored by students, faculty, staff and departments. The AEB generally funds proposals ranging from $200 to $1,500, assuming all other criteria are met. Projects typically funded include:

1. Extracurricular Educational Programs
2. Cultural and Social Activities
3. Student Government
4. Assistance to Chartered Organizations
5. Recreational and Athletic Programs
6. Community Service Programs
7. Enhancement of the College and University environment

Information and applications may be picked up at the Dean of Students Office (Room 1119 HE), at the office of the Vice President of Administration (Room 1702 HE), in the Undergraduate Student Government office (Room 121 HN), Brookdale Residential office (BCN 117), or Graduate Student Association (Room 218 TH). Any questions regarding the application process should be directed to Schubert Leroy at 772-4558.

BUDGET OFFICE
E1601; 772-4541; Fax: 772-4399

The Budget Office consists of the Budget, Financial Control, and Purchasing Departments. The Budget Department prepares the annual State and City budget requests and maintains an on-going review of the College’s budget condition. Financial Control monitors the College’s budget expenditures and procures financial reports. The Purchasing Department obtains all College supplies, equipment, and services, in accordance with State and City purchasing procedures.

BUILDINGS & GROUNDS – see FACILITIES MANAGEMENT & PLANNING

BUSINESS OFFICE
E1607; 772-4475; Fax: 772-4399

Responsibility for the Accounting Department, the Accounts Payable Department, the Bursar’s Office, the Financial Aid Processing Center, Property Management, and the Payroll Office rests with the Business Office, under the supervision of the Director of Finance and Business Affairs. The Director also serves as the audit liaison for the College.
CALENDAR

There are two calendars that faculty members need to know about: one issued by The City University, the other by the Provost’s Office.

The University calendar lists the first day of class, registration days, holidays, all days when College is in session and times when it is not. All faculty members, including Department Chairpersons and advisors, are issued copies of this calendar, which is vital for planning class work and assignments. The Registrar uses it to schedule official dates for withdrawal from classes, last dates for receiving full tuition refund, etc.

A second calendar, issued by the Office of the Provost, lists by month the dates scheduled for regular Departmental meetings, Senate, and Faculty Delegate Assembly meetings. The purpose of this calendar is to hold the dates for those events so that the PSC, the FDA and the Senate, for example, can count on their members to be free to attend meetings. Departments and committees are urged not to call meetings or schedule activities that would conflict with the dates set aside for the pre-scheduled meetings. This calendar is distributed to all Deans, Department Chairpersons, and Program Coordinators. It is available for faculty in the FDA office (E1414).

CENTRAL RESERVATIONS
W711; 772-4872; Fax 772-4780

To obtain space for temporary use (meetings, readings, etc.) in all rooms including classrooms, lecture halls, auditoriums, and lounges, apply to Central Reservations. Since space is at a premium, and a request form must be filled out, it is advisable to reserve rooms well in advance of your event. Some spaces at Hunter are reserved more than a year in advance.

CLIMATE CONTROL

On the day that your classroom’s temperature sinks to Freeze or rises to Fry, please refrain from tampering with the thermostat. Call Facilities Management at X4385, and someone will come to your rescue.

CLOSINGS

If Hunter, or The City University as a whole, is closed for snow or other emergencies, needed information will be announced over radio station WNYC (93.9FM or 820AM).

COLLEGE ASSOCIATION
TH214; 772-4510

The College Association monitors the expenditure of Student Activity Fees, in accordance with the University Fiscal Handbook, specifically: “The College Association shall have the responsibility for the supervision and review over all college student activity supported budgets. It shall review for conformance with expenditure categories and shall disapprove any allocation or expenditure it finds does not so conform or is inappropriate, improper or inequitable.”

Membership consists of 13 individuals constituted as follows: 3 administrative members; 3 faculty members; 5 undergraduate students (including the Undergraduate Student Government President); the Graduate Student Association President; and the College President or his /her designee as chair.

Michael Escott, Senior Associate Dean for Student Life (772-4876) currently serves as chair.
COLLEGE LABORATORY TECHNICIANS

College Laboratory Technicians are non-classroom members of the permanent instructional staff in tenure-bearing titles. According the CUNY By-Laws, they “shall perform laboratory functions and other technical duties of a highly skilled nature which are reasonably related to such functions but which are nevertheless non-teaching.” While CLT’s may be requested to perform laboratory demonstrations, they are prohibited from performing teaching functions. Laboratory instructors, not CLT’s are responsible for teaching, and are required to be present for the entire session, until the last student has left the lab. If a CLT is asked to teach a laboratory session, he/she must be compensated as an adjunct instructor. CLT’s may attend departmental meetings and may vote in all departmental elections, except those for Chair and for the P&B Committee.

COMMENCEMENT

Faculty members are expected to attend both spring and winter Commencements, as these ceremonies are meaningful to graduates and their families. Caps and gowns may be rented through the Bookstore (650-3970).

COMPUTER LABS

For a current list of labs and their schedules, consult the Hunter College website: http://www.hunter.cuny.edu/oicit/ics/Other_College_Labs/other_college_labs.html. However, the largest concentration of work areas is in OICIT (HN1001), with several different rooms, each equipped with 10-25 computers (two Macintosh). The lab with the longest hours is the Library Computer Learning Center (650-3614). OICIT labs may be scheduled for instruction by calling 772-5224. Research training, in cooperation with a librarian, may be scheduled by calling 772-4137. Lab use is defined in posted rules and regulations for each facility, and all labs are subject to the Rules and Regulations of the College.

COMPUTER TRAINING

OICIT maintains a training center for faculty and staff on the Commons Level (C104) of Hunter North, offering seminars and hands-on instruction programs in the effective use of any technology application supported by OICIT. Computer-Based Training (CBT) programs are available for self-paced learning in the center. Training sessions are also offered periodically at both the Brookdale and Social Work campuses. Consult the OICIT website: http://www.hunter.cuny.edu/oicit/

COPYRIGHT AND ‘FAIR USE’

Copyright is a property right established by the U.S. Constitution, designed to promote progress by ensuring that the author of information and/or creative works may reap the benefits of his or her original work for a specific period. Works of authorship include: literary works; musical compositions (lyrics as well as music); dramatic works; pantomime and choreographic works; pictorial, graphic and sculptural works; motional pictures and other audio-visual works; sound recordings; and electronic information. In 1998 Congress passed the ‘Digital Millennium Copyright Act,’ intended to bring copyright law into the digital age, and the ‘Term Extension act,’ which harmonized U.S. and European copyright standards, and included significant changes to copyright protection, especially with regard to the public domain.
One of the most important of the limitations on the rights accorded to copyright owners is the doctrine of fair use, which is specifically applicable to teaching, research, and scholarship. The law outlines four factors to be considered in determining whether a particular use is fair: the purpose and character of the use—whether such use is commercial or is for nonprofit education purposes; the nature of the copyrighted work; the amount and substantiality of the portion used in relation to the work as a whole; and the effect of the use upon the potential market for, or value of the copyrighted work. Still, the distinction between fair use and infringement may be unclear and not easily defined. Faculty should also be aware that acknowledging the source of any protected material does not substitute for obtaining permission from the copyright holder. Further information may be obtained at http://fairuse.stanford.edu/, a website maintained by the Stanford University libraries, with links to other excellent resources. A valuable resource for faculty questioning the application of the fair use doctrine in the creation of electronic courses and course webpage is Optimizing a Course Web Page: Didactic, Legal, and Technical Issues at http://maxweber.hunter.cuny.edu/socio/deep-linking.htm.

COUNSEL TO THE PRESIDENT

The Dean of Student and Faculty Relations/Special Counsel to the President serves as liaison between the College and the CUNY Office of the General Counsel and Vice-Chancellor for Legal Affairs, and in consultation with that officer advises the President on legal matters, including proceedings before federal, state and local courts, and administrative bodies. The Special Counsel also advises administrators, faculty, and responsible committees on such matters as governance, academic grade appeals, and experiments involving human subjects, student disciplinary proceedings, and sexual harassment complaints. Other responsibilities include: the preparation or review of contracts, and other financial documents; the preparation or review of cooperative agreements for clinical and internship programs; supervision of access to employee and archival records under the Freedom of Information Act; service on the Hunter College Affirmative Action Committee, the Section 504 Committee, and other committees as assigned; and advising the Office of Institutional Advancement on legal documents pertaining to fund raising.

DISABLED PERSONS

Office for Students with Disabilities
E1121; 772-4857; Fax: 650-3449
Director: Jane Davis

Hunter provides support services and accommodations to guarantee students with disabilities access to the academic environment. Those covered by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act include students with mobility, visual and hearing impairments. Also included are students with learning disabilities, psychiatric disorders or any medical condition which limits one or more of life’s basic functions. Those in recovery from alcoholism or other chemical dependencies and those with AIDS/ARC or who are HIV-positive are also eligible. Documentation is required and is kept confidential. The Section 504 Coordinator for the Disabled, Prof. Tamara Green (W1425A, 772-5061).

Faculty should keep in mind that disabled students may have special needs, such as help in note taking, the need to sit nearer the blackboard, or extra time for taking examinations. The Office for Disabled Students notifies faculty members at the beginning of each semester about students who may need special attention, and can provide guidance or further information.

A special computer lab, complete with a variety of adaptive technologies, the Access Center, is maintained in Thomas Hunter (Room 205, 772-5478).

DISTANCE LEARNING AND VIDEOCONFERENCING
Distance learning occurs in some individual courses at Hunter College to allow students at remote sites to participate in classroom instruction using videoconferencing technology. The Distance Learning Center is a state-of-the-art facility housed at the School of Social Work on 79th Street. It allows for two-way audio-visual conferencing using ISDN connections and the City’s INET fiber network. It seats up to 34 people comfortably, with capacity for larger groups. To request a tour of the site, or to arrange for its use, contact the Distance Learning Center at 452-7108.

A second facility, which connects to the CUNY Media Distribution System, is housed at 68th Street, and seats 14 people. The CUNY System is used primarily to teach classes between different campuses of The City University. It also has ISDN to allow connections to anywhere in the world.

DORMITORY – see RESIDENCE HALL

DUPLICATING
Duplication Services, N352A
772-4341
Angel Vega, Supervisor

The College supports duplicating required for classroom needs at two different locations with two different purposes.

Duplication Services (N352A; 772-4341) provides multiple copies, collated if more than two pages are in the sequence. Originals must be of sufficient quality to be accepted by the automatic document feeder. Books are not accepted for copying. Please consult the Duplication Services guidelines for other specifics. You will also need to speak with the departmental secretary concerning your photocopying allowance. When large numbers of copies are made for class use, faculty may choose to pay Duplication Services, and then charge students for these materials. The center is normally open from 9-6 Monday-Thursday and 9-5 on Friday.

On the Brookdale Campus the Duplicating Center is located on the main floor of the West Building. That Center serves programs in Nursing and Health Sciences, as well as the Brookdale Center on Aging. Since it issues its own policies and procedures, it is wise to check get a copy of them, if you will be using those services.

Photocopying policies differ at the School of Social Work. Check with your Program Director or Department Chair or Departmental secretary.

The library will provide photocopies of journals to which it subscribes for research and teaching purposes. Request forms are available in E314 or at the 4th floor Reference Desk in the main library, as well as at both the Health Professions and Social Work Libraries. These forms, accompanied by the material to be copied, should be left in the Microform Center on the 4th floor of the main library, or at the Circulation/Reserve desks at Health Professions and Social Work. Copyright regulations apply to all requests.

ELEVATORS

Elevators are in operation while buildings are open. In the West Building, the elevator closest to the 3rd floor cafeteria exit, runs from there down to the sub-basement. It gives persons with disabilities access to the street level without having to use the escalators. For access to the East Building, persons in wheelchairs, or who do not want to use the escalators, must enter through the West Building, then cross
the bridge across Lexington Avenue, either on the third floor or on the seventh. Elevators serve all nine floors of the library.

Note: It is advisable not to transport audio-visual equipment, lab animals, or bulk material during the change-of-class intervals, if it can be avoided. The elevators and hallways all are extremely congested at those times.

EMPLOYEE ASSISTANCE PROGRAM
E1305, Phone 772-4051
http://guthrie.hunter.cuny.edu/~eap/

The Employee Assistance Program (EAP) was established in 1983, with the participation of the Hunter College School of Social Work. The EAP is managed and staffed by New York State certified professional social workers, including faculty from the School of Social Work. It provides a high level of professional service, and has served as a model for other programs in academic settings. It is recognized by work organizations and professional institutions, including the National Association of Social Workers (NASW), the Council on Social Work Education, and EAP’s in Higher Education.

A family-focused professional social service, the EAP offers information, education, and counseling services (individual, group, and family), as well as referral. These services, which may be difficult to obtain or use elsewhere, are available to the entire college community—faculty and staff—and their families. They are free. Participation is voluntary and absolutely confidential, as provided in law.

ENVIRONMENTAL HEALTH AND SAFETY OFFICE
E1605A; Phone 772-4462; Fax 772-5385
Ricardo Franco, Director

The Environmental Health and Safety Office issues procedures which outline current policies for faculty and staff who work with hazardous waste. Copies of policy guidelines on asbestos management at the College are also available from the Office.

FACILITIES MANAGEMENT & PLANNING
NC0062; Phone 772-4422; Fax 772-4387

The Department of Facilities Management & Planning is responsible for the maintenance of all buildings and grounds.

FACULTY DINING ROOM

Located on the 8th floor of the West Building, the Faculty Dining Room offers salads, sandwiches, and hot meals to members of the Hunter College community and their guests. Tables may be reserved in advance at 772-5940. Catering services are available for College events.

FINANCIAL AID
N241; Phone 772-4820

http://www.hunter.cuny.edu/finaid/
Faculty should be aware that there are many financial aid options available to students who meet certain eligibility criteria. The current Undergraduate Catalogue includes sections on ‘Financial Aid’ and on ‘Scholarships, Prizes and Awards.’ Other useful information is available on the Financial Aid Office website (http://guthrie.hunter.cuny.edu/finaid/), or from the Library, which houses a large collection of Reference materials regarding scholarships and other grants (4th floor Reference area).

FIRE EMERGENCIES

Every semester fire drills are to be held to test the system and to acquaint faculty and students with the proper procedures in case of fire. Instructions are posted prominently over all exits. Faculty are encouraged to volunteer as marshals.

A. If you see a fire, do the following:

1. Call the Fire Department (911), or
2. Call the Security Emergency Number 772-4444, or
3. Pull the Fire Alarm
4. Then, Follow the Procedures Below
   a. Evacuate your area.
   b. Close but do not lock doors.
   c. Follow instructions transmitted over the public address system.
   d. Proceed to evacuate the building through designated exits.
   e. Evacuate to street if not directed otherwise over the public address system.
   f. Before entering any stairwell, touch the door with the palm of your hand.
      If it is warm or hot, do not enter the stairwell. Proceed to the next stairwell.
   g. When leaving the building keep your head turned to the center of the stairway.
   h. Walk downstairs—do not run. Do not panic. Remain calm.
   i. It is dangerous to use elevators during an evacuation.
      Use elevators only when authorized to do so by Fire Emergency Personnel.
   j. When using the down escalators, make long and wide turns going from one escalator to the next escalator in order to prevent congestion.
   k. When you are outside the building move away from the entrance approximately two hundred feet.
   l. Wait for the all clear signal before re-entering the building.

FIRE SAFETY PLAN FOR THE DISABLED

This Fire Safety Plan for The Disabled is established to provide for the safety of the disabled members of the Hunter College community and disabled visitors to the College in the event of a fire or other life-threatening emergency. The plan will be implemented in any situation in which there may be a need to relocate disabled persons to a safe location.

The Fire Safety Plan for the Disabled identifies the New York City Fire Department as the agency having the primary responsibility for relocating any disabled person from an endangered floor to a safe location. However, if the Fire Department or other New York City emergency agency response is not exercised in a timely fashion, and the situation requires immediate removal of disabled persons, College Safety and Security Personnel will transport such individual or individuals to a safe location.

Orientation to the Fire Safety Plan, including the relocation procedures, will be provided for disabled faculty, students and staff yearly under the auspices of the 504 Committee. Orientation for new disabled students will be included in the orientation program for entering freshmen.
More details on the Fire Safety Plan for the Disabled are available in the Graduate Catalog or through the College website (http://registrar.hunter.cuny.edu/catalog/Graduate/descriptions/fire%20safety%20plan.htm).

**FOOD SERVICES**

An assortment of food services is available. The whole College community uses the Coffee Station at street level in the West Building, the Snack Bar on the second floor of the West Building, and the 3rd floor Cafeteria (West). The Faculty Dining Room (8th floor, West) is reserved for faculty, alumnae(i), and non-students.

**GUEST SPEAKERS**

When Faculty considers inviting guest speakers to the College for special events, or guest lecturers for classroom enrichment, the following issues should be kept in mind.

First of all, guest speakers may not conduct a class session in the absence of the instructor, unless appropriate procedures for the hiring of a substitute have been followed.

Secondly, faculty should discuss their intention to invite a guest speaker with their Department Chairperson or other supervisor, so that appropriate security measures can be taken (when indicated) and financial arrangements made (when necessary). No speaker should be invited before formal permission has been granted. No promises concerning honoraria, expenses, fees, or other financial remuneration may be made until permission is given by the chairperson or supervisor. Where payment will be made from grant funds, check in advance with the chair for appropriate procedures.

For the purpose of paying a speaker, the faculty member must ascertain the speaker’s address and social security number, and notify the speaker to provide the appropriate chairperson or college official with a c.v. and all original copies of bills, marked “paid” (in the case of expenses that have been previously agreed upon) for reimbursement. Consult with the chair as to what expenses may be reimbursed.

**HUNTER-L**

Created by the Faculty Delegate Assembly and the Senate to share news and discuss issues of importance to the college community as a whole, you may join the list by sending this message: Subscribe Hunter-L to majordomo@hunter.cuny.edu, or visit the FDA website (www.cuny.edu/fda) and select Subscribe to Hunter-L from the menu. During the six years of its existence, the list has proven an excellent source of information about what’s going on at Hunter.

**ID CARDS**

Faculty are advised to carry their Hunter identification cards, as they are needed to enter most campus buildings, to pick up checks, to borrow books from the library, and to gain access to other CUNY campuses. There is a $5.00 replacement charge for lost ID cards.
INFECTIOUS WASTE

Following Federal Medical Waste Tracking Regulations, all potentially infectious materials, cultures, stocks, contaminated paper and plastic, human waste, tissue, blood, and contaminated animal wastes must be red-bagged as regulated medical waste. Depending on the nature of the waste, the items should be red-bagged and autoclaved by trained personnel. These bags are then packed for disposal by a private licensed medical waste hauler. All sharps (needles, lances, pipettes, and broken glass, whether in contact with infectious materials or not) must be placed in designated containers and disposed of also as regulated medical waste.

Supervisors of staff members working with the above materials must impress on them the importance of observing these practices; failure to do so creates a dangerously unhealthy situation and subjects the College to stiff penalties. Consult the Environmental Health and Safety Officer (772-4462; fran.erlitz@hunter.cuny.edu) for correct procedures.

INSTRUCTIONAL COMPUTING AND INFORMATION TECHNOLOGY

Computer labs - 10th Floor North; Phone 772-4660
Administrative Offices - N116; Phone 772-4946; Fax 650-3399 http://www.hunter.cuny.edu/oicit
Franklin Steen, Executive Director

The Office of Instructional Computing and Information Technology (OICIT) provides a 250-seat computer work area in 1001 Hunter North for Hunter students, a 10-seat faculty development room, a 10-seat computer training room and two distance learning centers. Other services available to faculty, students and staff include: computer training, consultation, audiovisual services, teleconferencing and videoconferencing services, telephone and voice mail services, computer networking services (on-campus and off-campus), software licenses, and student information services. The access to and use of these services and facilities are outlined in posted rules and regulations for each facility and are subject to the rules and regulations of the College.

Computer work areas are managed in several areas of the College and on each of its five campuses. Hours, locations and a general description of the facilities available in each area are given on the Hunter College Web site: http://www.hunter.cuny.edu. Choose “Faculty & Staff Services” at the bottom of the page, then “Learning Centers & Computer Laboratories.”

KAYE PLAYHOUSE

Ground floor, North Building; Phone 772-4448.

The Sylvia and Danny Kay Playhouse, opened in 1993, is one of the finest performance spaces in Manhattan. It hosts exciting international music, dance, and theatre events, while maintaining close ties with the Hunter Music Department and the Dance Program. For many performances, discounted tickets are made available to Hunter students.

KEYS

If a faculty member at the 68th Street campus or at the School of Social Work (129 E. 79th Street) loses his/her office keys, he/she should contact Security (772-4521), which will write a report. Fill out a Facilities work order requesting the required key (http://facilities.hunter.cuny.edu/). A written memo is acceptable, too. Facilities will make the key and contact the requester when it's available. If you have questions, call Facilities at 772-4422.
LOCKED OUT

When a faculty member is locked out of his/her office, he/she should contact the Security Office at 772-4447 and explain the problem. The faculty member should be prepared to give his/her name, department and telephone number, as this information must be verified before Security will send an officer to open the office in question.

The faculty member will be asked to show a Hunter ID, or other means of identification. If a given faculty member does not appear in Security’s authorization list as having clearance to gain access to a particular room or office, Security personnel will not open the area.

LOST AND FOUND

E1119; 772-4927; http://studentservices.hunter.cuny.edu/landf.htm
Hours: 10:00AM to 3:00PM Monday through Thursday, 10:00AM to 1:00 PM on Friday

Found articles may be brought to the Lost and Found office during the above hours or may be deposited in the safes located on the first floors of the North and West Buildings. The College community is encouraged to deposit found items promptly, in order to ensure a return to their proper owner. Lost articles may be picked up in Room 1119 East in the Central Files Area during the hours listed above. Suitable identification is required to claim property. At the School of Social Work, inquiries concerning lost or found items should be directed to the 5th floor receptionist (452-7085) and at Brookdale to room N117 (481-4310).

MAILROOM

772-4346

The Main campus Mailroom is located in N352B and is open Monday-Friday from 9-5. There is a window open Monday-Thursday between 5-6. Mail is distributed through departments. Pick-up time is 11:15-11:45AM and delivery is between 2-3PM. Bulk mail requires prior notification. Six to eight weeks are required for Third Class mail to reach its destination. Since policies were under revision at the time this handbook was produced, check with the mailroom for a current list.

On the Brookdale campus a mini-mailroom (usually referred to as the Post Office) is located on the first floor. Faculty members are assigned mailboxes, where telephone messages and incoming mail are placed on a daily basis.

Faculty mailboxes are located on the fifth floor at the School of Social Work.

MEDIA RESOURCES (see also AUDIO-VISUAL SERVICES)

N333; Phone: 772-4945; Fax: 772-5626
Greg Crosbie, Director of Instructional Services and Instructional Computing and Information Technology
http://www.hunter.cuny.edu/oicit/av/

Classroom projection equipment, including multimedia computer stations, slide projectors and VHS projectors, is available for all lecture halls, and may also be used in most classrooms. A small film library is housed at N333, the Hunter College Library also has a video collection. Satellite downlinks allow for viewing of satellite programs at 68th Street, or the event may be taped for later viewing.
For faculty who teach large sections and would like to speed up the exam grading time, scanners which will read student answers from a 'bubble form' and record results in an electronic file are available.

MEDICAL EMERGENCIES
Medical Office
N307; Phone 772-4800; Fax 650-3254

In case of medical emergency call X4800. The Medical Office is open Monday-Thursday from 9AM-9PM and Friday 9AM-5PM. If a sick or injured person is unable to walk to the Office, a paramedic will come to him/her. In cases where the paramedic judges that it is not safe to move the patient, an ambulance will be called. In non-emergency situations, patients are advised to consult their own physicians. Patients who do not have physicians are advised to consult one of the referral services operated by several New York hospitals.

For students, services include physicals with consultation for general health care, limited rapid tests (Strep, TB), and vaccinations (flu shots, hepatitis B, tetanus). Access to affordable follow-up care is available by Cornell Internal Medicine Associates of New York Hospital and Weill Medical College of Cornell University.

OICIT (Office of Instructional Computing and Information Systems)
N116 (Main Office); Phone 772-4946; Fax 650-3399
http://www.hunter.cuny.edu/oicit

OICIT provides access to information and communication technology, training and support for students, faculty and staff throughout the Hunter community for the purpose of instruction, research and administration to fulfill the mission of the College. College-wide support of telephone, videoconferencing, satellite and computer networking communication systems, information systems, campus file servers, campus e-mail, distance learning and audio-visual equipment distribution are all included as services of OICIT.

OMBUDSOFFICER
E1016; 772-4203; Fax 772-4206
Mark Weinstock

Any member of the College community with a complaint, grievance, or question can ask assistance of the College Ombudsofficer. Where proper channels for remedy exist, the Ombudsofficer will offer advice and referral. Where no such channels have been established, the Ombudsofficer will negotiate to resolve the problem. The Ombudsofficer also acts as an impartial source of information about, and interpretation of, the various regulations and rules governing all aspects of the academic and administrative life at Hunter College. All matters are kept strictly confidential.

PAYCHECKS
Paycheck Distribution
Commons Level, West Building for pickup
Phone 772-4324; Fax 772-4411

Faculty may arrange with Payroll for electronic deposit of paychecks by filling out a form available in E1501. You may also make arrangements (E1501) to have your check mailed, or you may pick it up in person. A current valid Hunter ID card is required to pick up a paycheck. Everyone is urged to claim his/her check on payday, or as soon as possible after that date. If three checks go unclaimed, the checks are returned to the State (or to the City), and the payee is removed from the payroll. If this occurs, the faculty member or employee must go to Human Resources to resolve the problem. Unless proper
authorization is supplied, no one else may claim your check. If you lose your ID card, proof of employment (e.g. an appointment letter) must be provided to Human Resources, who must also verify your signature. The annual distribution of W-2 forms is made within 48 hours of their receipt from the CUNY Central Office. Unclaimed W-2's are mailed at the end of February.

Social Work and Health Professions faculty who wish to have their checks distributed regularly to their campuses must submit a written request, delivered in person, to the Paycheck Distribution Center (North 238 at the 68th Street campus).

At the Brookdale campus and at the School of Social Work, a person previously identified by the Bursar’s Office picks up all the checks requested for delivery in the Bursar’s Office on Wednesday after 3PM. The checks are then distributed on payday at Brookdale and at Social Work. Any check that is not picked up there is kept until Friday of the following week, when it is returned to the Bursar’s Office. On the subsequent pay date, they are returned with the new checks. No more than three checks may be accumulated.

PHOTOCOPYING – see DUPLICATING

PLAGIARISM see Academic Honesty and Plagiarism (p. 14-15)

RECOMMENDATION LETTERS FOR STUDENTS

Faculty members are frequently asked by students to write recommendations for them for a variety of purposes: scholarships, employment, Pre-Med and Pre-Law files, admission to graduate schools, etc. While faculty are expected to support students’ efforts, they are free to decline a request for such a letter. Faculty members are expected to write recommendation letters only at the student’s request.

Pee-Med and Pre-Law students may make this request early in their college careers. A Pre-Med committee comprised of fine faculty members considers and evaluates each student’s file, makes recommendations, suggests appropriate schools, and includes the recommendation letters on file. There is no committee for Pre-Law students, who are counseled by their Pre-Law advisor, but similar procedures are followed.

RECREATION
B315 West, Phone 772-4912
http://studentweb.hunter.cuny.edu/~athletic/rec

Sportsplex Facilities include:

* 5 indoor racquetball/volleyball courts
* swimming pool
* 2 basketball gyms
* 2 indoor tennis courts
* 3 volleyball courts (Olympic style)
* fitness/weight room
* aerobic/step room
* combative gym

Faculty, as well as students, staff and alumni are eligible to participate in the college Recreation Program. A valid Hunter ID, along with a Medical Activity Card, is required. Faculty should visit the Recreation Office for complete information. Additional recreation facilities are available at the Brookdale campus.

RESIDENCE HALL
Office of Residence Life
425 E. 25th St., N117
Phone (212) 481-4310
http://www.hunter.cuny.edu/~reslife/

A residence hall for Hunter College students is located in the North Building at the Brookdale Campus. In this 12-story complex, 11 floors house undergraduates and one floor is reserved for graduate students. The dormitory can accommodate some 600 students.

SECURITY
WB122 West; Phone 772-4447; Fax 772-4819
Louis Mader, Director, Office of Public Safety

The Hunter College Department of Public Safety and Security consists of 75 security personnel, dedicated to the safety of the college, its students, faculty, and staff. Officers in the department are assigned to both fixed and roving patrol. While on fixed post they answer questions and provide directions to those persons not familiar with the college. While conducting patrols in all buildings, they report hazardous or unusual conditions.

SUBSTANCE ABUSE

The Employee Benefits Program provides for New York City employees and retirees enrolled in the GHI-CBP Optional Rider full Blue Cross coverage for five days of in-patient detoxification and 30 days of in-patient rehabilitation treatment for alcohol and detoxification and 14 days for drug abuse). The total coverage including the optional rider’s benefits is ten days for alcohol detoxification and 19 days for drug detoxification. Contact Fringe Benefits (772-4512) or the Employee Assistance Program (772-4051) for more information.

SUPPLIES

Supplies are obtained from the departmental secretary or other designated person. Evening instructors should request supplies from the evening representative in their department.
The Teaching Learning Center was formed to promote more effective teaching and learning at Hunter to guarantee that all students at Hunter will benefit as fully as possible from their education here. TLC has as its focus: promoting excellence for individual instructors, supporting research about teaching and learning, devising ways to improve student learning, and incorporating technology into instruction. Major Center activities include: workshops on topics of interest to faculty and a LISTSERV concerning the teaching aspects of faculty positions. The Center provides mentors, sponsors research, maintains a library and serves as a clearinghouse on teaching and learning. Consultations with any department, faculty member, or group of faculty members are available. The Center's website provides complete information.

The Center also has a special interest in language diversity as a classroom resource and in the enculturation of first generation college students.

**TELEPHONE**

Faculty members are expected to use their phones for business purposes only. Most telephones assigned to faculty on the 68th Street Campus can be used to dial toll-free numbers, but no other out-of-town or information numbers. In case of personal emergencies, consult the departmental secretary. Instructions for using voice mail should be provided by your department. Faculty members are expected to reimburse the College for personal calls made from Hunter extensions. The College telephone directory is available online (http://cfml.hunter.cuny.edu/phonebook/) and a printed version is distributed periodically.

**TRANSPORTATION BETWEEN CAMPUSES**

During the academic year, Hunter provides free shuttle bus service for student and faculty travel between the Main Campus and the Brookdale Campus, Monday-Friday. The bus leaves the Main Campus (Lexington & 68th) on the hour, beginning at 8AM and ending at 10:10PM. It leaves the Brookdale Campus (425 E. 25th St.) on the half hour, beginning at 7:30AM and ending at 9:25PM. No service is available from 12:00-12:30 from Monday to Thursday, after 1PM on Fridays, nor on weekends. Be prepared to show your Hunter ID in order to use the bus service.

**VENDING MACHINES**

At present most of the vending machines on the 68th Street Campus are managed by the current food services contractor for the College (Sodexo for 2008-2009). The commissions received by the College are used to replace cafeteria-related equipment. The contract for this service is reviewed by the Auxiliary Enterprise Board, chaired by the Vice President for Administration.
ENDNOTES


ii. Ibid.


v. Ibid.


ix. Ibid.


xiv. The names for these categories have been established as part of the CUPS system. The CUPS use of the word “Personal” is not the same as its use in the policy. The use in this policy conforms to current CUNY practice. (Personnel Records Policy, p. 2, dated 4/14/88)

xv. The names for these categories have been established as part of the CUPS system. The CUPS use of the word “Personal” is not the same as its use in the policy. The use in this policy conforms to current CUNY practice. (Personnel Records Policy, p. 2, dated 4/14/88)
xvi. Named for New York Assemblyman Anthony J. Travia, who sponsored the legislation making this leave possible.

xvii. Library Services for Faculty, 2002-2003.


ii. Ibid.


v. Ibid.


ix. Ibid.


i. The names for these categories have been established as part of the CUPS system. The CUPS use of the word “Personal” is not the same as its use in the policy. The use in this policy conforms to current CUNY practice. (Personnel Records Policy, p. 2, dated 4/14/88)

ii. The names for these categories have been established as part of the CUPS system. The CUPS use of the word “Personal” is not the same as its use in the policy. The use in this policy conforms to current CUNY practice. (Personnel Records Policy, p. 2, dated 4/14/88)
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