

# MINUTES

## Meeting of the Hunter College Senate

### 2 April 2008

- 1 The 487<sup>th</sup> meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.  
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- 3 **Presiding:** Richard Stapleford, Chair  
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- 5 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.  
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7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate,  
8 and clickers were distributed to them.  
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- 10 **Minutes:** The Minutes of February 20<sup>th</sup> and March 5<sup>th</sup> were approved as distributed.  
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- 12 **Report by the** The following is a summary statement of President Raab's report to the Senate. She said:  
13 **President:**
- 14 "As we speak, the budget is being negotiated in Albany. The conferences have restored \$90M to  
15 the CUNY budget. Unfortunately, the \$90M has to cover SUNY, CUNY, some private programs,  
16 and some cuts in TAP. So, we really don't know what is going to happen. There will be no budget  
17 increases this year, that is certain, but the hope is that if there are cuts they will be small. We really  
18 should know that in the next few days.  
19
- 20 On a more positive note, we are in very active negotiations to make sure that the new building for  
21 the School of Social Work, which we will be talking more about for the next few weeks, is  
22 funded. There is a lot of legislative interest. As many of you remember, the building was proposed  
23 for Harlem but we did lose the original site. Major league baseball beat us out. They did want to  
24 lease the space. We are going to buy so that the School of Social Work will have a long term home  
25 without being in a lease situation. This has given us an opportunity to look very hard for sites, and  
26 there have been certain things that Social Work faculty had asked us to do if we were to find  
27 another site. We have been trying to respond to those. The good news is that there is a lot of  
28 interest by many elected officials. I had actually talked to Governor Paterson before he was  
29 Governor. I don't think there will be drastic cuts, but I am not sure that all the cuts will be  
30 restored.  
31
- 32 On a happier note I want to mention a few initiatives. One is to give some thought about whether  
33 you would like to participate in the Summer Technology Initiative, which I mentioned in my *Open*  
34 *Line*. We will be putting out more specific details in the next two weeks. The purpose here is to  
35 support faculty over the summer who would like to integrate technology into their teaching. Our  
36 goal is to increase the number of faculty who use technology in a classroom. I just left a meeting  
37 of the Student Government and there is an incredible desire on the part of the students to have  
38 more faculty use blackboard, to post syllabi before the class starts so that they can have a sense of  
39 what is being offered in a class, and to have discussion groups as a part of the courses. The  
40 student demand is enormous and I urge you to help us try to meet this. It is incredibly important.  
41 As I have said before, even with our wonderfully affordable tuition and the phenomenal faculty  
42 here, we are going to start to lose students over time if we are not going to be competitive. The  
43 next generation lives by clicking and that is all they do. That is how they live. It is different kind  
44 of thinking, a different kind of living, and a different kind of learning. They will be here soon as  
45 students, and we have to keep up. This initiative is designed by Frank Steen with significant input  
46 and leadership by Manfred Kuechler and a few other faculty. We will be making a broader  
47 announcement about how to apply and we will have stipends.  
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54 We had a lot of interest last year in the faculty laptop initiative in which we funded half the cost.  
55 We will be continuing that program in the fall, so people should think about that.

56  
57 Another new initiative has also received a lot of interest and that is the student engagement  
58 initiative where we are supporting faculty request to take students to an extra-curricular activity  
59 related to their course work, e.g. visits to science museums, or projects, or museums, or theater, or  
60 just sometimes going out for a social occasion to continue a discussion, student opportunities to  
61 do research for faculty, and student opportunities to travel with faculty to conferences. We have  
62 already granted over \$50,000, and we are getting some great feedback. Please, think about that as  
63 well.

64  
65 I want to just bring to the Senate's attention the release of the 2008-2012 CUNY Master Plan  
66 Draft. This is the document that guides how CUNY will allocate their funding, their support, and  
67 their vision, our vision really, in this four-year period. This document was prepared by Vice  
68 Chancellor Selma Botman. She is asking the Presidents for comments in the next few weeks. We  
69 have a short comment period. I urge all of you to read this document which will be available on  
70 line. There are certain things in the document that we worked very hard to get included. For  
71 example, there is large section on the new CUNY School of Public Health at Hunter. There is a lot  
72 of information on the decade of science, there is a lot of support for hiring faculty and there is a  
73 lot on education. But you should also read the details. These policies will be adopted and they  
74 will form future spending decisions and other types of policies. As a community it is worth  
75 reading and weighing in now. It is not yet set in stone, and it is the time to have our voices heard. I  
76 am glad it is on the agenda for the April 16<sup>th</sup> Senate meeting and I ask everyone to really look at  
77 that.

78  
79 We are getting our CUNY Alert System up and going, and we want to urge everyone to sign up. It  
80 costs you nothing, and we will be able to contact you in the unfortunate case of an emergency.”

81  
82 The President concluded her report by opening the floor to questions, but none were asked .  
83

84 **Report by the**  
85 **Administrative**  
86 **Committee:**

The Chair presented the report as follows:

Special Election to fill vacant seats on the Senate

87 In accordance with Article IV.2.H.i & ii of the *Charter for a Governance of Hunter College* the  
88 Administrative Committee presented the names of all nominees received to date for the at-large seats:  
89

Students:

90  
91 Jakub Robert Walko (Economics)  
92 Mariya Kayumava (Political Science)  
93 Sera Yeysides (Economics)  
94 Nia Smith  
95

96 It was moved that the nominations be accepted. The motion carried by voice vote without dissent.  
97 Clickers were distributed to the newly elected senators.  
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Approved Curriculum Changes

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100 The following curriculum changes, as listed in Parts I and II of the Report dated 4/2/08, were approved  
101 as per Senate resolution and were submitted for the Senate's information: Items UR-1522 (Art), UR-  
102 1526 (C&T), GR-759 (C&T), UE-1528 (AFPRL), UE-1529 (Various Departments: Change in Course  
103 Prefix), US-1521 (Geography), US-1523 (Art), US-1524 (Film & Media) GS-763 (Classical), GS-758  
104 & GS-761(C&T), GS-756 (Geography), GS-757 (Classical & Oriental Studies/New Academic  
105 Program: The Teaching of Chinese Leading to the M.A. Degree), US-1527/GS-762 (Curriculum &  
106 Teaching).  
107

108 **Committee**  
109 **Reports:**

Mellon Project Special Committee to Review the GER

The following report dated 2 April 2008, as distributed, was on the floor for discussion:

118 The committee has formulated a draft statement outlining the goals of a General Education  
119 requirement in a liberal arts curriculum. This is presented as preamble to the Purposes of a  
120 General Education Program included as Appendix C in their previously distributed report *How*  
121 *We Care for the Curriculum at Hunter College* (p. 59). The twelve goals are reproduced below.  
122

123 The Committee wishes the Senate to engage in a debate about the mission of general education at  
124 Hunter inspired by the statements in these goals.  
125

126 **STATEMENT**

127 The purpose of education at Hunter is to cultivate the powers and habits of mind that enable  
128 students and faculty to think critically and act responsibly, to understand complexity, and to  
129 discover and create new knowledge throughout their lifetimes. Thinking, understanding,  
130 discovery, and creativity are the hallmarks of intellectual and social achievement as well as  
131 personal and professional success. We believe a liberal education is the best way to achieve these  
132 goals, and so we make these opportunities available to all students regardless of program. Hunter's  
133 general education framework is designed to help students progressively develop essential research  
134 and communication skills, to gain familiarity with the ways of interpreting the world that the  
135 different disciplines offer, to acquire an understanding of excellence so as to become capable of  
136 self-assessment, and to make connections among various areas of inquiry and their applications to  
137 the world beyond Hunter.  
138

139 **APPENDIX C:**

140 **PURPOSES OF A GENERAL EDUCATION PROGRAM—A STARTING POINT**

141 (Page 59 of our Report “*How We Care for the Curriculum at Hunter College*”)  
142

- 143 1. Introduce students to academic culture by conveying general expectations, responsibilities,  
144 and opportunities.
- 145 2. Establish a common learning community through shared experiences.
- 146 3. Provide a coherent curriculum for students.
- 147 4. Help students appreciate the variety of different disciplinary approaches, organizing methods,  
148 and questions.
- 149 5. Gain basic competencies in major areas of inquiry, including quantitative and scientific  
150 inquiry.
- 151 6. Develop specific skills of problem-solving, critical thinking, assessing and evaluating sources,  
152 and writing concisely and coherently.
- 153 7. Acquire experience transferring the skills in #6 to various areas of inquiry.
- 154 8. Gain experience with multidisciplinary and interdisciplinary approaches to knowledge.
- 155 9. Through the above goals, help students discover their areas for major study.
- 156 10. Appreciate the creativity entailed in the discovery of knowledge. (Capture the “zest for  
157 learning” that is found in the College’s mission statement.)
- 158 11. Develop an appreciation for how skills and methods learned might be utilized to address key  
159 social problems and concerns.
- 160 12. Acquire the habits of mind that enable students to evaluate and acquire new knowledge  
161 through-out their lifetimes.  
162

163 At 4:05 PM it was moved that the Senate dissolve into a Semi Committee of the Whole for 30 minutes  
164 for discussion. The motion carried by voice vote without dissent.  
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166 At 4:35 PM it was moved that the time for the Semi Committee of the Whole be extended by 10  
167 minutes. The motion carried by voice vote without dissent.  
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169 The Senate reconvened in formal session at 4:40 PM.

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**Committee on Academic Freedom**

Prof. William Sakas, Chair of the Committee, presented the following “Revised Procedures for Adjudicating an Academic Freedom Complaint” for discussion. The final report will follow at a later date.

Academic freedom exists to protect a university environment that is conducive to freedom of inquiry, thought, expression, publication and peaceable assembly. In order for the highest caliber of teaching, learning and research to proceed at Hunter, expression of the widest range of viewpoints should be encouraged and free from internal or external coercion. A breach of this protection not only affronts the rights of those parties who are affected directly, but affronts the integrity of the College community as a whole.

1. **Scope of a complaint** The Academic Freedom Committee will address complaints and concerns of potential infringements of academic freedom concerning the conduct of:
  - a. the support and sponsorship of scholarly research
  - b. teaching and other primarily academic responsibilities
  - c. the search for, appointment, promotion and tenure status of faculty

However complaints and concerns relating to contract, finance and sexual harassment are not normally within the purview of the committee.

2. **Who can bring a complaint** Any individual or group of individuals of the Hunter College community including, but not limited to, full- and part-time instructional and non-instructional staff, members of the administration, and students.
3. **Form of complaints** Complaints may be made orally or via a written mechanism (including email). Complaints may be received directly from the aggrieved party/parties or from a third party who believes that they observed a breach of an individual's or group's academic freedom rights. Any member of the Academic Freedom Committee may accept a complaint after which it shall be passed to the Chair of the Committee.
4. **Initial inquiry** An informal 'fact finding' inquiry shall be initiated by the Chair of the Committee and a rotating member of the committee. The purpose of the initial inquiry is to determine the merits of the complaint, and if the complaint involves issues of academic freedom. If the Committee, after hearing an oral report of the initial inquiry (respectful of the complainant's right to anonymity) determines that the complaint falls outside the purview of academic freedom, the complainant(s) will be notified; no further action will be taken.
5. **Informal complaint** If the complaint was made informally and the complainant is unwilling to submit a written, signed complaint then, after the initial inquiry, no further action will be taken.
6. **Formal complaint** A formal investigation of a breach of academic freedom rights will be initiated after a signed complaint is submitted by the complainant to the Chair of the Committee.
  - a. The Chair in consultation with the complainant will form an investigative sub-committee of two members of the Academic Freedom Committee. At the discretion of the Chair, a student member of the Committee will be added to the sub-committee.
  - b. The sub-committee will then conduct an investigation.

225 c. The sub-committee will attempt to bring about a resolution of the matter that is  
226 satisfactory to all parties concerned; the sub-committee will report the results of the  
227 investigation to the complainant(s), the alleged violator(s) and the Committee.

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234 d. If, in the opinion of the sub-committee, no resolution is possible, the sub-committee will  
235 report its findings and recommendations to the Committee. After review by the  
236 Committee, a report of the findings and recommendations will be forwarded to the  
237 complainant(s), the alleged violator(s). The complainant(s) and the alleged violator(s)  
238 will be given the opportunity to attach a written response to the report after which it will  
239 be forwarded to the Executive Committee of the Senate and the Provost.

240 7. **Privacy** The privacy of the party/parties bringing a complaint of a breach of academic  
241 freedom must be respected, and information obtained in connection with the submission of  
242 the complaint and any subsequent investigation or resolution of the complaint will be handled  
243 with utmost confidentiality.

244 After extensive discussion it was moved that the meeting be adjourned. The motion carried, and the  
245 meeting adjourned at 5:20 PM.

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250 Respectfully submitted,

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254 Jill Gross,  
255 Secretary

**APPENDIX 1**

*The following members were noted as absent from the meeting:*

**Faculty**

Africana&PR/Latino Studies	Pedro Lopez-Adorno (A)
Anthropology	Michael Steiper (A)
Art	Reiner Leist
Biological Sciences	Thomas Schmidt-Glenwinkel (A)
Chemistry	Pamela Mills Namby Krishnamachari (A)
Classical & Oriental Studies	Fang Dai (A) Elizabeth Beaujour
Computer Science	Ioannis Stamos (A)
Curriculum & Teaching	Ann Ebe (A)
Economics	Howard Chernick Jonathan Conning (A)
Educational Foundations	Peggy Chen (A) "E"
Film & Media Studies	Tim Portlock (A) Michael Gitlin
German	Elke Nicolai (A)
Health Sciences	Mimi Fahs (A)
History	Bernadette McCauley (A)
Mathematics	Makram Talih (A)
Music	David Capps (A) Barbara Hampton
Nursing	Leighsa Sharoff "E" Judith Aponte "E"
Physics/Astronomy	Ying-Chih Chen (A)
Political Science	Joan Tronto John Wallach (A)
Psychology	Jeffrey Parsons (A) Tricia Striano
Romance Languages	Monica Calabritto (A) Michael Perna
SEEK	Patricia Martin (A)
School of Social Work	Bernadette Hadden Karun Sihgh (A)

Sociology	Charles Green (A)
Special Education	Grace Lappin Thomas McIntyre (A)
Student Services	Reva Cohen (A) "E"
Urban Affairs	Stanley Moses (A)

**Lecturers and  
Part-Time Faculty**  
William Mayer "E"  
Claus Mueller (Sociology)  
Aubrey Ewaroo  
Jeffrey Mongrain (Art)

**Ex-Officio**  
Jason Ares, CLT Council President  
Nadine Young, HEO Forum Pres.  
Agnes Violenus, Alumni Assoc. Pres.  
Sarit Levy, GSA Pres.  
Alex Kohen, USG Pres.

**Students**  
Dulguun Maidar (Poli Sci)  
Nicole Odom  
Tonia Tiewul (THH) "E"  
Alex Kohen (Poli Sci)  
David Wexler (Poli Sci)  
Josef Bresko (Honors/Econom)  
Jian Jie Ren  
Jenny Alcalde (undeclared)  
Tamon Charles (Biochem)  
Julieta Estevez (Art) "E"